



VII. ULUSLARARASI SOSYAL BİLİMLER ARAŞTIRMALARI KONGRESİ

ÖZETLER KİTABI

06-07 Mayıs 2025 Ankara-TÜRKİYE

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Editör Yardımcıları

Cansu BARTIN SAVRAN - Muhammet Zeki GÜZ

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**KTO KARATAY
ÜNİVERSİTESİ**



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Özetler Kitabı**

***VII. International Research Congress on Social Sciences
Abstracts Book***

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Congress Program

06-07 Mayıs 2025

May 06-07, 2025

Gazi Üniversitesi & Ankara Hacı Bayram Veli University, Ankara/TÜRKİYE

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AÇILIŞ PROGRAMI

OPENING PROGRAM

| 06.05.2025 Açılış Töreni / Opening Ceremony | |
|---|--|
| Direct Link: https://hbv-edu-tr.zoom.us/j/99812167354?pwd=ugBafmd8nkeP0S8H4AzQSaV3DkARd.1 | |
| 10.00 – 10.30 | <i>Açılış Konuşmaları / Opening Speeches</i> |
| | Prof. Dr. Hasan KARA , Chairman of Organizing Committee |
| | Prof. Dr. Turhan ÇETİN , Editor in Chief ANKAD journal |
| | Prof. Dr. Haşim ÖZÜDOĞRU , Dean of Faculty of Financial Sciences |
| | Prof. Dr. Ali Fuat ERSOY , Chairman of Turkish Cooperative Association |
| | Prof. Dr. Metin ORBAY , Vice Rector of Ankara Hacı Bayram Veli University |
| 10.30 – 11.15 | <i>Davetli Konuşmacı / Keynote Speaker</i> |
| | Prof. Dr. Çelebi ULUYOL (Gazi University) |
| | “Eğitim ve Araştırmada Üretken Yapay Zeka: Fırsatlar ve Tehditler” “Generative use of AI in education and research: Opportunities and Threats” |

06 Mayıs 2025, Salı / Tuesday

| 06 May 2025, Tuesday • SALOON SEMİNERHALLİ | |
|---|--|
| Direct Link: YÜZ YÜZE OTURUM SEMİNER HALL | |
| Moderator: Turhan ÇETİN Session Z-1 • Time (İstanbul): 11.15-13.15 | |
| Zhanna Assankhanova & A.Bulshekbayeva & Ayhan Ural | PEDAGOGICAL FRAMEWORKS FOR ENSURING CYBERSECURITY IN EARLY CHILDHOOD EDUCATION |
| Feruza Abdrimova & Serhat Arslan | THE IMPORTANCE OF ERGONOMICS SKILLS IN THE TRAINING OF FUTURE SPECIALISTS |
| Gulmira Mombieva & Ayhan Ural | A STRUCTURAL AND CONTENT MODEL FOR DEVELOPING THE EMOTIONAL STABILITY OF FUTURE PRESCHOOL EDUCATORS IN A DIGITAL ENVIRONMENT |
| Saulet Tukebaeva & Serhat Arslan | PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF DEVELOPING SOFT SKILLS COMMUNICATION SKILLS IN PRESCHOOL CHILDREN |
| Dariga Azimbayeva & Ulbossyn Kyakbayeva & Yücel Gelişli | METHODOLOGY FOR THE FORMATION OF ALGORITHMIC SKILLS OF PRESCHOOL CHILDREN |
| Raziya Karimova & Anar Alimbekova & Yücel Gelişli | THE PROFESSIONAL POTENTIAL OF FUTURE PRESCHOOL EDUCATORS IN DESIGNING A DEVELOPMENTALLY ENRICHING ENVIRONMENT |
| Yulduz İminova & İlkay Ulutaş | PLAYFUL LEARNING IN A DIGITAL ENVIRONMENT: HOW TO TURN AN ACTIVITY INTO A PLAY BASED ON LEARNING THE BASICS OF SAFE BEHAVIOR |
| Birganyim Sattar & Indira Akhmetova | VIOLENCE AGAINST WOMEN: SOCIAL AND LEGAL ASPECTS |
| Aruzhan Tulepova & Indira Akhmetova | BULLYING AMONG ADOLESCENTS: THE ROLE OF SOCIAL WORKER INTERVENTION |
| Aruzhan Meirambek & Indira Akhmetova | THE REINTEGRATION OF RELEASED PRISONERS INTO SOCIETY: SOCIAL SUPPORT AND RECIDIVISM PREVENTION |
| Ziyodakhon Rasulova | CULTURAL HERITAGE AS A PSYCHOLOGICAL RESOURCE: THE ROLE OF TURKIC TRADITIONS IN SHAPING COLLECTIVE IDENTITY IN CONTEMPORARY UZBEKISTAN |

| 06 May 2025, Tuesday • SALOON – B-BLOK - 304 | |
|--|---|
| YÜZYÜZE OTURUM FINANCIAL SCIENCES FACULTY – B-BLOK - 304 | |
| Moderator: Haşim ÖZÜDOĞRU Session Z-2 • Time (İstanbul): 11.30-12.30 | |
| Nuriye Varol Gönen & Haşim Özudoğru | YAPAY ZEKANIN SİGORTA SEKTÖRÜNDEKİ STRATEJİK ETKİLERİ: RİSK YÖNETİMİ, VERİMLİLİK VE ETİK |
| Ramin Daei Farshchi & Emine Öner Kaya | THE ROLE OF ARTIFICIAL INTELLIGENCE IN DIGITAL FINANCIAL INCLUSION: AN INSURANCE INDUSTRY PERSPECTIVE |
| Cansu Bartın Savran & Muhammed Zeki Güz & Turhan Çetin | TOPLUMSAL CİNSİYET BAĞLAMINDA SOSYAL BİLGİLER DERSİ 5. SINIF DERS KİTABININ İNCELENMESİ- ANALYZING THE 5TH GRADE SOCIAL SCIENCES COURSE TEXTBOOK IN THE CONTEXT OF GENDER |
| Muhammed Zeki Güz & Cansu Bartın Savran & Turhan Çetin | KÜRESEL OKURYAZARLIK BAĞLAMINDA SOSYAL BİLGİLER ÖĞRETMENLERİNİN GÖRÜŞLERİNİN İNCELENMESİ |
| Seher Ersoy Quadir | WOMEN'S PLACE IN ENVIRONMENTALLY FRIENDLY CONSUMPTION |
| Nurcan Uzel | ÖĞRETMEN ADAYLARI AÇISINDAN YETERLİ VE DENGELİ BESLENME |
| Ruslan Mammadov & Ali Fuat Ersoy | NİTEL VE NİCEL ARAŞTIRMALARDA SINIRLAR |
| Bülent Aksoy | TÜRK DEVLETLERİ TEŞKİLATI VE TÜRK DÜNYASI JEOPOLİTİĞİ |
| Çelebi Uluyol | ÜRETKEN YAPAY ZEKÂ VE ÖĞRETMEN EĞİTİMİNDE KULLANIMI |
| Çelebi Uluyol | PANDEMİ SONRASI ÖĞRETMENLERİN UZAKTAN EĞİTİME YÖNELİK GÖRÜŞLERİNİN İNCELENMESİ |
| Halil Tokcan | SOSYAL BİLGİLER EĞİTİMİ ALANINDA YAPILMIŞ MEDYA OKURYAZARLIĞI İLE İLGİLİ TEZLERİN ANALİZİ (2007-2025) |
| Merve Emircan Güleriyüz & Haşim Özudoğru | GELECEĞİN ACENTESİ: YAPAY ZEKÂ DESTEKLİ DİJİTAL SİGORTA DANIŞMANLARI |

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| Moderator: Liudmyla RADOVETSKA Session A-1 • Time (Istanbul): 13.30-15.00 | |
| Andreas Dushi & Belfjore Qose | THE COEXISTENCE OF THE REAL AND THE MYTHOLOGICAL IN THE ALBANIAN EPIC SONGS "LAHUTA E MALCIS" (THE HIGHLAND LUTE) |
| Matilda Meta Gjoni | THE IMPACT OF GLOBALIZATION ON INTERNATIONAL RELATIONS: CHALLENGES, OPURTUNITIES AND PERSPECTIVES |
| Rukije Lamçja | BILINGUALISM- AN IMPORTANT FACTOR IN THE PROCESS OF LEARNING A SECOND LANGUAGE IN A BILINGUAL CONTEXT |
| Liudmyla Radovetska & Stepan Bondarenko | ETHICAL, EPISTEMOLOGICAL, AND METHODOLOGICAL IMPLICATIONS OF AI AS A SCIENTIFIC COLLABORATOR |
| Liudmyla Radovetska & Oleksandr Tykhomyrov | ARTIFICIAL INTELLIGENCE AS A TREND IN DIGITALIZATION OF LEGAL EDUCATION: INSTRUMENTAL AND CONTENT ASPECT |
| L. Demska-Budzuliak | COOPERATION BETWEEN ARTIFICIAL INTELLIGENCE AND HUMANS: CHALLENGES AND PROSPECTS |
| Liaskovska Svitlana | SPECIFICS OF USING ARTIFICIAL INTELLIGENCE IN HISTORICAL RESEARCH |
| Liudmyla Radovetska & Khametova Sonia Eldarivna | THE USE OF ARTIFICIAL INTELLIGENCE IN DEFENSE SECTOR: LEGAL CHALLENGES OF INFORMATION SECURITY |

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| Direct Link: https://hbv-edu-r.zoom.us/j/96791222570?pwd=3aQwP4H0ba47ruffyTbtGvcm7P8DaQb.1 | |
| Moderator: Volodymyr PIDVOINYI Session B-1 • Time (Istanbul): 13.30-15.00 | |
| Volodymyr Pidvoynyı & Alla Renska | THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING TURKISH AS A FOREIGN LANGUAGE: OPPORTUNITIES AND CHALLENGES |
| Alla Renska | THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING TURKISH AS A FOREIGN LANGUAGE: OPPORTUNITIES AND CHALLENGES |
| Liaskovska Anastasiia & Semeriahina Myroslava | PROSPECTS OF ARTIFICIAL INTELLIGENCE IN LOGISTICS: INNOVATIONS AND REAL-LIFE IMPLEMENTATION EXAMPLES |
| Shepeta Olena Vasylivna | LEGAL CHALLENGES OF AI INTEGRATION IN PERSONNEL SELECTION FOR INFORMATION SECURITY ROLES: A COMPARATIVE STUDY OF GERMANY, THE UNITED STATES, AND FRANCE |
| Olena Solodka & Petrenko Svitlana | ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: CHALLENGES AND FUTURE PERSPECTIVES |
| Oxana Tepla | VIRTUAL ASSISTANTS IN THE PROCESS OF TEACHING PHILOLOGISTS-TRANSLATORS |
| Aida Gjinali & Tiziana Leka | THE USE OF TECHNOLOGIES IN THE FUNCTION OF DEVELOPING COMMUNICATION COMPETENCE IN THE EFL |
| Daniela Hasa & Etleva Koni | PROMOTING LEXICAL INNOVATION: MULTIMODAL AND TECHNOLOGY-SUPPORTED PEDAGOGIES FOR TEACHING NEOLOGISMS |

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| Moderator: Sezen ISMAIL Session A-2 • Time (Istanbul): 15.00-16.30 | |
| Ana Kechan | READING HABITS OF UNIVERSITY STUDENTS IN NORTH MACEDONIA |
| Igballe Miftari-Fetishi | THE ISSUE OF AI IN STUDENT WRITTEN WORKS: RESEARCH, ACTIVITIES AND PERSPECTIVES |
| Marija Stevkovska | AI-POWERED TOOLS IN LANGUAGE EDUCATION: TEACHERS' PERSPECTIVES |
| Sezen Ismail | AI AS A TOOL FOR SUPPORTING STUDENT ENGAGEMENT IN THE LITERATURE CLASSROOM |
| Katerina Mitevaska Petrusheva | EMPOWERING LIFELONG LEARNERS: ASSESSING AND ENHANCING SELF-DIRECTED LEARNING IN HIGHER EDUCATION |
| Indira Renska | GENERATIVE AI IN TEACHING PROFESSIONALLY ORIENTED ENGLISH: CHALLENGES AND POSSIBILITIES IN THE CONTEXT OF INCLUSIVE AND DIGITAL EDUCATION |
| Liydmyla Shanaieva-Tsymbal & Liudmyla Burduja | TRANSFORMING SOCIAL RESEARCH: THE CONTRIBUTION OF ARTIFICIAL INTELLIGENCE |
| Indira Renska & Sofia Krazhanovska | HUMAN VS. MACHINE: A COMPARATIVE STUDY OF LITERARY TRANSLATION ACCURACY |

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| Moderator: Selman ABLAK Session B-2 • Time (İstanbul): 15.00-16.30 | |
| Meryem Demirci Arslan & Ergin Hamzaoglu | TEKNOLOJİ DESTEKLİ OTANTİK ETKİNLİKLERİN ORTAOKUL ÖĞRENCİLERİNİN DOĞA ALGISINA ETKİSİ |
| Selman Ablak | 2024 SOSYAL BİLGİLER DERSİ ÖĞRETİM PROGRAMINDA SÜRDÜRÜLEBİLİRLİK OKURYAZARLIĞI |
| Ümit Şimşek & Hakan Akdağ | SOSYAL BİLGİLER DERSİNİN ETKİLİ VATANDAŞLIK OLGULARINA İLİŞKİN ÖĞRETMEN DEĞERLENDİRMELERİ |
| Megi Khoperia & Nia Tsenteradze & Ömer Kürşat Tüfekçi & Ferdi Akbıyık | STRATEGIC MARKETING ADAPTATIONS IN THE CONTEXT OF DEMOGRAPHIC CHANGE |
| Rüya Akgün & Ferdi Akbıyık & Ömer Kürşat Tüfekçi | THE XENOCENTRISM TRIGGERED BY GLOBALIZATION: CONSUMER PERCEPTION TOWARDS LOCAL AND GLOBAL BRANDS |
| Emine Nursena Yılmaz & Ufuk Karakuş | 2024-2025 5. SINIF SOSYAL BİLGİLER DERS KİTAPINDA SU OKURYAZARLIĞINA YÖNELİK ÇEVRE KONULARININ İNCELENMESİ |
| İbrahim Gökburun | ŞEHRİN AYNASI NEHİR: CEYHAN ÜZERİNDEN KAHRAMANMARAŞ'A BAKIŞ |
| Hasan Kara & Melda Daşdöyen | KÜLTÜREL COĞRAFYA ÖZELLİKLERİ BAKIMINDAN TİRE SALI PAZARI |

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| Moderator: Murteza HASANOĞLU Session B-3 • Time (İstanbul): 16.30-17.30 | |
| Murteza Hasanoglu & Almaz Garayeva | THE ROLE OF DIGITALIZATION IN PUBLIC ADMINISTRATION IN THE REPUBLIC OF AZERBAIJAN |
| Gulnar Alizadeh | USE OF AI IN EDUCATION |
| Javahir Aghayeva | BRIDGING AI AND AUTHENTIC TEXTS: A MODERN APPROACH TO READING INSTRUCTION |
| Khalida Huseynzade | INNOVATIVE THINKING IN RESEARCH UNIVERSITIES: RESEARCH-ORIENTED LEARNING |
| Aygun Mustafayeva Igrar & Banovsha Mammadova | GENERATIVE AI IN EDUCATIONAL RESEARCH: BALANCING INNOVATION AND ETHICAL CHALLENGES |

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| Moderator: Cem ASLAN Session A-3 • Time (İstanbul): 16.30 - 17.30 | |
| Cem Aslan | ÖZEL EĞİTİM ÖĞRETMEN ADAYLARININ DİJİTAL OKURYAZARLIK BECERİLERİNİN İNCELENMESİ |
| Seda Önger & Turhan Çetin | INNOVATIVE TECHNOLOGIES IN SOCIAL STUDIES EDUCATION: INTEGRATION OF ARTIFICIAL INTELLIGENCE TOOLS |
| Cennet Şanlı | TÜRKİYE YÜZYILI MAARİF MODELİ ÇERÇEVESİNDE COĞRAFYA DERSİ ÖĞRENME ÇIKTILARINDA EĞİLİM BİLEŞENLERİNİN YANSIMALARI |
| Gökmen Güneş & Onur Güleriyüz & Bahadır Kılcan | YAPAY ZEKÂ İLE KARAR VERME SÜRECİNE İLİŞKİN ÖĞRENCİ GÖRÜŞLERİNİN İNCELENMESİ |
| Onur Güleriyüz | SOSYAL BİLGİLER ÖĞRETMEN ADAYLARINA KÜLTÜREL TEVAZU EĞİTİMİ: LİSANS DERSLERİ İÇİN ÖRNEK BİR ETKİNLİK |

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| Moderator: Nazira SAIBEKOVA Session A-4 • Time (İstanbul): 09.30-11.00 | |
| Manzura Ulasova & Yrsaldy Anlamassova | KAZAKHSTAN AND UZBEKISTAN: SOME ISSUES OF PHILOSOPHICAL ANALYSIS OF ETHNOGENETIC DEVELOPMENT |
| Zhanar Dagarova | THE PROBLEM OF HUMAN DESTINY IN WESTERN PHILOSOPHY |
| Aigul Musraunova & Danibekova A.M. | SOCIAL SERVICES TECHNOLOGY IN SOCIAL WORK PRACTICE |
| Aikerim Yerkın & G.Zh. Dzhamalieva | NATIONAL PROJECTS IMPLEMENTED IN THE PROCESS OF PROVIDING SOCIAL SUPPORT TO THE UNEMPLOYED POPULATION |
| Danagul Amanbayeva & Tolegen Serikov | SCIENTIFIC THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF CREATIVE THINKING OF THE STUDENT'S PERSONALITY |
| Petrova Veronika Valeryevna | PECULIARITIES OF ADAPTATION OF CHILDREN OF MIGRANTS IN AN EDUCATIONAL ENVIRONMENT: A SOCIO-PEDAGOGICAL APPROACH |
| Saibekova Nazira | THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH LANGUAGE (LEVEL A2) |

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| Moderator: Indira AKHMETOVA Session B-4 • Time (İstanbul): 09.30-11.00 | |
| Lyazzat Balabekova & Baizhol Karıpbayev | KAZAKH PHILOSOPHY: TRADITIONS AND SPIRITUAL HERITAGE OF WISDOM |
| Gulden Orazgaliyeva & Kendirbekova Zhanar Khaidarovna | WITH FAMILIES RAISING DIFFICULT TEENAGERS THE ROLE OF THE SOCIAL TEACHER |
| Soltanmuratova Gulzhan Melisovna | DEVELOPMENT OF PROFESSIONAL SKILLS IN LANGUAGE STUDENTS THROUGH DIGITALIZATION |
| Mira Manassova | PHILOSOPHY OF THE CITY AND THE PHENOMENON OF ASTANA IN THE NATIONAL PICTURE OF THE KAZAKH ELI |
| Medina Kurmasheva & Zhanar Kendirbekova | THE ESSENCE AND PROBLEMS OF ADAPTATION AND REHABILITATION OF CHILDREN WITH DISABILITIES IN SOCIETY |
| Indira Akhmetova | ETHICAL FOUNDATIONS OF VOLUNTEERING IN KAZAKHSTAN AND ITS ROLE IN SOCIETY |
| Meruert Bakhytzhanova & Aigerim Alzhanova | THE ROLE OF SOCIAL ADAPTATION IN THE PROFESSIONAL ACTIVITIES OF SOCIAL WORKERS |

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| Moderator: Galiya TUTKISHEVA Session A-5 • Time (Istanbul): 11.00-12.30 | |
| Anar Moilbekova | SOCIAL WORK WITH FAMILIES OF CHILDREN WITH DISABILITIES THE FAMILY OF A CHILD WITH DISABILITIES AS AN OBJECT OF SOCIAL ACTION |
| Nargyz Kapkesh & Gaziza Dzhamalieva | THE DEVELOPMENT OF AUTISM IN KAZAKHSTAN |
| Tleuzhan Shynybai & Zhanar Kendirbekova | THEORETICAL AND PRACTICAL ASPECTS OF SOCIO-PEDAGOGICAL MANAGEMENT OF THE PROCESS OF DEVELOPING INTERCULTURAL TOLERANCE AMONG STUDENT YOUTH |
| Saltanat Nurlanova & Aigul Beissenova | PREVENTION OF DOMESTIC VIOLENCE |
| Samal Adylkhanova | ETHICS OF RESPONSIBILITY IN THE MODERN WORLD: A PHILOSOPHICAL PERSPECTIVE |
| Galiya Tutkisheva | SOCIAL RISKS OF INTRODUCING ARTIFICIAL INTELLIGENCE TECHNOLOGIES |
| Mustafa Karakuş | NE EĞİTİMDE NE İSTİHDAMDA OLAN GENÇLERİN (NEET) İSTİHDAM SORUNUNA YÖNELİK YAPAY ZEKÂ TABANLI ÇÖZÜM ÖNERİLERİ: KAPSAMLI BİR BAKIŞ |
| Zhaidary Serik & Indira Akhmetova | WORKING WITH ADOLESCENTS WITH DEVIANT BEHAVIOR |
| Zhaksylyk Aigerim | THE EFFECTIVENESS OF ROLE-PLAYING GAME TECHNOLOGY IN TEACHING ENGLISH GRAMMAR THROUGH AI |

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| Moderator: Bakyt AIDARHAN Session B-5 • Time (İstanbul): 11.00-12.30 | |
| Gulnar Assanova | SCHOOL-FAMILY PARTNERSHIP: BARRIERS, FACTORS AND IMPROVEMENT WAYS |
| Aidarhan Bakyt & Daurenbek Saule | ÖĞRENCİ ÖĞRENİMİNİ GELİŞTİRME STRATEJİSİ OLARAK DERS ÇALIŞMASI YÖNTEMİ- LESSON STUDY AS A STRATEGY TO IMPROVE STUDENT LEARNING |
| Nurgul Salymatova | THE CONCEPT OF «ZAMAN» IN KAZAKH WORLDVIEW |
| Karakhan Kamila | THE ROLE OF ARTIFICIAL INTELLIGENCE IN IMPROVING ENGLISH LISTENING SKILLS |
| Saule Daurenbek & Dinara Bikeyeva | YAPAY ZEKÂ DESTEKLİ MESLEKİ TÜRKÇE ÖĞRETİMİ: TURİZM ALANINA YÖNELİK BİR UYGULAMA-ARTIFICIAL INTELLIGENCE SUPPORTED VOCATIONAL TURKISH TEACHING: AN APPLICATION FOR THE FIELD OF TOURISM |
| Cansu Duman | AYDIN KENTİ HAVA KALİTESİNİN COĞRAFİ AÇIDAN İNCELENMESİ |
| Cansu Duman & Emine Arslan | ORMAN YANGINI SONRASI VEJETASYONUN ZAMANSAL DEĞİŞİMİNİN UZAKTAN ALGILAMA YÖNTEMLERİ İLE DEĞERLENDİRİLMESİ: BULDAN (DENİZLİ) ÖRNEĞİ |

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| Moderator: Emina JELEŠKOVIC Session A-6 • Time (İstanbul):12.30-14.00 | |
| Ali Gökalp & Yusuf İnel | A CROSS-SECTIONAL STUDY ON THE FINANCIAL LITERACY LEVELS OF PRE-SERVICE SOCIAL STUDIES TEACHERS |
| Gulnazira Nurbekova & Gulnar Assanova & Saadat Ushurova | INCLUSIVE EDUCATION: SUPPORTING AUTISM SPECTRUM DISORDER (ASD) STUDENTS' EQUITY AND PARTICIPATION IN THE EFL CLASSROOM |
| Abdraman Akzhunis | FOSTERING INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE CLASSROOMS |
| Gulnaz Shanbayeva | SUPPORTIVE SUPERVISORS IN THE HEALTHCARE SYSTEM |
| Emina Jelešković | EXAMINING SECONDARY SCHOOL STUDENTS' PERCEPTION OF SCHOOL CULTURE |
| Zarina A. Abduazimova | PHILOSOPHICAL FEATURES OF THE CONCEPTUAL APPROACH IN THE FORMATION OF ENVIRONMENTAL ETHICS IN THE PROCESS OF GLOBALIZATION |
| Migena Alimehmeti & Kleada Agasi & Lorena Dedja | THE INTEGRATION OF COMPETENCE-BASED CURRICULUM AND ICT IN FOREIGN LANGUAGE TEACHING: IMPACT ON COMMUNICATIVE AND EXPRESSIVE COMPETENCE IN ALBANIA |

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| Moderator: Alsu SHAMSUTOVA Session B-6 • Time (İstanbul): 12.30-14.00 | |
| Alsu Shamsutova | GAMIFYING IN RUSSIAN LANGUAGE CLASSROOMS |
| Flyora Mukhametzyanova & Maxim Manuilov & Dina Garayeva | THE USE OF HYBRID LEARNING IN MULTILINGUAL EDUCATION |
| Primova Sitora Orifqizi | THE IMPORTANCE OF SOGDIAN TOMBS FROM THE EARLY MEDIEVAL PERIOD IN CHINA |
| Mubina A'zamjonova & Shokirova Shaxnoza Shokirovna | BENEFITS AND RISKS OF AI- BASED TOOLS IN ACADEMIC ENVIRONMENTS |
| Mirzayeva Mumtozbeqim Hasanboyqizi | TRANSFORMING INCLUSIVE EDUCATION THROUGH GENERATIVE AI: A CASE STUDY FROM CENTRAL ASIA |

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| Moderator: G'aniyev Boxodirjon Sodiqjonovich Session A-7 • Time (Istanbul): 14.00-15.30 | |
| G'aniyev Boxodirjon Sodiqjonovich & Xolmatov Ixtiyor Baxtiyorovich | APPLICATION OF ARTIFICIAL INTELLIGENCE AND INFORMATION SYSTEMS IN SPORTS: SOCIOLOGICAL ANALYSIS OF PROBLEMS AND SOLUTIONS |
| Dilshoda Mubarakova | ÖZBEKİSTAN'DA ÇOCUK VE KADIN ŞARKILARI- CHILDREN'S AND WOMEN'S SONGS IN UZBEKISTAN |
| Khandamova Ma'rifat Akramovna | THE IMPORTANCE OF ABU RAYHAN AL-BIRUNI'S SCIENTIFIC HERITAGE IN THE STUDY OF ANCIENT SOGDIAN HISTORY |
| Shahnoza Shokirovna & Mubina Mirzayeva Axrorsher qizi | YAPAY ZEKANIN GELECEKTEKİ MESLEKLER ÜZERİNDEKİ ETKİSİ |
| Zulfizar Alişer Kızı Ismatova | ÖZBEK MİLLİ KIYAFETLERİNİN DÖNEMSEL OLUŞUM SÜRECİ- PERIODIC FORMATION PROCESS OF UZBEK NATIONAL COSTUMES |
| G'aniyev Boxodirjon Sodiqjonovich & Xolmatov Ixtiyor Baxtiyorovich | THE ROLE OF SPORTS TRADITIONS IN THE HISTORICAL-CULTURAL HERITAGE AND UNITY OF TURKIC STATES: SOCIAL ANALYSIS |
| Akmaral Piyazbayeva | ECONOMICS LINGUISTICS AND THE REPRESENTATION OF THE TRANSFORMATION OF ECONOMIC CONSCIOUSNESS |

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| Competing Narratives in Times of Political Crises: Media Framing and Public Perception | |
| Moderator: Yulia TARASIUK Session B-7 • Time (Istanbul): 14.00-15.30 | |
| Velyka Olga | JAPAN'S ASSISTANCE TO UKRAINE: MODERN CHALLENGES AND THE IMPACT ON THE ECONOMY |
| Plokhoniuk Andrii | JAPAN-CHINA DISPUTE OVER THE EAST CHINA SEA |
| Makhuh Vladlen | ON THE ISSUE OF COVERING THE RUSSIAN-UKRAINIAN WAR IN THE ARAB MEDIA |
| Dovhan Daria & Snigovska Oksana | IS IT AMERICA'S GREECE OR RUSSIA'S? PROVOCATIVE TRUMP AND LIBERAL MITSOTAKIS |
| Balaban Yuliia | WAR IN UKRAINE – THE MAIN NARRATIVES OF CHINESE MEDIA |
| Horbalska Vladislava | THE TRANSFORMATION OF UKRAINE-CHINA RELATIONS UNDER THE INFLUENCE OF THE RUSSIAN INVASION IN UKRAINE: AN ANALYSIS OF DIPLOMATIC INITIATIVES |
| Tarasiuk Yuliia | MEDIA DIPLOMACY: CONCEPT DEFINITIONS AND THEORETICAL APPROACHES |

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| Moderator: Hasan KARA Session A-8 • Time (İstanbul): 15.30-17.00 | |
| Tuğba Kılcan & Gizem Mayuncur & Aysima Özkan | CUMHURİYET'İN İKİNCİ YÜZYILINDA ÖĞRETMEN ADAYLARININ BEKLENTİLERİ: ZİHİNSEL İMGELERİN İNCELENDİĞİ NİTEL BİR ARAŞTIRMA |
| Elnur Sardarov Zaur | ANALYSIS OF THE RESULTS OF THE RESEARCH ON CORRUPTION: LITERATURE REVIEW |
| Jateen Mahmood Raoof & Elnur Sardarov Zaur | A LITERATURE REVIEW ON THE CAUSES AND CONSEQUENCES OF CORRUPTION IN THE HEALTH SECTOR |
| Kamile Zeren & Duygu Minaz | ÇANKIRI'DA YEŞİL ALANLARIN DÖNÜŞÜMÜ: NDVI TABANLI BİR DEĞERLENDİRME |
| Duygu Minaz & Kamile Zeren & Sıracettin Gözalan | BURDUR GÖLÜ'NÜN SU SEVİYESİ DEĞİŞİMİ: 1984'TEN 2024'E NDWI VERİLERİ İLE BİR DEĞERLENDİRME |
| Alaattin Arıkan | INVESTIGATION OF THE MEDIATING ROLE OF ANALYTICAL THINKING TENDENCY AND THE MODERATING ROLES OF GENDER IN THE EFFECT OF ANXIETY ON SPATIAL ANXIETY |
| Veysel Akçakın & Yusuf Inel | ÖĞRETMEN ADAYLARININ AKADEMİK ALANLARA GÖRE EPİSTEMOLOJİK İNANÇ PROFİLLERİ |
| Veysel Akçakın & Ali Zengin | KIRSALDA ÖĞRENİM GÖREN ÖĞRENCİLERİN MATEMATİK DEĞERLERİ: GEOMETRİK DÜŞÜNME DÜZEYLERİNE GÖRE BİR İNCELEME |

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| Moderator: Adem KARACA Session B-8 • Time (İstanbul): 15.30-17.00 | |
| Nigar Aliyeva Fuzuli & Aysel Memmedbeyli | THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION |
| Rena Guliyeva | DEVELOPMENT OF SUSTAINABLE TOURISM IN KARABAKH |
| Terane Rüstemova | AZERBAIJAN İLE HİNDİSTAN ARASINDAKİ EKONOMİK İLİŞKİLERDE PETROL FAKTÖRÜ |
| Zuriya Garayeva | BUREAUCRACY AND POLITICS IN THE CONTEXT OF GOVERNMENT SYSTEMS |
| Ali Fuat Ersoy & Şule Atak | ÜNİVERSİTE ÖĞRENCİLERİNİN GELECEK KAYGILARI |
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| Aylin Uzun | MAHREMİYETİN DÖNÜŞEN DOĞASI |
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| Nesrin Soytekin & Dilara Bakan Kalaycıoğlu | TIMSS 2023 TÜRKİYE ÖRNEKLEMİNE GÖRE DÖRDÜNCÜ SINIF ÖĞRENCİLERİNİN MATEMATİK BAŞARISINI ETKİLEYEN FAKTÖRLERİN ÇOK DÜZEYLİ ANALİZ İLE İNCELENMESİ |

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| Moderator: Gökçe KILIÇOĞLU | Session B-9 • Time (Istanbul): 17.00-17.40 |
| Beyza Kartal & Gökçe Kılıçoğlu | EĞİTİM ALANINDA DİJİTAL OKURYAZARLIK İLE İLGİLİ YAPILAN ARAŞTIRMALARA YÖNELİK BİBLİYOMETRİK BİR ANALİZ- A BIBLIOMETRIC ANALYSIS OF RESEARCH ON DIGITAL LITERACY IN EDUCATION |
| Gökçe Kılıçoğlu & Esmanur Çamlıdağ & Aslı Alıcı | GELECEĞİN EĞİTİMCİLERİ VE GELECEĞİN TEKNOLOJİSİ: SOSYAL BİLGİLER ÖĞRETMEN ADAYLARININ YAPAY ZEKÂ ALGILARI |
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| Moderator: Prof. Dr. Haşim ÖZÜDOĞRU | Time (Istanbul): 17.45 |
| Indira AKHMETOVA | |
| Prof. Dr. Hasan KARA | |
| Assoc. Prof. Dr. Iudmyla RADOVETSKA | |
| Prof. Dr. Turhan ÇETİN | |

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| Kazakhstan | 43 |
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ÖNSÖZ (Preface)

Yedinci Uluslararası Sosyal Bilimler Araştırmaları Kongresi; 06-07 Mayıs 2025 tarihlerinde Ankara’da Hacı Bayram Veli Üniversitesi Finansal Bilimler Fakültesi ile Gazi Üniversitesi Gazi Eğitim Fakültesi ev sahipliğinde yüzyüze ve çevrimiçi olarak hibrit şekilde gerçekleştirilmiştir. Yedincisi düzenlenen bu kongremiz Ankara Hacı Bayram Veli Üniversitesi, Gazi Üniversitesi, Konya Karatay Üniversitesi, Türk Kooperatifçilik Kurumu ve Anadolu Kültürel Araştırmalar Dergisi iş birliği halinde yapılmıştır.

Kongremizde Türkiye’den 43, diğer ülkelerden 103 olmak üzere toplam 146 bildiri yüzyüze ve çevrim içi olarak sunulmuştur. Türkiye’nin dışında Arnavutluk, Azerbaycan, Bosna Hersek, Kazakistan, Özbekistan, Ukrayna, Kuzey Makedonya, Rusya ve Amerika Birleşik Devletleri’nden kongremize katılımlar olmuştur.

Kongre açılışında koordinatör Pamukkale Üniversitesi Coğrafya Bölüm Başkanı Prof. Dr. Hasan KARA, Anadolu Kültürel Araştırmalar Dergisi Editörü Prof. Dr. Turhan ÇETİN, Ankara Hacı Üniversitesi Bayram Veli Üniversitesi Finansal Bilimler Fakültesi Dekanı Prof. Dr. Haşim ÖZÜDOĞRU, Türk Kooperatifçilik Kurumu Başkanı Prof. Dr. Ali Fuat ERSOY ve Ankara Hacı Üniversitesi Bayram Veli Üniversitesi Rektör Yardımcısı Prof. Dr. Metin ORBAY açılış konuşmalarıyla kongreyi onurlandırmışlardır. Kongre açılışımıza teşrif eden dekanlarımıza, müdürlerimize, öğretim üyelerimize, davetli konuşmacı olarak kongremize katkı sunan Prof. Dr. Çelebi ULUYOL’a, dinleyici olarak katılanlara, öğrencilerimize, bildirileri ile destek veren kıymetli katılımcılarımıza ve kongreye tüm emeği geçenlere şükranlarımızı sunarız.

Yedinci kongremizin ana teması son yılların önemli ve popüler konularından “Yapay Zekâ” olarak belirlenmiştir. Gazi Üniversitesi Gazi Eğitim Fakültesi öğretim üyesi Prof. Dr. Çelebi ULUYOL “Davetli Konuşmacı” olarak kongreye teşrif etmiş ve “*Eğitim ve Araştırmada Üreten Yapay Zekâ: Fırsatlar ve Tehditler*” başlıklı açılış konuşmasını yapmıştır. Kendisine teşekkür ederiz.

Kongremizde kabul edilen ve sunumu yapılan bildiri özetleri, kongrenin ardından 185 sayfalık “*Bildiri Özetleri Kitabı*” olarak bilim dünyasına kazandırılmıştır. Kongrenin düzenlenmesinde ve elektronik özetler kitabının yayınlanma aşamasına kadar yolculuğunda her türlü desteği sunan Sosyal Bilimler Kongresinin düzenleme kurulu, bilim kurulu ve kongre sekreteryasına özverili çalışmaları, emekleri ve katkılardan dolayı teşekkürü borç biliriz. Bildiri özetleri kitabının hayırlı olması, bilim camiasına önemli katkılar sağlaması ve sizlerle gönül coğrafyamızın güzel köşelerinden başka bir diyarda 2026 yılında tekrar görüşmek dileğiyle...

Ankara, 20.06.2025

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ÖZETLER

(ABSTRACTS)

ETHICAL FOUNDATIONS OF VOLUNTEERING IN KAZAKHSTAN AND ITS ROLE IN SOCIETY

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Abstract

Volunteering is an essential social phenomenon that enhances social stability, civic responsibility, and solidarity in society. In Kazakhstan, volunteer activities are considered one of the key directions of state policy, contributing to the development of civil society. This article examines the ethical aspects of volunteering, its impact on public values, and the moral principles followed by volunteers. The primary goal of volunteerism is not material gain but demonstrating compassion, providing assistance, and benefiting society. The ethical foundations of this activity are based on principles such as humanity, justice, compassion, equality, mutual assistance, and responsibility. Volunteers adhere to ethical norms in their work, prioritizing the well-being of society over personal interests and contributing to overall social welfare. The volunteer movement in Kazakhstan is actively developing with the support of the government, public organizations, and individuals. In 2020, the country declared the "Year of Volunteers," bringing special attention to this field. Today, volunteers are actively engaged in healthcare, education, environmental protection, social assistance, culture, and emergency response. Their efforts ensure timely and effective support for those in need, strengthening the values of mutual aid and social cohesion. From an ethical perspective, volunteering is not only about providing social assistance but also serves as a tool for fostering civic engagement and responsibility. Volunteers play a crucial role in shaping public values, as their work promotes social justice, a culture of mutual assistance, and trust among people. The positive impact of volunteer activities on society highlights their socio-ethical significance. In Kazakhstan, a strong culture of volunteering has been established, supported by legislative and institutional frameworks. This contributes to citizens' active participation in public life, enhances young people's sense of social responsibility, and improves the overall well-being of the population. This article analyzes the ethical significance of volunteering in Kazakhstan, its role in improving social relations, and its broader implications for society. Additionally, the article explores the legal and moral-ethical norms governing volunteer activities. The adherence of volunteers to ethical principles enhances their role in strengthening social stability.

Keywords: Volunteering, ethics, social responsibility, civil society, public values, moral principles, humanity, justice, equality, compassion, Kazakhstan, social stability, legal framework, volunteer movement.

READING HABITS OF UNIVERSITY STUDENTS IN NORTH MACEDONIA

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Abstract

This study investigates students' reading habits at North Macedonian universities in an effort to determine their reading interests, frequency, and compelling reasons for reading. Using questionnaires, the study investigates the content of the reading material that is read by the students, such as academic works, fiction, and digital media. The findings reveal diverse reading interests, with a significant trend towards media materials based on accessibility and convenience. But traditional print materials are still valuable, particularly for academic purposes. The study also explores the impact of socio-economic indicators, study workload, and technological advancements on students' reading habits. The findings are that even though the students recognize the importance of reading to achieve academic distinction and personal growth, time pressures and electronic distraction limit their reading habits. Through highlighting the reading habit of North Macedonian university students, this contribution adds to greater regional understanding of educational and cultural trends. By proposing educationists and policy makers develop a more welcoming reading space for the harmonious blend of digital and printed materials, this contribution recommends moving towards more accommodating reading environments. Lastly, this contribution points to the promotion of reading as a central aspect in higher education and lifelong learning.

Keywords: Reading habits, university students, North Macedonia.

***THE COEXISTENCE OF THE REAL AND THE MYTHOLOGICAL IN
THE ALBANIAN EPIC SONGS "LAHUTA E MALCIS" (THE HIGHLAND
LUTE)***

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Abstract

"Lahuta e Malcís" (The Highland Lute) began to be written by Father Gjergj Fishta in 1913 and, after being published in parts as a small-format book or in periodicals of the time, it was published in full in 1937. It is a work often regarded as Albania's missing epic, because in it—using epic tones—he depicts the Albanian people's final struggle. Although he was a cleric, in this work Fishta, alongside the historical and social reality, also intertwines typical mythological figures from Albanian mythology, such as the *orët* and the *zanat*. He borrows these figures from the Albanian National Epic Songs, which were being gathered and codified for the first time at that period by his Franciscan brothers who lived with him in the same monastery. In this paper, the coexistence between truth and mythology will be explored, as well as the function assumed by these mythological figures in relation to the work itself.

Keywords: *Albanian literature, Epic poetry, Mythology*

THE ISSUE OF AI IN STUDENT WRITTEN WORKS: RESEARCH, ACTIVITIES AND PERSPECTIVES

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Abstract

Recent developments in AI and technology have greatly affected education on many regards. The issue of traditional or innovative is now meaningless without the inclusion of AI as an even greater challenge in the English classroom. The main aim of the paper is to elaborate different issues and perspectives regarding traditional and innovative assessment, including here the AI phenomena. The focus is on the current trends of teaching and assessment of the productive skills in English. Namely, the study presents different tasks and activities that support the teaching of the skills, along with the procedures of assessment. It also discusses the issue of AI in the process of assessment, with emphasis on traditional approaches, which accordingly tend to surpass the current AI interference issue. It argues that there are both advantages and disadvantages of the involvement of AI in current teaching and introduces a norm of how much AI should in fact be present. Apart from this, it argues that in-class traditional activities related to the productive skills help teachers surpass the different challenges of assessment, namely in the written skills i.e. essay writing, patch-writing etc. and in speaking skills through presentations, observations and self-reflections. Considerations on the balance between the advantages, ethical boundaries of AI and limitations are also discussed.

Keywords: Assessment, AI, innovation, writing, speaking, advantages, challenges etc.

AI-POWERED TOOLS IN LANGUAGE EDUCATION: TEACHERS' PERSPECTIVES

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Abstract

AI has become an integral part of modern education. Its implementation in language education is in its initial stages, and teachers remain cautious about using it due to issues such as academic honesty and data privacy. One of the greatest benefits of AI tools is that they help educators create lesson materials in a very short time. This study explores the perspectives of EFL teachers in North Macedonia on the implementation of AI tools in language classes. It also investigates the challenges they face when using these tools. A survey research design was employed to gather data from teachers by completing a questionnaire. Descriptive statistics and a paired-samples t-test was used to analyze the data. The findings show that teachers do not often use AI tools. The most frequently used AI tools include Chat GPT, Canva, MagicSchool, and Twee. AI tools are not used for providing feedback on written assignments. Some educators are concerned that over-reliance on these tools may reduce students' creativity. Pedagogical implications include training teachers on a) effective use of AI tools in language education and b) ethical usage of AI.

Keywords: AI-powered tools, language education, teachers' perspectives, ethical usage

PECULIARITIES OF ADAPTATION OF CHILDREN OF MIGRANTS IN AN EDUCATIONAL ENVIRONMENT: A SOCIO-PEDAGOGICAL APPROACH

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Abstract

The article examines the specifics of the organization of the adaptation process of children of migrants to a new educational environment with an emphasis on a socio-pedagogical approach. The article analyzes the theoretical basis for ensuring the adaptation process, the factors influencing the successful inclusion of migrants in the educational environment, as well as practical methods that promote their socialization and integration. Special attention is paid to the problems of intercultural communication, the formation of emotional stability and the development of interpersonal competencies of children of migrants. Based on domestic and foreign research, recommendations have been formed for teachers and specialists in the field of socio-pedagogical work with children of migrants. The purpose of the article is to identify the main directions for improving socio-pedagogical practice for the adaptation of children of migrants in a new socio-cultural and educational environment.

Keywords: Migrants, children of migrants, adaptation, educational environment, socio-pedagogical approach, intercultural communication, socio-cultural integration, socio-pedagogical work

APPLICATION OF ARTIFICIAL INTELLIGENCE AND INFORMATION SYSTEMS IN SPORTS: SOCIOLOGICAL ANALYSIS OF PROBLEMS AND SOLUTIONS

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Abstract

This article presents a social analysis of the application of modern information technologies in sports, the importance of digitalization and transformation, and the problems and solutions encountered. The study examines the effectiveness of technologies such as artificial intelligence (AI), computer graphics (CG), virtual reality (VR), and augmented reality (AR) in the activities of athletes, coaches, and organizations. Based on quotes from prominent figures, scientific articles, and reports from international organizations, real examples are provided of how AI helps reduce injury risks for athletes and how VR and AR optimize the training process. The article concludes with perspectives on the integration of sports and technology, along with recommendations for the widespread implementation of technological innovations. This research serves as a practical and theoretical foundation for sports managers, coaches, and scholars.

Keywords: Sports, information technologies, digitalization, transformation, artificial intelligence, sports managers, coaches, scientific research

SOCIAL RISKS OF INTRODUCING ARTIFICIAL INTELLIGENCE TECHNOLOGIES

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Abstract

The end of the 20th and the beginning of the 21st century are characterized by the growing use of new technologies in all spheres of human activity. The next era of global changes begins at the beginning of the second decade of the 21st century, when scientists begin to talk about the fourth scientific and technological revolution, within the framework of which artificial intelligence, robotics and machine learning technologies are actively introduced. This opens up many opportunities, but also carries with it potential risks and threats: increasing social inequality, uneven distribution of economic benefits, transformation of the labor market, security threats, etc. Therefore, it is very important to control the process of introducing new technologies to ensure the safety of society. The purpose of this article is to describe the risk theories of foreign and domestic scientists, as well as to highlight the main social risks and dangers of introducing artificial intelligence technologies.

Keywords: social risks, social consequences, technocratization, artificial intelligence (AI), new technologies, technologization of public spheres.

KAZAKHSTAN AND UZBEKISTAN: SOME ISSUES OF PHILOSOPHICAL ANALYSIS OF ETHNOGENETIC DEVELOPMENT

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Abstract

This article examines the ethnogenetic development of the peoples of Kazakhstan and Uzbekistan from a philosophical perspective. Given the deep historical ties between the two nations, their ethnic, cultural, and social development has been shaped by common factors. The article covers historical periods from ancient times to the present, analyzing the key events and influences that contributed to the formation of these nations. The ethnogenesis process has been marked by the interaction of various ethnic groups and cultural exchanges, particularly since the era of the Great Silk Road. Additionally, the Mongol invasion of the 13th century and the establishment of the Timurid Empire brought significant changes to the region's ethnic structure. These historical events facilitated the unification of peoples, the exchange of cultural traditions, and the establishment of regional stability. During the Soviet period, Kazakhstan and Uzbekistan developed within a shared economic, social, and cultural space. While Soviet policies influenced the development of ethnic groups, shifts in national policies also impacted their unique identities. After gaining independence, both nations faced crucial challenges such as building a national state, achieving economic stability, and establishing their positions on the international stage. The article explores the ethnic composition of modern Kazakhstan and Uzbekistan, along with their cultural and linguistic characteristics. Furthermore, it highlights diplomatic relations, economic cooperation, and cultural ties between the two countries. The authors emphasize the role of language, religion, and traditions in shaping national identity and their significance in the ethnogenesis process. Today, Kazakhstan and Uzbekistan strive to strengthen their future cooperation while preserving their shared historical heritage and cultural values. In the context of globalization, the development of interethnic relations, cultural exchanges, and political-economic integration between the two nations holds particular importance. This study provides a deep philosophical analysis of the ethnogenetic process of the peoples of Kazakhstan and Uzbekistan. It highlights historical continuity, the formation of national identity, and the prospects for future cooperation.

Keywords: Kazakhstan and Uzbekistan, Ethnogenetic development, Philosophical analysis, National identity, Historical processes, Ethnic composition, Cultural integration, Tradition and modernization, Social structure, State formation, Civilizational development, Ethnicity and culture, Historical continuity, Ethnic migration, National consciousness, Social relations, Spiritual values, Central Asian peoples, Ethnic identity, Cultural code

THE PROBLEM OF HUMAN DESTINY IN WESTERN PHILOSOPHY

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Abstract

This article analyzes the changing approaches to understanding the concept of "fate" in the history of Western philosophy. The understanding of this term within the framework of religious and materialistic philosophical traditions is comprehended. An attempt is made to define the genesis of the mythologeme of fate in the development of Western European philosophies. The question of fate, predestination and free will of a person always remains relevant and exciting for many. This topic touches on fundamental aspects of human nature, philosophy and religion. For many, this is not only a philosophical or religious issue, but also an important topic of personal self-discovery and understanding the meaning of life. A socio-philosophical understanding of this topic will help to formulate a personal understanding of the meaning of life, personal responsibility and a person's relationship with other people and with the world as a whole. This is due to the fact that the social consciousness of the modern era is determined by a sense of instability, anxiety, concern for the future of an individual and humanity as a whole. In the understanding of fate, the domain of the universal, the abstract, and the sphere of individual human existence unite and intersect. The problem of fate has a pronounced anthropological aspect and is one of the important topics of philosophical anthropology. The problem of human fate lies in the contradiction between freedom and necessity, which has expressed itself in the historical trends in the development of ideas about fate: from mythological fatalism through theological fatalism, and then rationalism to voluntarism or denial of the role of fate with the emergence and development of a dialectical position that removes the dualism of fatalism and voluntarism.

Keywords: Fate, religious fanaticism, responsibility, freedom, existence, necessity, fatalism.

SOCIAL SERVICES TECHNOLOGY IN SOCIAL WORK PRACTICE

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Abstract

Social services represent a fundamental form of social protection for the population. Their provision significantly contributes to individual well-being, ensuring the necessary conditions to address social problems faced by individuals in difficult life situations. This article examines the features of state social policy in the Republic of Kazakhstan regarding social services, including their forms and principles. It also explores the organization of social work in the field of social services. The study provides an analysis of the normative, legal, and legislative framework governing various forms of social services in Kazakhstan and examines the essence and scope of the concept of "social services." Structural components of social service technology are summarized, along with the classification of services according to the types provided to different categories of recipients. Additionally, the article analyzes theoretical research on social service technology and its various forms.

Keywords: social work, social service, social protection of the population, difficult life situation, social policy, social services, social service principle, stationary form of social services, semi-stationary form of social services, social problem, social support.

NATIONAL PROJECTS IMPLEMENTED IN THE PROCESS OF PROVIDING SOCIAL SUPPORT TO THE UNEMPLOYED POPULATION

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Abstract

In the context of modern challenges and changes in society, national projects are becoming an important tool for forming the structure of social support, especially in the context of the unemployed population. This article provides an overview of the role of national projects in the management of social aspects, focusing on measures to support those facing unemployment. Analysis of the programs and their impact on the labor market allows to evaluate the effectiveness of state initiatives and determine the prospects for further development. This article examines the role of national projects in providing social support to the unemployed population. Introducing the reader into the context of national projects, the author analyzes the main programs aimed at solving the problem of unemployment. The article also evaluates the effectiveness of social support measures, giving examples of successful initiatives. As part of the achievements, difficulties will be identified and prospects for improving the system of support for the unemployed will be proposed. The conclusion emphasizes the importance of further development of national projects taking into account social aspects, calling for continued efforts to improve the situation on the labor market.

Keywords: National projects, social support, unemployed population, labor market, employment programs, effectiveness of social initiatives, challenges and problems, Development Prospects, social changes, implementation of state programs.

KAZAKH PHILOSOPHY: TRADITIONS AND SPIRITUAL HERITAGE OF WISDOM

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Abstract

This article discusses the historical formation, main features and spiritual heritage of Kazakh philosophy. The Kazakh worldview is based on the principles of harmony with nature, the desire for freedom, justice and morality. The nomadic way of life and Tengri faith had a great influence on the philosophical thinking of the Kazakh people. The poetry of zhyrau, the Oratory of biys, the concept of Abai "full man" and the works of Kazakh thinkers of the twentieth century reflect the depth of Kazakh philosophy. The spiritual and worldview potential and meaning of the philosophy of Kazakh thinkers were studied. The worldview positions that form the core of the spiritual culture and national mentality of the Kazakh people are characterized by ethical categories. The very close development of legal relations with moral consciousness in the ethnic spiritual and social space and their frequent interweaving has been widely analyzed in the work of Steppe philosophers. Of particular importance during the period of independence is the revival of national spirituality and the development of philosophical thoughts. Kazakh philosophy is not only a legacy of the past, but also a valuable spiritual landmark for today's society. The spiritual world of the Kazakh people has preserved the continuation of traditions from the Turkic era, as well as the prevailing models of civilization and value orientations in ethno-culture as a kind of spiritual treasure.

Keywords: Spiritual values, wisdom, ethics, harmony, traditions, worldview, traditions, heritage, morality, Kazakh philosophy.

A CROSS-SECTIONAL STUDY ON THE FINANCIAL LITERACY LEVELS OF PRE-SERVICE SOCIAL STUDIES TEACHERS

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Abstract

Financial literacy, which is a fundamental competence for individuals to make responsible financial decisions, is an important skill that measures the capacity of individuals to comprehend financial principles and handle savings and investment decisions effectively. Financial literacy education, which starts in the family from an early age, is one of the important skills that continue in schools and is envisaged to be acquired by students, especially in social studies courses. The aim of this study is to examine the financial literacy levels of pre-service social studies teachers in terms of different variables. In this context, pre-service social studies teachers' financial literacy levels were evaluated in terms of gender, credit card use, online shopping, grade level and income status variables. The participants of this study, which was structured in accordance with the survey design, consisted of 334 pre-service social studies teachers continuing their education in different universities of Türkiye (female = 49.7%; male = 50.3%). The data were analysed using descriptive statistics and difference tests (t-test and one-way analysis of variance). According to the findings of the study, it was observed that the financial literacy levels of pre-service social studies teachers showed statistically significant differences according to gender and grade level variables. It was found that male pre-service social studies teachers had higher levels of financial literacy than female pre-service social studies teachers and 2nd grade students had higher levels of financial literacy than 4th grade students. However, there was no statistically significant difference in the financial literacy levels of pre-service social studies teachers according to the variables of using credit cards, online shopping and income level.

Keywords: Financial literacy, pre-service social studies teacher, survey

SOSYAL BİLGİLER ÖĞRETMEN ADAYLARININ FİNANSAL OKURYAZARLIK DÜZEYLERİNE İLİŞKİN KESİTSEL BİR ARAŞTIRMA

Özet

Bireylerin sorumlu finansal kararlar alabilmeleri için temel bir yetkinlik olan finansal okuryazarlık, bireylerin finansal ilkeleri kavrama ve tasarruf ve yatırım kararlarını etkin bir şekilde ele alma kapasitesini ölçen önemli bir beceridir. Erken yaşlardan itibaren ailede başlayan finansal okuryazarlık eğitimi, okullarda devam eden ve özellikle sosyal bilgiler dersinde öğrencilere kazandırılması öngörülen önemli becerilerden biridir. Bu araştırmanın amacı, sosyal bilgiler öğretmen adaylarının finansal okuryazarlık düzeylerini farklı değişkenler açısından incelemektir. Bu bağlamda, sosyal bilgiler öğretmen adaylarının finansal okuryazarlık düzeyleri cinsiyet, kredi kartı kullanma, online alışveriş yapma, sınıf düzeyi ve gelir durumu değişkenleri açısından değerlendirilmiştir. Tarama desenine uygun olarak yapılandırılan bu araştırmanın katılımcılarını Türkiye'nin farklı üniversitelerinde öğrenimlerine devam eden 334 sosyal bilgiler öğretmen adayı oluşturmuştur (Kadın = %49.7; erkek = %50.3). Araştırma verileri, betimsel istatistik ve fark testleri (t-testi ve tek yönlü varyans analizi) ile analiz edilmiştir. Araştırma bulgularına göre, sosyal bilgiler öğretmen adaylarının finansal okuryazarlık düzeylerinin cinsiyet ve sınıf düzeyi değişkenlerine göre istatistiki olarak anlamlı farklılık gösterdiği görülmüştür. Erkek sosyal bilgiler öğretmen adaylarının kadınlara ve ikinci sınıfta öğrenim görenlerin dördüncü sınıfta öğrenim görenlere göre finansal okuryazarlık düzeylerinin daha yüksek olduğu tespit edilmiştir. Ancak sosyal bilgiler öğretmen adaylarının kredi kartı kullanma, online alışveriş yapma ve gelir düzeyi durumu değişkenlerine göre finansal okuryazarlık düzeylerinin istatistiki olarak anlamlı farklılık göstermemiştir.

Anahtar kelimeler: Finansal okuryazarlık, sosyal bilgiler öğretmen adayı, tarama

SCIENTIFIC THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF CREATIVE THINKING OF THE STUDENT'S PERSONALITY

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Abstract

If we say that the work of a teacher is measured by the knowledge of a student, the complexity of the work of a teacher is in the ability to find a way to the heart of every student. It lies in the fact that every child, through the development of abilities, is able to get to know himself, life, the world, to feel the qualities of responsibility to society. The article raises an urgent problem-many psychologists explain that as students grow older, the capabilities of the nervous system expand and form, but the most necessary and valuable qualities for the development of the student are gradually lost, and warn that it is necessary to hurry to use the most valuable period for the development of the child's abilities effectively. The article discusses the features of independent and joint creative work, increasing the interest of students in the lesson through the acquisition of new pedagogical technologies of teaching, the ability to effectively use new methods in the educational process, freely and openly express their thoughts, draw conclusions, reflect, critically look at the thoughts of others, analyze, compare, arrange, sort, systematize what the student heard, learned.

Keywords: Learning process, creative activity of the student, educational process, collective thoughts of students, mental abilities.

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Abstract

This article is devoted to the study of social adaptation as a technology of social work. Social adaptation should be considered not only as a process reflecting the adaptation of individuals to new social conditions, but also to identify the real possibilities of social work as a professional activity in ensuring successful integration of people into society. The article discusses the stages, levels of social adaptation, and mechanisms of individual interaction with the social environment. The main factors influencing the success of the process of social adaptation of various categories of the population, as well as the role of social workers in the implementation of this process, are analyzed.

Keywords: Personality, socialization, social adaptation, social work.

VIOLENCE AGAINST WOMEN: SOCIAL AND LEGAL ASPECTS

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Abstract

This article discusses the issue of domestic violence against women in Kazakhstan and Turkey. It highlights the main types of domestic violence, its causes, legal regulations, and ways to reduce it. The authors attempt to compare the levels of violence in Kazakhstan and Turkey, drawing attention to the effectiveness and shortcomings of the legal frameworks in both countries. The article discusses the primary causes of conflicts within families, considering gender inequality, economic factors, the weakness of legal regulations, and traditional cultural norms as the main factors contributing to the intensification of violence. The authors analyze the possibility of ending male-perpetrated violence and also examine the likelihood of violence from women and attempt to explain it. Furthermore, the article explores the practice of premarital contracts as a preventive measure against violence. The role of law enforcement agencies, the role of crisis centers, and the level of social support provided by the state are studied. Statistical data is provided regarding the increase in the number of crimes related to domestic violence in Kazakhstan in recent years. The impact of Turkey's withdrawal from the Istanbul Convention on the level of violence against women is considered, and the legal and social consequences of this decision are analyzed. The authors emphasize that domestic violence often leads to divorce and that women and children face psychological and social difficulties as a result. The need to treat domestic violence as a crime is also highlighted. The effectiveness of current laws and the likelihood of perpetrators escaping punishment are also discussed. In the conclusion, the importance of legal reforms in Kazakhstan and Turkey to prevent violence, increasing the accountability of law enforcement agencies, promoting gender equality, and improving the work of crisis centers are emphasized. It is noted that a comprehensive approach is needed to reduce domestic violence.

Keywords: Domestic violence, family, conflict, legislation, social work, women's rights, gender equality, Turkey, Kazakhstan.

SİGORTA SEKTÖRÜNDE HALKLA İLİŞKİLER VE MÜŞTERİ YÖNETİMİNE ETKİSİ

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Özet

Günümüzde halkla ilişkiler faaliyetleri, hizmet sektörü içerisinde yer alan sigorta sektörünün pazarlama faaliyetlerini etkin ve sürdürülebilir devam ettirebilmesi için önem teşkil etmektedir. Hizmet sektörü faaliyetlerinin birbirine benzemesi ya da aynı amaca hizmet etmesi sebebiyle, sigorta işletmeleri farklılaşma yoluna gitmeyi tercih etmelidir. Artan rekabet, küreselleşme ve sigorta sektörünün oligopol yapısı halkla ilişkiler faaliyetlerinin önemini her geçen artırmaktadır. Bu hususta sigorta şirketleri, teknoloji ile uyum sağlayarak, zaman yönetimini etkin kullanarak ve alınan esnek kararlar doğrultusunda stratejik bir vizyon geliştirmeli ve pazarlama üstünlüğü sağlamalıdır. Günümüz çağı, “Enformasyon ve Teknoloji” çağıdır. Dolayısıyla, şirketler uzun dönemde varlıklarını devam ettirebilmeli ve örgüt içinden örgüt dışına hızlı, doğru ve kalıcı bilgiyi ulaştırabilmelidir. Sigorta şirketlerinin hizmette kaliteyi ve marka imajını sağlayabilmesi doğru iletişim kanalıyla gerçekleşecektir. En önemli iletişim kanalı olarak tercih edilen, daha geniş bir kitleye ulaşarak imaj yaratma çalışmalarını hızlandıran, müşterilerde olumlu izlenim artırmaya yarayan ve kullanılan medya sektörü halkla ilişkiler faaliyetlerinin önemli bir unsurudur. Halkla ilişkilerin inandırıcı ve açık bir şekilde gerçekleştirilecek olması hedef kitlede güven unsurunu ön plana çıkaracaktır. Halkla ilişkiler aracılığıyla güven temelli müşteri ilişkisi şirketlerin kalıcı ve uzun ömürlü olmalarını sağlayacaktır. Sigorta sektörü artan oranda baskı yaratan rekabete maruz kalmamak için müşteri ve güven odaklı pazarlama faaliyeti gerçekleştirmelidir. Medyanın gücünü, sektörde tanınma ve varlığını koruyarak büyüme yolunda kullanılmalıdır. Müşteri ilişkileri çerçevesinde de halkla ilişkileri etkin yöneten, dijital anlamda medyayı bir tutundurma faaliyeti olarak ön plana çıkaran sigorta şirketleri güven arz eden ve en çok tercih edilen şirketler olarak kabul edilmektedir. Netice olarak, sigorta şirketlerinin gerçekleştireceği her halkla ilişkiler faaliyeti rakiplerine kıyasla, pozitif yönde bir adım öne geçmelerini sağlayacaktır.

Anahtar kelimeler: Halkla ilişkiler, sigorta sektörü, pazarlama, rekabet, müşteri

THE IMPACT OF PUBLIC RELATIONS AND CUSTOMER MANAGEMENT IN THE INSURANCE SECTOR

Abstract

Nowadays public relations activities are important for the insurance sector, which is included in the service sector, to continue its marketing activities effectively and sustainably. Due to the fact that the activities of the service sector are similar to each other or serve the same purpose, insurance enterprises should prefer to take the path of differentiation. Increasing competition, globalization and the oligopoly structure of the insurance sector are increasing the importance of public relations activities every day. In this regard, insurance companies should develop a strategic vision and achieve marketing superiority by adapting to technology, using time management effectively and in accordance with flexible decisions made. Today's era is the era of 'Information and Technology'. Therefore, companies should be able to maintain their assets for a long period of time and be able to deliver fast, accurate and permanent information from within the organization to outside the organization. Insurance companies will be able to provide quality and brand image in the service through the right communication channel. The media sector, which is preferred as the most important communication channel, accelerates image creation efforts by reaching a wider audience, serves to increase a positive impression on customers and is used as an important element of public relations activities. The fact that public relations will be carried out convincingly and clearly will highlight the element of trust in the target audience. A trust-based customer relationship through public relations will ensure that companies are permanent and long-lasting. The insurance sector should carry out customer and trust-oriented marketing activities in order to avoid being exposed to competition that creates increasing pressure. It should use the power of the media on its way to growth, maintaining its recognition and presence in the sector. Within the framework of customer relations, insurance companies that effectively manage public relations, highlight media in a digital sense as a promotion activity are considered to be the most trusted and preferred companies. As a result, every public relations activity that insurance companies will perform will allow them to take a step forward in a positive direction compared to their competitors.

Keywords: public relations, insurance sector, marketing, competition, customer

ÖZBEKİSTAN'DA ÇOCUK VE KADIN ŞARKILARI

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Özet

Çocuk şarkıları da toplumun sosyokültürel yapısının bir aynası olarak bilinmektedir. Dolayısıyla ritimleri, melodileri, kullanılan dizileri de toplumun genel müzik kültürünün yansımasıdır. Çocuk şarkılarında ele alınan konu, çocuğun yaşına, zevkine uygun olmalı, melodik yapısı ise çocuğa doğru mesajları vermelidir. Çocuklar için yetişkinler tarafından veya çocukların kendisi tarafından yaratılan sözlü edebiyat örnekleri çocuk folkloru diye adlanır. Çocuk folkloru sınırları çok geniş olup, onun örnekleriyle halk biliminin tüm şekillerinde karşılaşmak mümkün. Bunlar türküler, masallar, tekerlemeler, oyun şarkıları, bilmeceler vs. Şarkı, sözlü folklorun en yaygın ve popüler türlerinden biridir. Şarkıların çocuk yetiştirmesindeki rolü büyüktür. Bazen şarkıya dans da eşlik eder. Yani şarkı olması için şiir ve melodilere ihtiyaç var. Özellikle, bebeğin ilk duyacağı şarkı da annesinin ona söylediği ninnisidir ve böylece insan şarkılar dünyasına girer. Doğal olarak, çocuklar giyinme tarzı, beslenme gibi davranışlarını yetişkinlerden öğrenmeye çalışırlar. Çalışma esnasında söylenen şarkılar da çocuklar tarafından öğrenilip, üzerinde değişimler yapıp yeni o şarkıya benzer çocuk şarkısı yapılmıştır. Çocuk şarkıları arasında mevsim ve etkinliklere yönelik yaratılan ve söylenen mevsim şarkıları da çoktur. Çocuklar şarkılarında güneş, ay, bulutlar, doğa olayları; yağmur, kar ve diğerler çocuk dilinden anlatılıyor. Halk arasında su hakkında sayısız efsaneler, şarkılar, masallar, hikayeler oluşturulmuştur. Özbek Türklerinin en güzel hayâları su ile bağlıdır. Çocuklar da bu ruhtan uzak kalmadılar. Onların oyun ve şarkılarında da su, doğa olayları konusu yer almıştır. Hayvanlar, kuş ve çiçekler hakkında şarkılar da çocuklar arasında yaygındır. Özellikle, kırlangıcın ve leylek hakkında çok sayıda şarkı vardır. Çocuk hayatı şarkı, oyun, eğlenceden bir dakika olsun ayrılmaz. Çocukların şarkıları da kendileri gibi çok renkli ve çeşitlidir. Bu makalede Özbek çocuk folkloru ve çocuk şarkıları hakkında bilgi vermeye çalışacağız.

Anahtar kelimeler: Çocuk folkloru, çalışma şarkıları, mevsim ve etkinlikler şarkısı, çocuk seçme şarkılar

CHILDREN'S AND WOMEN'S SONGS IN UZBEKISTAN

Abstract

Children's songs are also known as a mirror of the sociocultural structure of society. Therefore, their rhythms, melodies and scales used are also reflections of the general musical culture of society. The subject addressed in children's songs should be suitable for the child's age and taste, and its melodic structure should give the right messages to the child. Oral literature examples created for children by adults or by children themselves are called children's folklore. The boundaries of children's folklore are very wide and it is possible to come across its examples in all forms of folklore. These are folk songs, fairy tales, rhymes, game songs, riddles, etc. Song is one of the most widespread and popular types of oral folklore. Songs play a great role in raising children. Sometimes the song is accompanied by dance. In other words, poems and melodies are needed for it to be a song. In particular, the first song a baby will hear is the lullaby sung to him by his mother, and thus the person enters the world of songs. Naturally, children try to learn behaviors such as dressing style and nutrition from adults. The songs sung during the study are also learned by children, changes are made on them and a new children's song similar to that song is made. There are also many seasonal songs created and sung for seasons and events among children's songs. In children's songs, the sun, the moon, clouds, natural events; rain, snow and others are told in children's language. Numerous legends, songs, tales and stories have been created about water among the people. The most beautiful dreams of Uzbek Turks are connected with water. Children did not stay away from this spirit. The subject of water and natural events is also included in their games and songs. Songs about animals, birds and flowers are also common among children. In particular, there are many songs about swallows and storks. Children's life is not separated from songs, games and entertainment for even a minute. Children's songs are as colorful and diverse as themselves. In this article, we will try to give information about Uzbek children's folklore and children's songs.

Keywords: Children's folklore, work songs, season and events song, children's selected songs

WITH FAMILIES RAISING DIFFICULT TEENAGERS THE ROLE OF THE SOCIAL TEACHER

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Abstract

This article examines the issues of raising difficult teenagers in a family in modern society. The family, being a social institution, is inevitably influenced by society. The pattern of family change is determined by the changes taking place in society as a whole. The activity of a social educator is aimed at solving the tasks of social education and socio-pedagogical protection. The mission of a social educator in a comprehensive school is to contribute to the upbringing, education, and social support of a person at all age stages of life. The objects of a social educator's work at school are students and parents, and the proper organization of work with them. When working with a family, a social educator regulates relationships in the "personality-family-society" system. These rules provide assistance to the family and children. An in-depth study of the social and living conditions of each child will contribute to their protection and care in the future. A variety of global and vital problems is considered relevant in the minds of young people. On the same basis, as a result of research conducted with students, it can be seen that the socialization of adolescents today, adaptation to a social environment, is a complex process. This difficulty consists in first realizing your personal responsibility for your future and realizing yourself as a person. For the successful socialization of the younger generation, conditions must be created for their personal development and innovation in the interests of society. In this regard, the relevance of social protection of the individual is increasing. The lack of control and neglect of adolescents is one of the urgent problems of school and social pedagogues. One of the reasons for this situation is related to the relationship between parents and children. On this basis, a survey was conducted with parents, which made it possible to determine the relationship between parents and adolescents, and the child's place in the parents' lives. Cooperation between family and school is a result based on a common goal and is a long-term result. This work begins primarily with a systematic and comprehensive study of the family, taking into account the characteristics and conditions of family education.

Keywords: family, family relations, family upbringing, difficult teenager, omissions in upbringing, neglect, difficulties in behavior.

USE OF AI IN EDUCATION

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Abstract

Nowadays Artificial Intelligence (AI) is progressively being used in education to help improve both teaching and learning. AI tools help to facilitate learning by tailoring lessons to individual students' needs and progress". With the help of AI, teachers can suggest support that is aimed to learners who need it most, while also having repeated exercises like grading. Online tutors who deal with virtual teaching and artificial conversation entity that is called chatbots are great examples of AI systems that helps and assists learners beside the classroom hours, supporting and providing quick feedback and responses. AI can also examine huge quantity of information to detect and identify learning scheme, helping educators to set their teaching methods accurately. Additionally, AI-powered programs can support learners with disabilities, suggesting helpful and assistive technologies that make learning more available and easily accessible. While AI has the potential to make education better, effective and easy, there are matters regarding information or data privacy and the potential for partiality in AI algorithms. The digital divide is another disadvantage and difficulty, as not all students have the same access to AI technologies. As a result, there is the risk that AI could replace human teachers, tutors in some spheres and fields, aiming to job displacement. Despite these challenges, AI suggests significant promise in making education more effective to individual needs. For making sure that AI benefits all learners, it must be implemented thoughtfully, with attention to fairness and equity. This paper explores the role of AI in education, its impacts on education, benefits, difficulties, and the future possibilities it holds for transforming the educational landscape.

Keywords: Artificial Intelligence, education, AI benefits

DEVELOPMENT OF PROFESSIONAL SKILLS IN LANGUAGE STUDENTS THROUGH DIGITALIZATION

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Abstract

In today's globalized society, integrating digitalization into academic programs is not merely an enhancement but a necessity for developing the professional competencies of students in language specialties. This study addresses the pressing need to understand how digital platforms can effectively support the formation of these competencies, which are essential for success in modern professional environments. Developing students' competencies demands dedicated resources including materials necessary for effective learning, and skilled and trained educators and teachers need high knowledge and skills that facilitate competency development. Formation of students' professional competence needs understanding the principles and concepts related to their chosen profession, developing practical skills by applying theoretical knowledge, communicating interpersonal skills by collaborating with others and developing the ability of problem-solving and critical thinking. To identify the scientific and methodological basis of students' competencies for the formation consider active learning and project-based learning and highlight the role of observation, modeling and social interaction in learning regarding digitalization are presented in the article. The differences between digital competence and digital skills, as well as the classification of educational competencies, are explained in the article.

Keywords: digitalization, information and communication technologies, information and educational environment, digital competence, methodological competence, psychological competence, pedagogical competence, digital skills

BRIDGING AI AND AUTHENTIC TEXTS: A MODERN APPROACH TO READING INSTRUCTION

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Abstract

The integration of artificial intelligence (AI) in reading education offers a groundbreaking approach to literacy teaching, emphasizing the importance of genuine texts—real-life materials that connect students to significant reading activities. Through the use of AI technologies, teachers can customize learning, adapt content to meet various student needs, and improve understanding skills. AI tools can assess student performance and provide personalized feedback, enabling tailored learning paths that accommodate different educational levels and learning styles. This flexibility guarantees that every student can reach and actively participate with genuine texts, fostering a stronger link to the content. Additionally, AI can help in selecting pertinent reading resources that align with students' interests, thus enhancing motivation and involvement. Integrating genuine texts into reading lessons fosters critical thinking and analytical abilities while linking students to actual contexts. This approach motivates students to investigate various viewpoints and cultures, promoting compassion and comprehension. AI can assist in this exploration by suggesting texts that resonate with students' backgrounds and experiences. Additionally, the use of AI in reading instruction simplifies assessment methods, offering teachers important insights into student development and aspects requiring enhancement. This approach based on data enables educators to make informed teaching choices and apply specific interventions. In conclusion, combining AI with genuine texts in reading instruction presents a novel, efficient approach to improving literacy education. Leveraging AI's potential, teachers can develop engaging, tailored educational atmospheres that ready learners for the challenges of the 21st century, fostering an enduring passion for reading.

Keywords: Bridging, Artificial Intelligence, authentic texts, modern approach, reading instruction.

INNOVATIVE THINKING IN RESEARCH UNIVERSITIES: RESEARCH-ORIENTED LEARNING

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Abstract

Research universities today serve as both knowledge transfer institutions and hubs for creativity and critical thinking. As fundamental pillars of the knowledge economy and society, they play a strategic role in knowledge production and innovation. Their broad support for research, significant contributions to science and technology, and diverse roles in academia and society distinguish them from other educational institutions. Successful research universities attract top faculty and students from all over the world. Examples from different countries demonstrate that research universities, as multifaceted institutions, play a crucial role in national development and scientific and technological advancement. The evolving landscape of education aims to promote the integration of research-based methods in the learning process, transforming students from passive learners into active researchers. Students at research universities who develop an innovative mindset are better prepared to navigate the demands of the knowledge economy, enhance their analytical skills, and adopt a scientific approach to problem-solving. This study examines how research universities support innovative thinking through pedagogical innovation and interactive learning models. It focuses on interdisciplinary research methods, research-based learning, and the use of modern educational technologies. As digital technologies continue to evolve in education, integrating cutting-edge tools such as artificial intelligence and big data analytics into the teaching process at research universities will open new opportunities. The study also explores the strategies that professors employ to teach students how to conduct research and develop critical thinking skills. Ultimately, fostering innovative thinking in research universities enhances not only students' intellectual growth but also the overall research environment, thereby contributing to the knowledge-based transformation of society. The study's findings suggest that teaching innovations at research universities significantly improve students' problem-solving abilities, intellectual creativity, and capacity to collaborate with both industry and academia. This study investigates how research-oriented teaching frameworks and models contribute to enhancing the quality of higher education.

Keywords: research university, innovative thinking, research-oriented learning, critical thinking, interdisciplinary research.

ESKİ SOĞD TARİHİNİ ARAŞTIRMADA EBÛ REYHAN BÎRÛNÎ'NİN İLMÎ MİRÂSININ ÖNEMİ

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Özet

Makalede, tarihi açıdan önemli bir yere sahip olan eski Soğdlular ve Harezmilerin takvimleri, bayramları ve gelenekleri hakkındaki bilgiler Ebû Reyhan Bîrûnî'nin "*Âsârü'l-Bâkiye*", "*Hindistan*", "*Ta'fihûm*" adlı eserleri temelinde bilimsel olarak analiz edilmiştir. Bîrûnî, eski Soğdlularla birlikte eski Harezm Mecusilerinin önemli günleri hakkında da bilgiler vererek, dillerinin Soğd diline yakın olduğunu da vurgulamaktadır. Ebû Reyhan Bîrûnî'nin eserlerini incelediğimizde, yalnızca isimleri tarihte korunmuş birçok halk ve kavim hakkında ilginç bilgilere rastlanılmaktadır. Eserlerinde, vatanımız tarihine önemli katkılarda bulunan eski Soğdlular ve Harezmileri, dünya medeniyeti tarihine büyük katkı sağlamış halklar arasında zikretmektedir. Özellikle, Orta Çağ'da ilim ve kültür merkezi olan Semerkand hakkındaki aktardığı bilgiler de büyük önem taşımaktadır. Bu eserin onuncu bölümü "*Soğdların Aylarındaki Bayramlar Hakkında*" adını taşımakta olup, Soğdluların yıl boyunca kutladıkları bayramlara ayrılmıştır. İlk Orta Çağ döneminde, günümüz Özbekistan'ının Semerkand, Buhara ve Kaşkaderya vilayetleri ile Tacikistan'ın kuzeybatı bölgeleri Soğd ülkesi olarak bilinmekteydi ve burada yaşayan halka Soğdlular denmekteydi. Soğdlular, Farslar ve Harezmiler gibi Zerdüşî ateşperestlerdi. Dilleri, Harezmi dili gibi Doğu İran dilleri grubuna ait olup, Batı İran dilleri grubuna giren Farsça ve Tacikçeden önemli ölçüde farklıdır.

Anahtar kelimeler: Orta Asya, Bîrûnî, bilim, kültür, takvim, bayramlar.

THE IMPORTANCE OF ABU RAYHAN AL-BIRUNI'S SCIENTIFIC HERITAGE IN THE STUDY OF ANCIENT SOGDIAN HISTORY

Abstract

In the article, information about the calendars, festivals, and traditions of the ancient Sogdians and Khwarezmians, who held an important place in history, is scientifically analyzed based on Abu Rayhan al-Biruni's works "Al-Āthār al-Bāqiyah", "India", and "Tafhīm". Biruni provides details not only about the ancient Sogdians but also about the significant days of the ancient Khwarezmian Zoroastrians, emphasizing that their language was closely related to the Sogdian language. When we examine the works of Abū Reyhan Bīrūnī, we come across interesting information about many peoples and tribes whose names have only been preserved in history. In his works, he mentions the ancient Sogdians and Khwarezmis, who made significant contributions to the history of our homeland, among the peoples who contributed greatly to the history of world civilization. In particular, the information about Samarkand, which was a center of science and culture in the Middle Ages, is of great importance. The tenth chapter of this work is entitled "On the Sogdian Monthly Festivals" and is devoted to the Sogdian festivals throughout the year. In the early Middle Ages, the Samarkand, Bukhara and Kashkadarya provinces of present-day Uzbekistan and the northwestern regions of Tajikistan were known as the Sogdian country, and the people living there were called Sogdians. The Sogdians, like the Persians and Khwarazmis, were Zoroastrian fire-pagans. Their language, like Khwarazmian, belongs to the group of Eastern Iranian languages and differs significantly from Persian and Tajik, which belong to the group of Western Iranian languages.

Keywords: Central Asia, Biruni, science, culture, calendar, festivals.

PHILOSOPHY OF THE CITY AND THE PHENOMENON OF ASTANA IN THE NATIONAL PICTURE OF THE KAZAKH ELI

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Abstract

The processes of development of urban culture and civilization cover all areas of society. Analyzing the trends in the development of the socio-cultural space of the capital in kazakh society, it is relevant to study the role of the capital's cultural environment at a high level in creating a nationwide cultural (civilizational) image of the country. Nur-Sultan is a rationally chosen project for state identification and the formation of a national idea. Therefore, this scientific article reflects a special research interest for domestic science, along with the actualization of national consciousness, Kazakhstan is actively developing the urban process in its own cultural and political identity. The problem area of the article is determined by the analysis of the role and place of the capital in the national construction of modern Kazakhstan. Scientific research involves understanding the importance of new capital in the historical fate of the peoples of Kazakhstan, in solving strategic tasks of economic, cultural, spiritual development of the country.

Keywords: Philosophy of the city, urbanization, capital, culture, civilization.

THE ESSENCE AND PROBLEMS OF ADAPTATION AND REHABILITATION OF CHILDREN WITH DISABILITIES IN SOCIETY

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Abstract

The article discusses in detail the essence and problems of adaptation and rehabilitation of children with disabilities in society. The importance of social adaptation and inclusion of children with disabilities in society is analyzed. The causes of maladaptation and ways to prevent it are studied. Through the methods of Correction and compensation, the possibilities of bringing the mental development of children closer to the normal level are considered. The article provides information on the adaptation of children with disabilities to the social environment, the importance of inclusive education and socio-psychological adaptation. The issues of education and upbringing of children with disabilities, inclusion in the life of society and work are currently relevant. Their training and education, their involvement in the life of society and work is a serious social and pedagogical problem. For the adaptation of children with disabilities to society, it is important to provide social and pedagogical support from an early age, develop special educational programs, and develop an inclusive education system. This makes it possible to facilitate the social adaptation of children, bring their psychological development closer to the level of normal children. In conclusion, it is noted that comprehensive measures are needed for the adaptation and rehabilitation of children with disabilities in society.

Keywords: Children with disabilities, adaptation to society, rehabilitation, social adaptation, correction, compensation, inclusive education.

THE INTEGRATION OF COMPETENCE-BASED CURRICULUM AND ICT IN FOREIGN LANGUAGE TEACHING: IMPACT ON COMMUNICATIVE AND EXPRESSIVE COMPETENCE IN ALBANIA

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Abstract

This study, conducted as part of the project “The Impact of the Competence-Based Teaching Curriculum on the Development of Communicative and Expressive Competence Among Foreign Language Students in Albanian Higher Secondary Education,” AKKSHI¹ explores the role of digital media and information and communication technology (ICT) in the language learning process. The integration of ICT in education is reshaping classroom dynamics, offering students more interactive learning opportunities through tools such as role-playing games and evaluation software. However, the study also identifies potential drawbacks, such as the over-reliance on technology for exercises and practice. The primary aim of this research is to investigate the impact of technological resources on the development of language competencies, particularly focusing on the perceptions of teachers and students in Albanian secondary schools. Data were collected through questionnaires administered to teachers and students across various regions in Albania, with responses analyzed using SPSS. The results indicate a clear preference for increased use of technology in language teaching, with a majority of both teachers and students agreeing that the absence of technology hinders effective language development. A strong positive correlation was found between teachers' concerns about the lack of technology and students' desire for more technological integration in the classroom. These findings emphasize the importance of addressing technological gaps in education to enhance language learning outcomes. This study provides valuable insights for educators and policymakers seeking to improve language teaching methodologies by integrating more technology, ultimately fostering better communicative and expressive competencies among students.

Keywords: Foreign Language Learning, Communicative Competence, Technological Integration in Classrooms, Expressive Competence Development, Competence-Based Curriculum

¹ AKKSHI-Agjencia Kombëtare e Kërkimit Shkencor dhe Inovacionit (AKKSHI) National Agency for Scientific Research and Innovation (NASRI)

SOCIAL WORK WITH FAMILIES OF CHILDREN WITH DISABILITIES THE FAMILY OF A CHILD WITH DISABILITIES AS AN OBJECT OF SOCIAL ACTION

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Abstract

The family of a child with disabilities has recently become an object of study and social action. This is partly due to the fact that the early schools of family theory and therapy did not pay special attention to chronically ill individuals in the context of their family. Currently, the mutual influence of achievements and theories of family systems of available information about children and adults with disabilities is increasing, providing a new level of integrated knowledge in this area. Of particular importance in the development of this problem is the recognition that a violation of mental and physical development of a person is not a purely medical phenomenon, neither for reasons of occurrence nor for consequences. Its impact on the family, the environment, and the individual himself is largely determined by the meaning that society and culture give this phenomenon. Limitation of capabilities is interpreted as a condition — a process in which specific disorders (body functions, environmental conditions) make human activity or the functioning of his organs difficult or impossible. The reason for limited opportunities may be, for example, a lack or imperfection of social, educational programs, medical services, as well as existing social attitudes towards atypical children and their families in society. Therefore, questions of sociocultural reflection on the situation of disabled children and their families in modern society fall into the field of interest, since the nature of the latter's attitude towards those who differ in certain indicators from the generally accepted norm largely determines the strategy of family behavior and the system of state social policy. A family often chooses the strategy that is able to maintain or strengthen its social status, therefore, patterns and types of family life are constructed not only on the basis of personal qualities and cultural traditions, but are also influenced by the model of social policy pursued in society. The degree of development of the problems of the family of a child with disabilities by domestic authors is relatively low. At the same time, this issue has been the focus of attention of scientists and the public in the West for decades. Recently, there has been a growing understanding in world practice of the importance of the family's unique contribution to the formation of a child's sense of identity. Social agencies focus on working with families of children at risk of entering institutional institutions (this group includes children with disabilities). Its task is to reduce the opposition between the interests of the child, on the one hand, and the interests of the parents, on the other. In addition, numerous studies confirm the recognition of the severity of psychological injuries inflicted on children and parents from the placement of a child in institutional institutions, as well as the associated social and financial costs, which requires the search for adequate solutions. The development of Kazakh society along the path of humanity requires awareness of the problems of atypicality, the development of tolerance and the provision of social guarantees to people with disabilities in terms of normalization of

their lives, social participation. Accordingly, the program of social work with the family should be based on an ecosystem approach to the problem while maintaining a broad social context and based on an analysis of real family difficulties, needs and resources to solve them. The theoretical foundations of social work with families with children with disabilities should be considered within the framework of a holistic ecosystem approach. The conceptual field includes a number of provisions of the theory of systems, family stress and socio-ecological model.

Keywords: Social work, a child with disabilities, family, social action.

THE DEVELOPMENT OF AUTISM IN KAZAKHSTAN

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Abstract

Autism is called a disorder of mental and psychological development, in which there is a clear lack of emotional manifestations and the sphere of communication. In translation, the word "autism" means a person who is embedded in himself or in a person within himself. A person with this disease will never show his emotions, G-gestures and speech to others, and his actions often have no social significance. This article presents a general description of the autism spectrum, the causes of the development of the disease, how an autistic child perceives the environment, signs of autism, manifestations of childhood autism: the first signals to parents, etc. We also study scientific approaches to social support, including individual rehabilitation programs, psychological counseling, and the creation of online communities to support families. In addition, practical measures and social support programs available to families, as well as development prospects in this area, will be discussed. Many parents are concerned about the question of how to understand that a child has autism and at what age this disease appears for the first time. Most often, this diagnosis is made in children aged 3 to 5 years and is called RDA (early childhood autism) or Kanner syndrome. The clinical manifestations of this disease, like the principles of treatment, depend on the type of autism and are often manifested in facial expressions, gestures, disorders of the volume and clarity of speech.

Keywords: Social support, autism spectrum disorder, scientific research, practical approach, educational programs.

THE CONCEPT OF «ZAMAN» IN KAZAKH WORLDVIEW

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Abstract

This article analyzes the concept of zaman in Kazakh worldview from a philosophical perspective and explores its semantic characteristics. Zaman is a concept that reveals its essence through the examination of a specific historical period within its holistic system. It is a multifaceted notion that describes social, cultural, and historical transformations. In Kazakh philosophy, the understanding of zaman has been passed down from generation to generation, defining the distinct features of each era. The comprehension of zaman is based on a combination of events and changes that shape a given period, as well as their intellectual, perceptual, and emotional apprehension. The article examines the structural, cognitive, and phenomenological aspects of the zaman issue. Various approaches to its study, the scope of its interpretation, and its influence on public consciousness and social life are also analyzed. By relying on historical periods identified through the concept of zaman, the study explores their significance in Kazakh culture and philosophy. The article employs historical and structural methods to philosophically interpret the content of the concept of zaman in Kazakh philosophy and its relevance for understanding modernity.

Keywords: Zaman, change, national consciousness, worldview, social life, public consciousness.

YAPAY ZEKÂNIN SİGORTA SEKTÖRÜNDEKİ STRATEJİK ETKİLERİ: RİSK YÖNETİMİ, VERİMLİLİK VE ETİK

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Özet

Son yıllarda yapay zekâ teknolojilerinin gelişmesiyle birlikte sigorta sektöründe köklü bir dönüşüm yaşanmıştır. Dijitalleşmenin hızlanması, müşteri beklentilerindeki değişim ve sektördeki rekabetin giderek artması sigorta şirketlerinin daha yenilikçi ve hızlı çözümleri iş süreçlerine entegre etmesini zorunlu kılmıştır. Yapay zekâ bu noktada sadece bir teknolojik yenilik değil, aynı zamanda stratejik bir kaldıraç haline gelmiştir. Bu değişim ile birlikte sektörde yaşanan sorunlarda çeşitlenmiş ve yapay zekâ teknolojileri bu sorunların çözümünde kullanılmaya başlanmıştır. Sektörde yaşanan önemli sorunlardan biri olan dolandırıcılık, sektörün ciddi finansal kayıplar ile karşılaşmasına neden olmaktadır. Sahte hasar bildirimleri, kasıtlı hasar, gereksiz tedavi talepleri gibi dolandırıcılık yöntemleri sektörde oldukça yaygındır. Yapay zekâ özellikle büyük veriyi analiz etme, anormallikleri fark etme ve geçmiş örneklerden öğrenerek gelecekteki sahtekarlıkları öngörebilme kabiliyeti sayesinde dolandırıcılıkla mücadelede sektöre önemli bir katkı sağlamaktadır. Bir diğer sorun olan uzun ve karmaşık hasar süreçlerinde de kullanılan yapay zekâ, süreci hızlandırmakta ve hatayı azaltmaktadır. Yapay zekâ ayrıca risk değerlendirme ve fiyatlandırma süreçlerine de önemli bir katkı sağlamaktadır. Büyük veri analizi ile birlikte her birey için dinamik bir fiyatlandırma yapmakta ve telematik veriler kullanılarak primler daha adil fiyatlandırılmaktadır. Yapay zekâ, sigorta sektöründe mevcut sorunların çözümüne katkı sağlamanın yanı sıra bazı yeni zorlukları da beraberinde getirmektedir. Bu zorluklardan birisi de veri güvenliğidir. Yapay zekâ sistemlerinin güçlü bir veri analizi yapması için çok miktarda kişisel veriye ihtiyaç duyması veri güvenliği riski artırmaktadır. Dolayısıyla kötü niyetli erişimlerin önlenmesi için güçlü bir siber sistemin varlığı gereklidir. Bir diğer zorluk ise etik sorunlardır. Karar verme süreçlerinin şeffaf olmaması, yapay zekâ kullanımının etik sınırlarını zorlayabilmektedir. Kararların neden alındığını açıklamakta zorlanan sistemler algoritmik ayrımcılık yaratabilmektedir. Yapay zekâ, sigorta sektöründe yalnızca teknolojik bir yenilik değil, bütünsel bir stratejik dönüşüm aracıdır. Risk analizinden süreç optimizasyonuna, müşteri deneyiminden etik sorumluluğa kadar birçok alanda köklü değişiklikleri beraberinde getirmektedir. Ancak bu teknolojik gücün sürdürülebilir ve adil bir şekilde yönetilmesi, sigorta şirketlerinin başarısında belirleyici olacaktır.

Anahtar kelimeler: Yapay zekâ, Sigorta dolandırıcılığı, Telematik

STRATEGIC EFFECTS OF ARTIFICIAL INTELLIGENCE IN THE INSURANCE SECTOR: RISK MANAGEMENT, EFFICIENCY AND ETHICAL

Abstract

In recent years, the insurance sector has undergone a radical transformation with the development of artificial intelligence technologies. The acceleration of digitalization, the change in customer expectations and the increasing competition in the sector have made it necessary for insurance companies to integrate more innovative and faster solutions into their business processes. At this point, artificial intelligence has become not only a technological innovation but also a strategic leverage. With this change, the problems experienced in the sector have diversified and artificial intelligence technologies have begun to be used in solving these problems. Fraud, which is one of the important problems experienced in the sector, causes the sector to face serious financial losses. Fraud methods such as fake damage notifications, intentional damage, and unnecessary treatment requests are quite common in the sector. Artificial intelligence makes a significant contribution to the sector in the fight against fraud, especially thanks to its ability to analyze big data, detect anomalies and predict future frauds by learning from past examples. Artificial intelligence, which is also used in long and complex damage processes, which is another problem, speeds up the process and reduces errors. Artificial intelligence also makes a significant contribution to risk assessment and pricing processes. With big data analysis, dynamic pricing is made for each individual and premiums are priced more fairly using telematic data. Artificial intelligence contributes to the solution of existing problems in the insurance sector, but also brings some new challenges. One of these challenges is data security. The fact that artificial intelligence systems need a large amount of personal data from people to perform a strong data analysis increases the risk of data security. Therefore, the existence of a strong cyber system is necessary to prevent malicious access. Another challenge is ethical issues. The lack of transparency in decision-making processes can push the ethical boundaries of artificial intelligence use. Systems that have difficulty explaining why decisions are made can create algorithmic discrimination. Artificial intelligence is not only a technological innovation in the insurance sector, but also a holistic strategic transformation tool. It brings about radical changes in many areas, from risk analysis to process optimization, from customer experience to ethical responsibility. However, the sustainable and fair management of this technological power will be decisive in the success of insurance companies.

Keywords: Artificial intelligence, Insurance fraud, Telematics

PREVENTION OF DOMESTIC VIOLENCE

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Abstract

The article considered the works and concepts of many domestic scientists describing the types of violence associated with the Prevention of domestic violence. During the writing of the article, the works of foreign and domestic scientists, statistical materials of the Republic of Kazakhstan were considered. As part of the preparation of this article, a sociological survey of the population was conducted in order to identify the prevalence, causes of domestic violence, as well as take legislative measures to combat this negative phenomenon. The changes taking place in Kazakhstan in recent years have exacerbated many problems, including social ones. This, of course, includes the problem of increasing violence in various forms of violence, including domestic violence. In the Prevention of domestic violence, the social worker acts in cooperation with qualified specialists. He also has close contacts with state and non-state organizations. The international community considers protection against domestic violence as one of the most important tasks of a socially oriented state. Domestic violence is perceived not only as a violation of human rights, but also as a factor that hinders the development of the family and destroys public values. The UN defines violence against women as «any violence committed on the basis of sex.» Studies in the field of family and domestic violence are as follows: 1) socio-economic factors (difficulties in employment, Lack of housing, low wages, etc.); 2) legal measures; 3) low level of education and enlightenment; 4) bad habits; 5) low level of gender equality; 6) gap in the remuneration of men and women; 7) horizontal and vertical segregation in the labor market, limiting women's access to " male " professions; 8) the relative concentration of women in traditional and low-wage sectors of the economy, etc.allows us to distinguish risk groups. The state family policy is part of the social policy of Kazakhstan. Its purpose is to support, strengthen and protect families, create the necessary conditions that contribute to the physical, intellectual, spiritual, moral development of families and their members, and protect motherhood, fatherhood and childhood. Therefore, it is quite possible to determine and assign to a particular state body the functions of strengthening the institution of the family, carrying out coordination work in the field of protecting the rights of women, children, the elderly, people with disabilities.and so on. The main task of such a subject of domestic violence prevention can be the formation of an effective mechanism for the early detection of these phenomena, the choice of adequate forms and methods of working with victims of domestic violence, people who are at risk of finding themselves in a difficult life situation., minors and young people who are against the law. Effective

preventive work at the initial stages, timely state and public assistance to a particular family increases the chances of ensuring the safety of women and children, preventing factors leading to violence, increasing the responsibility of parents, and the formation of an absolute intolerance to violence in society. The identification of low-income families and the implementation of preventive work in the early stages of homelessness have a direct impact on the reduction of juvenile delinquency, neglect and homelessness. Key words: domestic violence, aggression, social problem, violence, social worker.

Keywords: Domestic violence, aggression, social problem, show of force, social worker.

ETHICS OF RESPONSIBILITY IN THE MODERN WORLD: A PHILOSOPHICAL PERSPECTIVE

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Abstract

The ethics of responsibility is a concept that has become widespread in philosophy of the XX-XXI centuries, especially in the context of the problems of globalisation, scientific and technological progress and ecology. One of the key thinkers who developed this idea was the German philosopher Hans Jonas, who in his work 'The Principle of Responsibility' argued that in the conditions of technological civilisation, traditional ethics focused on the immediate consequences of actions becomes insufficient. He proposed a new ethical imperative: to act in such a way that the consequences of our actions do not jeopardise the future of humanity. In today's world, the ethics of responsibility touches various spheres. In politics and economics, it requires taking into account not only the interests of individual states and corporations, but also the global consequences of decisions. In scientific activity, it requires assessing possible risks associated with the development of artificial intelligence, genetic engineering and other technologies. Environmental responsibility, which Jonas wrote about, is becoming especially relevant in connection with climate change and the threat of nature's destruction. Unlike traditional ethical theories such as Kant's deontology or Bentham's utilitarianism, the ethics of responsibility focuses not only on moral principles or the maximisation of utility, but also on long-term consequences. It requires not just following rules, but recognising the complexity of the world and making decisions based on future risks. Thus, the ethics of responsibility in philosophy is an attempt to adapt moral consciousness to new challenges. It poses a question to modern man: are we ready to be responsible for the future not only of our neighbours, but also of humanity as a whole?

Keywords: Ethics of responsibility; Hans Jonas; allarmism; responsibility; values; technologies; supply; future; consequences; generation.

YAPAY ZEKÂNIN GELECEKTEKİ MESLEKLER ÜZERİNDEKİ ETKİSİ

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Özet

Yapay zekâ (YZ), iş ve istihdamın doğası da dahil olmak üzere insan yaşamının çeşitli yönlerini değiştiriyor. Bu makalede yapay zekânın gelecekteki meslekler üzerindeki etkisi ve iş gücü üzerindeki potansiyel etkileri incelenmektedir. İnceleme, akademik araştırma makaleleri, hükümet raporları ve endüstri yayınları da dahil olmak üzere ilgili literatürün kapsamlı bir analizine dayanmaktadır. Bulgular, yapay zekânın iş ve istihdamın geleceği üzerinde önemli bir etkiye sahip olabileceğini gösteriyor. En çok etkilenecek sektörlerin ulaşım, imalat, sağlık, finans ve müşteri hizmetleri olması bekleniyor. Tekrarlanan, rutin veya veri analizi gerektiren birçok iş otomatikleştirilebilir ve bu da çalışanların işsiz kalmasına yol açabilir. Aynı zamanda yapay zekânın geliştirilmesi, veri bilimi, robotik gibi alanlarda da yeni iş fırsatları doğabilir. Yapay zekânın gelecekteki meslekler üzerindeki etkisi, gelir eşitsizliğinin artması, iş kutuplaşması ve çok sayıda çalışanın işten çıkarılma olasılığı gibi pek çok etik ve sosyal sorunu gündeme getiriyor. Politika yapımcıların, eğitimcilerin ve işverenlerin yeni müfredatlar geliştirerek, çalışanlar için sosyal güvenlik ağları sağlayarak ve yeni teknolojilerin araştırılmasına ve geliştirilmesine yatırım yaparak bu zorlukları ele almaları önemlidir.

Anahtar kelimeler: Yapay zekâ, geleceğin meslekleri, istihdam, otomasyon, işgücü.

SUPPORTIVE SUPERVISORS IN THE HEALTHCARE SYSTEM

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Abstract

Supportive supervision in the healthcare system is an important element of professional support, which is aimed at supporting the emotional and mental state of medical workers, preventing professional burnout and improving the quality of medical care. In conditions of high emotional and psychological stress faced by doctors, nurses and other specialists, supportive supervision plays a key role in ensuring their professional and personal well-being. The main task of supportive supervisors is to help employees overcome the stress that arises from constant contact with serious cases, illnesses and deaths of patients. Supervision allows healthcare professionals to openly discuss their experiences, receive support and advice from experienced colleagues, which helps reduce stress levels and increase emotional stability. This, in turn, has a positive effect on the quality of work and patient safety. Supportive supervision helps prevent burnout, which is a common problem in healthcare, especially among those who work with the critically ill or on the front lines of epidemic control. Regular meetings with the supervisor provide an opportunity to uncover internal problems related to the emotional state and discuss difficult situations, which helps to improve professional confidence. Supervisors can be conducted both in an individual format and in groups, which allows you to diversify approaches and adapt them to specific needs. It is important that supervisors have not only professional knowledge, but also psychological support skills, which allows them to create a safe atmosphere for self-expression and professional growth. The integration of supportive supervisors into the healthcare system contributes to improving the quality of medical care, reducing stress and burnout among employees, and improving the overall efficiency of medical institutions.

Keywords: Supportive supervision, healthcare, professional support, emotional burnout.

THEORETICAL AND PRACTICAL ASPECTS OF SOCIO-PEDAGOGICAL MANAGEMENT OF THE PROCESS OF DEVELOPING INTERCULTURAL TOLERANCE AMONG STUDENT YOUTH

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Abstract

This article addresses the issue of developing intercultural tolerance among student youth from the perspective of social-pedagogical management. In the context of modern society's multiethnic and multicultural nature, fostering intercultural tolerance among youth is considered an important social task. The article provides a detailed analysis of the theoretical foundations of intercultural tolerance and its role in the social integration of youth. It emphasizes the significant role of the education system, particularly higher education institutions, in shaping intercultural tolerance. The article explores ways to develop intercultural communication skills among youth through social-pedagogical management tools and methods. It discusses the role of social pedagogues, educators, and public figures in promoting tolerance, as well as the importance of developing intercultural dialogue. The article proposes educational measures and practical steps aimed at fostering respect for various cultures and traditions, as well as strengthening understanding and cooperation. In the practical aspects, the article examines ways to develop intercultural tolerance through special programs, training sessions, and projects aimed at youth. It also identifies the main challenges in forming intercultural tolerance and suggests ways to address them. The conclusion emphasizes that fostering intercultural tolerance among youth contributes to ensuring the stability and peace of society, as well as establishing harmonious relations among representatives of different cultures and nationalities.

Keywords: Student youth, intercultural tolerance, social-pedagogical management, intercultural communication, education system, fostering tolerance, youth education, social integration, multicultural society, pedagogical methods, practical measures.

WORKING WITH ADOLESCENTS WITH DEVIANT BEHAVIOR

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Abstract

This article discusses topical issues in working with adolescents with deviant behavior. The article discusses the types and causes of deviant behavior. The purpose of the study is to propose the main directions of work with adolescents with deviant behavior and ways to correct and prevent it. There is also talk of Social, Psychological and family factors that influence the appearance of deviant behavior. Deviant behavior deviates from the norm, considering it as a system of action against the norms accepted in society. The features of mental development and the social environment in adolescence play an important role in the formation of a teenager's behavior. Teenagers of this character are difficult not only mentally, but also educationally. Therefore, it notes the important place of parents, social workers and school psychologists in the correction of negative behavior of adolescents with deviant behavior. The article analyzes the role of effective methods of correction methods carried out with children of this age, including individual counseling, group therapy and school preventive programs. We are talking about adaptation programs for working with adolescents. Adolescence is a time of crisis of personal development, and at the same time there are difficulties with their own characteristics. As a result of the article, as effective approaches in working with adolescents with deviant behavior, close work with the family, psychological support in educational institutions and involvement of adolescents in public events are proposed.

Keywords: Deviant behavior, adolescents, preventive program, psychologist.

ÖZBEK MİLLİ KIYAFETLERİNİN DÖNEMSEL OLUŞUM SÜRECİ

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Özet

Makalede Özbek milli kıyafetinin oluşum aşamaları analiz edilmiştir. Kıyafet, yalnızca insan bedenini koruma aracı olmanın ötesinde, aynı zamanda kültürel ve sosyal bir sembol olarak da kendini gösterir. Araştırmada arkeolojik buluntular, tarihî kaynaklar ve görsel sanatlar yardımıyla milli kıyafetlerin evrimi incelenmiştir. Turan bölgesindeki dokumacılığın gelişiminin millî kıyafetlere etkisi ortaya konmuştur. Doğulu kıyafetler, farklı dönemlerde doğal-iklim koşulları, etnik gelenekler ve sosyo-ekonomik süreçlerin etkisiyle gelişmiştir. Milli kıyafetler yalnızca estetik bir değere sahip olmayıp, aynı zamanda halkın etnik kimliğini ve geleneksel mirasını da yansıtır. Şekil ve üslup açısından olgunlaşma süreçleri tarih boyunca gözlemlenmiştir. Günümüzde millî kıyafetlerin modern tasarımla uyum içinde olduğu görülmektedir. Bu kıyafetler sadece tarihi önem taşımakla kalmayıp, aynı zamanda çağdaş moda ile harmanlanarak yeni bir kimlik kazanmaktadır.

Anahtar kelimeler: Özbek milli kıyafeti, Turan bölgesi, dokumacılık, geleneksel miras

PERIODIC FORMATION PROCESS OF UZBEK NATIONAL COSTUMES

Abstract

The article analyzes the stages of formation of Uzbek national clothing. Clothing is not only a means of protecting the human body but also serves as a cultural and social symbol. The study examines the evolution of national attire through archaeological findings, historical sources, and visual arts. It highlights the influence of textile development in the Turan region on traditional garments. Eastern clothing has evolved over different periods under the influence of natural-climatic conditions, ethnic customs, and socio-economic processes. National attire not only holds aesthetic value but also reflects the ethnic identity and traditional heritage of the people. Its transformation in terms of form and style can be observed throughout history. In the present day, national clothing is increasingly being harmonized with modern design. These garments are not only of historical significance but also blend with contemporary fashion, emerging in a new form.

Keywords: Uzbek national costume, Turan region, weaving, traditional heritage

THE ROLE OF SPORTS TRADITIONS IN THE HISTORICAL-CULTURAL HERITAGE AND UNITY OF TURKIC STATES: SOCIAL ANALYSIS

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Abstract

This research focuses on the social analysis of sports traditions and physical education within the historical and cultural heritage of Turkic states. It highlights the significance of sports in the history of Turkic peoples, their role in uniting societies, and their impact on contemporary sports systems. Additionally, the study examines traditional sports of Turkic peoples, outlining their development processes and how they have evolved into modern forms today. The research further explores the role of sports and physical education in promoting social integration and preserving cultural heritage, as well as the international expansion of Turkic sports traditions. The main aim is to demonstrate the importance of sports and physical education in the cultural history of Turkic peoples and to predict their future development. The development of sports in Uzbekistan is analyzed across three temporal dimensions: the past, present, and future, particularly regarding its influence on integration processes with neighboring regions. Using the 2024 Paris Olympics as an example, the study assesses how sports unity among Central Asian countries contributes to regional stability.

Keywords: Central Asia, Uzbekistan sport, Paris 2024 Olympics, cultural diplomacy, sports diplomacy, Central Asian Games

CULTURAL HERITAGE AS A PSYCHOLOGICAL RESOURCE: THE ROLE OF TURKIC TRADITIONS IN SHAPING COLLECTIVE IDENTITY IN CONTEMPORARY UZBEKISTAN

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Abstract

This paper explores the psychological and anthropological significance of Turkic cultural heritage in shaping collective identity in contemporary Uzbekistan. Drawing on selected materials from a large-scale, multi-phase qualitative study (2001–2024), the research analyzes how traditional practices – including marriage rituals, hospitality norms, and gendered social roles – function not merely as cultural remnants, but as internalized symbolic systems that provide emotional anchoring, identity orientation, and social continuity. The study employs an interdisciplinary framework that combines cultural psychology, psychological anthropology, and identity theory. Through thematic analysis of in-depth interviews, focus group discussions, and participant observations conducted across diverse regions – particularly Kashkadarya, Fergana, and Tashkent – the paper reveals how Turkic traditions are transmitted, reinterpreted, and re-appropriated across generations. While older participants across regions emphasize continuity and moral order, younger respondents – particularly in urban settings – demonstrate selective adaptation and emotional resonance with cultural forms, rather than rigid reproduction. A key finding is that cultural heritage operates as a psychological resource: it provides meaning during life transitions, reinforces belonging in times of uncertainty, and structures the self in relational terms. The paper highlights the active role of women in preserving and transforming cultural memory, emphasizing the gendered nature of identity work in heritage transmission. The novelty of the study lies in its reframing of traditional practices not as static sociocultural patterns, but as dynamic, psychologically embedded mechanisms of identity construction. This approach offers a deeper understanding of how collective identities in post-Soviet societies are formed not only through political discourse or religious revival, but through lived emotional engagement with inherited cultural forms.

Keywords: Turkic cultural heritage, collective identity, psychological anthropology, uzbekistan, intergenerational transmission

SCHOOL-FAMILY PARTNERSHIP: BARRIERS, FACTORS AND IMPROVEMENT WAYS

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Abstract

The article under review deals with parent-teacher-student partnership issues in educational institutions, namely schools in modern society. This issue is very topical today, because there is a gap between school teachers and parents, whose common aim is to impact to students' well-being and education progress. The aim of the research article is to define the key terms related to the topic, to analyze in-depth the barriers and factors that challenge the effective partnership, and to suggest possible improvement ways and techniques to solve the study problem. The research methods are descriptive, comparative, analytical and pragmatic analysis. The research methodology is analytical research review of existed ideas on the described topic, and professional and personal viewpoints on the research problem, comparative research of UK and Kazakhstani experts works, policy and documents about the parental involvement. The article is fully practical and the authors give practical recommendations and pragmatic viewpoints to improve the involvement between school-teachers-parents-students. The results of the research show that the research topic is still relevant, it needs exact solutions and recommendations to improve school-family partnership. And the authors suggest a number of key activities to involve parents to school, analyze the experiences of Great Britain and Kazakhstan, plan to workout special model or criteria to solve the research problem. The practical implication of the research is the list of self-observation checklist for school teachers to work well with parents and children which are suggested by the authors of the article. Moreover, the authors characterize several key aspects of parental involvement in school activities.

Keywords: Parental involvement, schooling strategy, cooperation, education progress, school-family partnership, parent-teacher conference, educational institutions.

THE IMPACT OF GLOBALIZATION ON INTERNATIONAL RELATIONS: CHALLENGES, OPURTUNITIES AND PERSPECTIVES

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Abstract

Globalization stands as one of the most transformative forces shaping the modern world, deeply influencing political, economic, and cultural dynamics across national borders. It has redefined the traditional structure of international relations by intensifying interdependence among states and increasing the complexity of global governance. This paper investigates the multifaceted impact of globalization on international relations, focusing on the major challenges such as the erosion of national sovereignty, growing global inequality, environmental degradation, and the emergence of new security threats. At the same time, it highlights the positive dimensions of globalization, including enhanced economic integration, the proliferation of international institutions, the expansion of diplomatic networks, and the promotion of cross-cultural dialogue. Using a multidisciplinary approach grounded in both theoretical and empirical perspectives, this study critically analyzes how globalization reshapes power relations among states, influences foreign policy agendas, and reconfigures international cooperation. Particular emphasis is placed on the role of supranational organizations, transnational actors, and multilateral agreements in mediating global issues and managing international conflicts. The findings underscore the necessity of adapting traditional models of international relations to the realities of a more interconnected and interdependent world. In conclusion, the paper offers forward-looking perspectives on how states and global institutions can effectively respond to the complexities of globalization through inclusive governance, sustainable development strategies, and reinforced multilateralism.

Keywords: Globalization, International Relations, Sovereignty, Global Governance, Economic Integration, International Institutions, Security, Supranational Organizations.

ÖĞRENCİ ÖĞRENİMİNİ GELİŞTİRME STRATEJİSİ OLARAK DERS ÇALIŞMASI YÖNTEMİ

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Özet

Yaşam boyu öğrenmenin temel koşullarından biri hem öğrencilerin hem de öğretmenlerin birlikte aktif öğrenme süreçlerine katılması ve araştırma yoluyla gelişerek öğrenme ve öğretim kalitesini artırmalarıdır. Bu bağlamda ders çalışması (lesson study) yöntemi ilgili şartları sağlayan önemli yaklaşımdır. Bu yöntem öğretmenlerin araştırmacı rolünü üstlenmelerinin yanı sıra, öğrencilerin aktif katılımını ve öğrenme süreci üzerine düşüncelerini teşvik eder. Bu çalışmada der çalışması yönteminin öğrenciler açısından etkileri değerlendirilmiştir. Çalışmanın amacına ulaşmak için nitel araştırma deseni ve görüşme tekniği kullanılmıştır. Elde edilen veriler içerik analizi yolu ile analiz edilmiştir. Araştırma sonucunda öğrencilerin genel olarak üstbilişsel farkındalıklarının, kendilerine geri bildirim verme becerilerinin ve anlama becerilerinin geliştiği ortaya çıkmıştır.

Anahtar kelimeler: ders çalışması, görüşme, öğrenme stratejisi, üstbilişsel beceriler, nitel araştırma

LESSON STUDY AS A STRATEGY TO IMPROVE STUDENT LEARNING

Abstract

One of the fundamental conditions for lifelong learning is the active involvement of both students and teachers in learning processes, with a continuous focus on improving the quality of education through research and development. In this context, the lesson study method serves as a powerful strategy that fosters such conditions. While it enables teachers to adopt a researcher role, it also promotes students' active engagement and reflection on their learning. This study aims to evaluate the impact of the lesson study method on student learning. A qualitative research design was employed, using interviews as the primary data collection tool. The data obtained were analyzed through content analysis. The findings indicate that students experienced improvements in metacognitive awareness, self-feedback abilities, and comprehension skills.

Keywords: lesson study, interview, learning strategy, metacognitive skills, qualitative research.

BULLYING AMONG ADOLESCENTS: THE ROLE OF SOCIAL WORKER INTERVENTION

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Abstract

In today's society, bullying among adolescents has become a complex phenomenon closely linked to social, psychological, and pedagogical aspects. This issue arises not only within school environments but also within families, communities, and increasingly in online spaces. The article provides a theoretical definition of bullying and presents a comprehensive analysis of its main types: physical, psychological, social, and cyberbullying. The causes of bullying—such as family difficulties, peer relationship issues, social inequality, underdeveloped emotional intelligence, and weak educational oversight—are discussed. Bullying has a profoundly negative impact on adolescents' psycho-emotional development, self-esteem, motivation for learning, and ability to form social connections. In extreme cases, it can lead to severe consequences, including suicidal behavior. The main goal of the article is to study bullying within the context of social work and to define the professional role of the social worker in such cases. The paper highlights the key functions of the social worker, including early detection of bullying, comprehensive assessment of the situation, provision of psycho-social assistance to both victims and perpetrators, and collaborative work with families and school staff. Practical approaches such as preventative measures, awareness trainings, and consultations are also presented. The article provides a review of both domestic and international experiences (e.g., Finland's KiVa program, and family support systems in France and Turkey), and explores their applicability to the Kazakhstani context. The study concludes that addressing the social causes of bullying among adolescents requires a comprehensive and multidisciplinary approach. The professional preparedness of social workers and their ability to cooperate effectively with adolescents, families, educational institutions, and society at large are crucial for combating bullying. This paper emphasizes the importance of strengthening the role of social workers, introducing targeted prevention programs, and creating a safe social environment for adolescents.

Keywords: Bullying, adolescents, social worker, psychological abuse, cyberbullying, prevention, safe environment, family work, school, interventio

PHILOSOPHICAL FEATURES OF THE CONCEPTUAL APPROACH IN THE FORMATION OF ENVIRONMENTAL ETHICS IN THE PROCESS OF GLOBALIZATION

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great teacher.

Abstract

By focusing on the preservation of natural and human existence as a field of science, environmental ethics offers a holistic approach to the current crisis and offers various approaches to addressing specific depths in the field of moral culture. Thus, understanding the relationship between man and nature in conflicting world trends proves the importance of completely natural processes in solving this problem. We deny that morality is absolute, unchanging, and unique to all times and spaces. We see it as a product of existing conditions and needs, which in turn is a set of norms that affect those conditions. It doesn't matter whether the norms are based on rationality, based on the name of divine power, or simply by coercion. The main thing is to prove that morality is a set of norms that regulates the interaction of people in a particular society and serves to ensure unity, stability in society.

Keywords: anthropocentrism, biocentrism, the problem of coevolution and dialectics of the noosphere, criteria, components and basic principles of ecological ethics.

THE REINTEGRATION OF RELEASED PRISONERS INTO SOCIETY: SOCIAL SUPPORT AND RECIDIVISM PREVENTION

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Abstract

The article comprehensively examines the process of re-adaptation of citizens released from prison into society, various social support, protective measures, and relapse prevention. The authors emphasize that the subsequent life of people released from prison is a difficult and still responsible period for them. It is discussed that people released from prison face not only material difficulties, but also pressure from society, stigmatization, many restrictions in social and legal terms, and suffer psychologically. In this regard, the article shows that the professional assistance of social work specialists is of great importance. In the course of a comprehensive study of the topic, attention is drawn to the fact that re-adaptation into society is not a one-time, short-term action, but a very complex and long-term phenomenon that requires a lot of work and significant socialization. It is shown that the important stages of this phenomenon include: social support services, psychological assistance, improving social and living conditions, restoring contact with family members and people. It is said that stereotypes imposed on people released from prison during the period of re-adaptation to society change their outlook on life, negatively affect their self-esteem, and prevent them from establishing relationships with people. The authors suggest ways to combat these stereotypes by promoting the positive values of citizens released from prison through public education programs, cooperation with civil society representatives, and the media. One of the most important needs of citizens released from prison is the availability of stable work. The article notes that employment helps former convicts become useful members of society again. In addition, special attention is paid to the role of social support, rehabilitation programs, and strong social security from the state in preventing and preventing relapse. The conclusions and recommendations presented in the article can serve as a basis for improving social policy, as well as implementing comprehensive measures aimed at protecting the rights of citizens released from places of deprivation of liberty.

Keywords: social adaptation, social support, psychological assistance, employment, legal advice, social stereotypes, prisoners released from prisons, relapse prevention.

SÜRDÜRÜLEBİLİRLİK RAPORLAMA STANDARTLARI (GRI, SASB, TCFD) VE ŞEFFAFLIĞIN ÖNEMİ

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Özet

Bu çalışmada, işletmelerin sürdürülebilirlik faaliyetlerini kamuoyuna şeffaf ve etkili bir biçimde paylaşmalarını sağlayan sürdürülebilirlik raporlamasının önemi ve raporlama standartları üzerine bir araştırma yapılmıştır. Sürdürülebilirlik kavramı, başarıyı uzun vadeli olarak hedeflerken aynı zamanda ekonomik, çevresel ve sosyal etkilerin de dengeli yönetilmesini amaçlar. İşletmeler özelinde bakıldığında ise sürdürülebilirlik kavramı, ekonomik performansın yanı sıra toplumsal ve çevresel sorumlulukları da merkezine alır. Sürdürülebilirlik raporlaması, bu sorumlulukların yerine getirilme süreçlerinde önemli rol oynar. Aynı zamanda bu raporlamalar, işletmelerin yatırımcılar, regülatörler ve toplum nezdinde itibarlarını güçlendirirken hesap verebilir olmalarını sağlar. Böylelikle şirket hedeflerine ve uzun vadeli başarı stratejilerine olanak sağlar. Raporlama süreçlerine en çok yön veren üç küresel standart; Küresel Raporlama İnisiyatifi (Global Reporting Initiative, GRI), Sürdürülebilirlik Muhasebe Standartları Kurulu (Sustainability Accounting Standards Board, SASB) ve İklim Bağlantılı Finansal Beyanlar Görev Gücü (Task Force on Climate-related Financial Disclosures, TCFD) temel çerçeveler arasında yer almaktadır. GRI, şirketlerin çevresel, sosyal ve yönetim performanslarını raporlamayı amaçlayan ve uluslararası olarak kabul gören bir standartken; SASB, özellikle sektörel bazlı yatırımcı ihtiyaç ve beklentilerini karşılamayı hedeflemektedir. SASB'nin sunduğu sektörel metrikler, yatırım kararlarında karşılaştırılabilirlik açısından avantaj sağlamaktadır. TCFD ise iklim değişikliğiyle ilişkili finansal risklerin şeffaf biçimde raporlanmasını desteklemektedir. TCFD'nin sunduğu dört temel unsur (yönetişim, strateji, risk yönetimi, metrik ve hedefler), işletmelerin iklimle ilgili riskleri entegre biçimde yönetmesine yardımcı olur. Yapılan çalışmada, tüm bu sürdürülebilirlik raporlama standartlarının gerçekleştirilmesiyle birlikte şeffaflık kriterinin işletmeler açısından yalnızca şirketlerin iç denetimi için değil toplumsal sorumluluk bilincini oluşturmak üzere de ne kadar önemli olduğu ortaya konmuştur. Ayrıca Avrupa Birliği'nin CSRD direktifi ve Uluslararası Finansal Raporlama Standartları Kurulu'nun (IFRS Foundation) kurduğu ISSB gibi yeni gelişmeler, sürdürülebilirlik raporlamasını küresel düzeyde zorunlu hale getirme yönünde önemli adımlardır. Sonuç olarak, sürdürülebilirlik raporlaması günümüz şartlarında değerlendirildiğinde iş dünyası için

bir tercihten öteye gidip, varlığını uzun vadeli sürdürebilmenin temel koşullarından biri haline gelmiştir. İşletmelerin itibarı ve paydaşlarla ilişkileri açısından önemli bir payı olan şeffaflık kriterini dikkate alan, ESG faktörlerini merkeze alarak raporlama sistemlerini benimseyen şirketlerin hem toplumsal hem çevresel hem de finansal sorumluluklarını etkin biçimde yerine getirmeleri mümkündür.

Anahtar kelimeler: Sürdürülebilirlik, ESG, Şeffaflık, GRI, SASB, TCFD, Raporlama Standartları

YAPAY ZEKÂ DESTEKLİ MESLEKİ TÜRKÇE ÖĞRETİMİ: TURİZM ALANINA YÖNELİK BİR UYGULAMA

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Özet

Eğitimin dijitalleşmesi bağlamında, yabancı dil öğretimi sürecinde yapay zekânın (YZ) kullanımı giderek önem kazanmaktadır. Bu makale, turizm alanında öğrenim gören öğrencilere mesleki Türkçe öğretiminde yapay zekâ'nın uygulanmasına yer verilmiştir. Bu çalışmanın amacı, turizm sektöründe profesyonel iletişim için gerekli olan dilbilimsel yeterliliklerinin geliştirilmesine yönelik, yapay zekâ araçlarıyla bütünleşik bir eğitim modülünün geliştirilmesi ve test edilmesidir. Çalışmada, yapay zekâ kullanılarak uyarlanabilir öğrenmenin faydaları tartışılmakta, turizm bağlamında mesleki Türkçenin sözcüksel ve dilbilgisel özellikleri analiz edilmekte ve dijital platformlar kullanılarak gerçekleştirilen pratik alıştırmalara örnekler verilmektedir. Elde edilen sonuçlar, yapay zekânın eğitime entegre edilmesinin öğrencilerin mesleki Türkçe öğrenme motivasyonunu artırmaya, öğrenme sürecini kişiselleştirmeye ve mesleki kelime dağarcığını daha etkili bir şekilde edinmeye yardımcı olduğunu göstermektedir.

Anahtar kelimeler: yapay zekâ, mesleki Türkçe öğretimi, turizm alanı, pratik alıştırmalar, üniversite öğrencileri

ARTIFICIAL INTELLIGENCE SUPPORTED VOCATIONAL TURKISH TEACHING: AN APPLICATION FOR THE FIELD OF TOURISM

Abstract

In the context of digitalization of education, the use of artificial intelligence (AI) in the process of teaching foreign languages is becoming increasingly important. This article covers the application of artificial intelligence in teaching professional Turkish to students studying in the field of tourism. The aim of this study is to develop and test a training module integrated with artificial intelligence tools for the development of linguistic competencies required for professional communication in the tourism sector. The study discusses the benefits of adaptive learning using artificial intelligence, analyzes the lexical and grammatical features of professional Turkish in the context of tourism, and provides examples of practical exercises performed using digital platforms. The results show that integrating artificial intelligence into education helps increase students' motivation to learn professional Turkish, personalize the learning process, and acquire professional vocabulary more effectively.

Keywords: artificial intelligence, vocational Turkish teaching, tourism field, practical exercises, university students

ECONOMICS LINGUISTICS AND THE REPRESENTATION OF THE TRANSFORMATION OF ECONOMIC CONSCIOUSNESS

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Abstract

Language serves as the primary tool for fostering human capital, given its capacity to shape an individual's economic and social advancement, as well as influence economic decision-making. The intricate interplay between language and the economy is undeniable, whereby the development of a nation's language mirrors the trajectory of its economic progress. Moreover, as a language gains wider usage, it tends to catalyze positive economic transformations. Delving into this phenomenon paves the way for a nascent field of study – linguo-economics. The article aims to illustrate the evolution of Kazakh national economic consciousness across the pre-independence and post-independence eras, focusing solely on linguistic representations. Concurrently, it seeks to elucidate the concept of economic discourse. Within the article, economic discourse is examined as a subtype of institutional discourse. Primarily, the term “economic discourse” is defined, highlighting its key distinctions from other institutional discourse subtypes and elucidating its characteristic features. The relevance of studying economic consciousness from a linguistic perspective lies in its significance in today's context. Economic consciousness, akin to any other form of consciousness, undergoes transformation and development primarily in association with language. The articulation of consciousness finds systematic representation through language, with these representations possessing a universal character. Notably, changes in the lexical layer occur more swiftly than others. Hence, the article focuses on lexical units as the subject of investigation.

Keywords: economic discourse, institutional discourse, economic consciousness, language and economics, linguistics.

GENERATIVE AI IN EDUCATIONAL RESEARCH: BALANCING INNOVATION AND ETHICAL CHALLENGES

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Abstract

The rapid development of generative artificial intelligence (AI) is reshaping educational and research landscapes, creating both transformative opportunities and significant challenges. This article critically evaluates the complex impact between AI integration and educational integrity, examining how these technologies simultaneously foster learning experiences while threatening established educational values. Our analysis leverages the fact that judicious AI implementation can enhance student engagement and streamline academic engagement; however, these benefits emerge alongside concerns regarding the accuracy, biases, and contextual appropriateness within established curricula. We argue that AI should not replace the core human dynamics of education, but serve as a carefully calibrated supplement to instructor expertise and student development. These approaches should include adaptive regulatory frameworks, enhanced critical digital literacy, and innovations that leverage AI's strengths while mitigating its limitations. By balancing the benefits and limitations of AI, the education sector can maximize technological advances while supporting ethical, pedagogical, and security considerations, ensuring that AI remains a complement to human intellect rather than a replacement.

Keywords: Generative AI models, modern education, research, critical thinking, emotional challenges

TOPLUMSAL CİNSİYET BAĞLAMINDA SOSYAL BİLGİLER DERSİ 5. SINIF DERS KİTABININ İNCELENMESİ

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Özet

Bu araştırmada toplumsal cinsiyet bağlamında, sosyal bilgiler dersi 5. sınıf ders kitabının incelenmesi amaçlanmıştır. Bu amaç doğrultusunda nitel araştırma yöntemlerinden doküman analizi kullanılmıştır. Analiz kapsamında sosyal bilgiler dersi kitaplarından “Sosyal Bilgiler 5-1” ve Sosyal Bilgiler 5-2” kitapları araştırma materyalleri olarak kullanılmıştır. Araştırmada toplumsal cinsiyet kavramı ile ilişkili literatürden yola çıkılarak toplumsal cinsiyet bağlamı ile ilgili temalar oluşturulmuştur. Bu temalara göre materyaller incelenmiş ve sınıflandırılmıştır. Bu aşamalarda, sosyal bilgiler eğitimi alanında iki eğitimcinin uzman görüşleri alınmıştır. Bunun sonucunda araştırma materyalleri tematik analiz tekniği ile analiz edilmiştir. Analiz sonucunda ise yine sosyal bilgiler eğitimi alanında iki eğitimcinin uzman görüşleri alınmıştır. Yapılan analizlerden elde edilen bulgular sonucunda “Sosyal Bilgiler 5-1” ders kitabında yapılan analizde, ders kitaplarının toplumsal cinsiyet eşitliğini tesis etme yolunda alması gereken mesafe olduğunu göstermiştir. Ancak aynı zamanda küçük de olsa olumlu değişim işaretleri dikkat çekmektedir. “Sosyal Bilgiler 5-2” ders kitabında yapılan analiz ise; ders kitaplarının halen cinsiyetçi kalıp yargılardan tam olarak arınmadığını gösterse de tespit edilen eksikliklerin giderilmesi imkânsız değildir. Gerekli düzenlemeler ve özenli bir yaklaşım ile ders kitapları, toplumsal cinsiyet eşitliğini destekleyen güçlü araçlar haline gelebilir. Bundan sonraki süreçte, önerilen adımların hayata geçirilmesiyle ders kitaplarının “her çocuğa cinsiyetinden bağımsız eşit fırsatlar sunan” bir içeriğe kavuşması mümkün olabilir. Eğitim sistemimizde toplumsal cinsiyet eşitliği ilkesinin tam olarak yerleşmesi, ancak bu ilkenin ders kitapları başta olmak üzere tüm eğitim materyallerine yansıtılmasıyla gerçekleşecektir. Bu da uzun vadede daha eşitlikçi, kapsayıcı ve duyarlı bir toplumun inşasına katkı sağlayacaktır.

Anahtar kelimeler: Sosyal bilgiler, sosyal bilgiler ders kitabı, 5. Sınıf, toplumsal cinsiyet.

ANALYZING THE 5TH GRADE SOCIAL SCIENCES COURSE TEXTBOOK IN THE CONTEXT OF GENDER

Abstract

In this study, it was aimed to analyse the 5th grade social studies course textbook in the context of gender. For this purpose, document analysis, one of the qualitative research methods, was used. Within the scope of the analysis, social studies textbooks 'Social Studies 5-1' and Social Studies 5-2" books were used as research materials. In the research, themes related to the gender context were created based on the literature related to the concept of gender. The materials were analysed and classified according to these themes. At these stages, the expert opinions of two educators in the field of social studies education were taken. As a result, the research materials were analysed with thematic analysis technique. As a result of the analysis, the expert opinions of two educators in the field of social studies education were taken. As a result of the findings obtained from the analyses, the analysis of the 'Social Studies 5-1' textbook showed that the textbooks have a long way to go in establishing gender equality. However, at the same time, signs of positive change, albeit small, are noteworthy. Although the analysis of the 'Social Studies 5-2' textbook shows that the textbooks are still not completely free from sexist stereotypes, it is not impossible to eliminate the deficiencies identified. With the necessary arrangements and a careful approach, textbooks can become powerful tools that support gender equality. In the following process, with the implementation of the recommended steps, it may be possible for textbooks to have a content that 'offers equal opportunities to every child regardless of gender'. The principle of gender equality will only be fully embedded in our education system if this principle is reflected in all educational materials, especially textbooks. This will contribute to the construction of a more egalitarian, inclusive and sensitive society in the long run.

Keywords: Social studies, social studies textbook, 5th grade, gender.

JAPAN-CHINA DISPUTE OVER THE EAST CHINA SEA

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Abstract

This paper explores the East China Sea territorial dispute between Japan and China through the lens of media representation, analysing how narratives in both countries' domestic and international media have shaped public perception, diplomatic postures, and policy formulation. Focusing on the contested Senkaku/Diaoyu Islands, the study highlights how the media has played a dual role—both as a tool of state messaging and as a shaper of nationalist sentiment. Japanese media, especially conservative outlets, have tended to emphasize sovereignty, legality, and defence preparedness, framing China's maritime activities as aggressive incursions that challenge international norms. In contrast, Chinese media have portrayed Japan as a historical aggressor and illegitimate occupier, often invoking anti-colonial narratives and positioning Chinese actions as defensive and restorative. From 2022 onward, with increasing frequency of maritime and aerial confrontations, media coverage on both sides has grown more militarized and emotionally charged, often reinforcing hardline positions and contributing to the mutual securitization of the dispute. The research also considers how global media—especially Anglo-American outlets—tend to frame the dispute within the larger context of U.S.-China rivalry and regional security, frequently portraying Japan as a frontline state in the Indo-Pacific balance of power. Ultimately, this paper argues that the media in both China and Japan functions not only as a reflection of geopolitical tensions, but also as an active agent in constructing and maintaining nationalistic discourses that complicate diplomatic resolution.

Keywords: Japan-China dispute, East China Sea, media representation

JAPAN'S ASSISTANCE TO UKRAINE: MODERN CHALLENGES AND THE IMPACT ON THE ECONOMY

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Abstract

The purpose of the study is to analyze specific measures taken by Japan to support Ukraine after the start of a full-scale invasion. The country's position after 2022 has become much tougher, as the events have had a painful impact on the Japanese. The sending of bulletproof vests, drones, steel helmets, winter clothing, tents, etc. to the Ukrainian army can be considered as a violation of the pacifist precedent. The volume of emergency humanitarian aid to Ukraine and its neighbors is \$200 million, the provision of generators and solar lanterns to get through the winter period, assistance in mine action, and the transportation of UNHCR humanitarian aid goods by Japan Air Self-Defense Force, the freezing of assets of individuals associated with the Russian government, as well as twelve Russian banks, is a manifestation of a clear, consistent and balanced policy. The extension of the resident card (residence permit) for all Ukrainians in Japan, as well as the acceptance of refugees from Ukraine, deserve special attention. The Japanese side has repeatedly noted the fundamental values shared with Ukraine, such as freedom, democracy, respect for international law and human rights. This becomes even more relevant, given Japan's efforts to ensure a deterrent effect in East Asia. The work examined the main features of humanitarian aid, identified priority areas of cooperation, financial support, promising areas for investment and issues that require further development. The study provided an opportunity to more deeply analyze the contribution of the Japanese side to aid Ukraine, using official sources, statistical data and reporting documentation.

Keywords: Japan, Ukraine, modern challenges, aid.

ON THE ISSUE OF COVERING THE RUSSIAN-UKRAINIAN WAR IN THE ARAB MEDIA

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Abstract

The report is devoted to the study of the features of coverage of the Russian-Ukrainian war in the media of Arab countries (in particular, publications of pan-Arab and regional newspapers). The author focused on the analysis of pan-Arab information resources and publications (Arabic Wikipedia, newspapers "Ash-Sharq Al-Awsat", "Al-Quds Al-Arabi", "Al-Arab") and regional ones (newspapers "Ash-Shaab", "Ash-Shuruk", "Al-Masa" (Algeria), "Al-Wasat" (Bahrain), "Al-Agram", "Ad-Dustur", "Al-Masr Al-Yaum", "Ash-Shuruk", "Al-Watani" (Egypt), "Az-Zaman" (Iraq), "Ad-Dustur", "Ar-Rai" (Jordan), "Al-Qabas" (Kuwait), "Al-Akhbar", "Al-Anwar" (Lebanon), "Al-Kalima" (Libya), "Al-Akhbar" (Mauritania), "Al-Alam", "Al-Ayam" Al-Sabah, Al-Tajdid (Morocco), Al-Watan, Al-Shabiba (Oman), Al-Hayat Al-Jadida, Al-Quds (Palestine), Al-Arab, Al-Watan, Ar-Raya, Al-Sharq (Qatar), Al-Jazeera, Al-Madinah, Al-Okaz, Al-Yaum (Saudi Arabia), Al-Wahda, Al-Jamaghir, Al-Furat, Al-Sawra (Syria), Al-Masa', Al-Habar, Al-Shuruk (Tunisia), Al-Bayan, Al-Ittihad, Al-Imarat Alyoum (UAE), Aden Al-Ghad, Al-Wahdawi, "Al-Mutamar" (Yemen). In Arabic media, by the way, there are no specific stylistic differences that would fundamentally distinguish them from Ukrainian-speaking ones. The frequency of use of concepts, including the concept of "war", is approximately equal to their use in the domestic socio-political vocabulary. It has been proven that the nature of the use of concepts to cover the Russian-Ukrainian war is influenced by the ambiguous perception of the conflict between two Eastern European countries in the Arab (mainly Islamic) society. This is influenced by both the geopolitical interests of Arab countries in the modern system of international relations, and the ideological attitudes inherited by them, which were previously determined by their role and positions in the bipolar world (taking into account the military, political and ideological confrontation between the capitalist and communist camps).

Keywords: Russian-Ukrainian war, media of Arab countries, international relations.

IS IT AMERICA'S GREECE OR RUSSIA'S? PROVOCATIVE TRUMP AND LIBERAL MITSOTAKIS

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Abstract

In the context of contemporary political discourse, media plays an increasingly pivotal role in shaping public perception, particularly in nations undergoing political instability, geopolitical strife, or crucial electoral processes. Ukraine, Greece, and the United States -three countries at the forefront of significant political events in early 2025- serve as essential cases for examining the influence of media narratives on political identity, legitimacy, and public opinion. This research is therefore highly relevant for understanding how media representations contribute to the construction of political realities and national narratives, especially within the framework of ongoing geopolitical tensions and domestic conflicts. The study employs a qualitative research methodology based on discourse analysis, utilizing Discourse-Historical Approach (DHA). This approach allows for a thorough examination of the linguistic structures, rhetorical strategies, and argumentative frameworks embedded in political media texts. Conclusions drawn from the research highlight several key findings. Firstly, media discourse in all three countries demonstrates a pronounced tendency toward the polarization of political narratives, with particular emphasis on framing political figures, parties, and events as either “pro” or “anti” national interests. Secondly, the study reveals how the interplay between political agendas and media structures creates a feedback loop, whereby political actors influence media framing, and media narratives, in turn, reinforce political ideologies. Thirdly, the research illustrates how transnational media flows and digital platforms contribute to the global dissemination of political ideologies, blurring the boundaries between national and international political communication.

Keywords: Political discourse, geopolitical strife, Discourse-Historical Approach.

WAR IN UKRAINE – THE MAIN NARRATIVES OF CHINESE MEDIA

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Abstract

The People's Republic of China is one of the key players on the international stage. The position of its political leadership and society regarding the Russo-Ukrainian war is important both for Ukraine and for maintaining the stability of the global order. Although Chinese media are state-controlled, they can be studied to gain a deeper understanding of how China communicates its position on the war in Ukraine to the outside world. This paper offers an in-depth analysis of Chinese media discourse, specifically focusing on coverage of Russia's full-scale invasion of Ukraine since February 2022. It examines the main narratives present in Chinese media on this issue – these include China's proclaimed neutrality, its portrayal of the United States as a key actor responsible for escalating the conflict, and China's framing of itself as a proponent of peace and diplomacy through various initiatives. The research draws on a range of media sources, including state-run outlets such as Xinhua, CCTV, China News. It also incorporates official statements and speeches by high-ranking Chinese officials. The paper includes specific examples and quotations of the relevant narratives and even separate words and aims to trace how Chinese media disseminate the official position of the country regarding the war in Ukraine.

Keywords: Media, China, PRC, Russo-Ukrainian war, neutrality.

THE TRANSFORMATION OF UKRAINE-CHINA RELATIONS UNDER THE INFLUENCE OF THE RUSSIAN INVASION IN UKRAINE: AN ANALYSIS OF DIPLOMATIC INITIATIVES

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Abstract

The Russian invasion of Ukraine in 2022 has significantly reshaped global geopolitical alignments, with Ukraine-China relations undergoing a notable transformation as a result. This article examines how the conflict has influenced diplomatic initiatives between Kyiv and Beijing, marking a departure from previous frameworks of economic pragmatism and strategic ambiguity. Prior to the invasion, Ukraine and China maintained relatively stable relations centered on trade, investment, and technological cooperation, often insulated from broader geopolitical tensions. However, the war has exposed the limits of this pragmatic engagement. As Ukraine seeks stronger alignment with the West and more vocal international support, China's cautious stance—rooted in its strategic partnership with Russia and its broader non-interventionist foreign policy—has introduced new diplomatic complexities. This article provides a comprehensive analysis of the evolving Ukraine-China dynamic through the lens of diplomatic communications, official statements, and multilateral engagements since February 2022. It explores how Ukraine has recalibrated its expectations of China, shifting from economic cooperation to appeals for political support and mediation. At the same time, it assesses China's diplomatic positioning, including its proposal of a peace plan and its rhetoric emphasizing sovereignty and territorial integrity—principles that carry dual meanings in the context of China's own regional ambitions. By analyzing these developments, the study argues that while China has maintained a formally neutral stance, the war has forced both sides to reassess the foundation and future of their bilateral relations. The article concludes that Ukraine-China relations have entered a phase characterized by diplomatic caution, strategic recalculation, and limited engagement, shaped by the broader geopolitical confrontation between the liberal democratic order and authoritarian powers. This transformation underscores the role of armed conflict in redefining state-to-state relations and reveals the constraints of non-aligned diplomacy in times of war.

Keywords: Ukraine-China relations, diplomatic initiatives, Russian invasion in Ukraine.

GAMIFYING IN RUSSIAN LANGUAGE CLASSROOMS

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Abstract

Gamifying classroom activities in Russian language lessons is an effective way to enhance student engagement, motivation, and learning retention. In this paper, we examined various tips and methods to effectively gamify any activity in the language classroom. Before diving into specific methods, it's crucial to grasp the fundamental elements that make games engaging. It is known that like any game, the activity needs well-defined objectives and understandable rules. Students should know what they are trying to achieve and how they can do it. The activity should be enjoyable and capture students' interest. Activities can often involve elements of competition (against oneself or others) and/or collaboration (working together towards a common goal). At first, games present challenges that students need to overcome. In the classroom, these could be complex problems, difficult concepts, or time-bound tasks. They can give students to see their progress. This can be measured through points, levels, or progress bars. Achievements provide a sense of accomplishment. Thus, by thoughtfully incorporating key methods of gamification, we can transform routine in classroom activities into engaging and motivating learning experiences for our students in Russian language lessons. Also, we can foster a more positive and effective learning environment. We remember that the key is to make learning fun and relevant while still achieving our educational objectives. Awareness of all these qualities helps students to learn a Russian as foreign language better already in a comparative gamifying aspect.

Keywords: Russian language, gamifying, games as challenges, key methods of gamification, effective learning environment.

EĞİTİM ALANINDA DİJİTAL OKURYAZARLIK İLE İLGİLİ YAPILAN ARAŞTIRMALARA YÖNELİK BİBLİYOMETRİK BİR ANALİZ

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Özet

Bu araştırmada, Web of Science (WoS) veri tabanında “Eğitim/Eğitim Araştırmaları” kategorisinde yer alan dijital okuryazarlık konusu ile ilgili yayımlanmış makalelerin bibliyometrik analizinin yapılması amaçlanmıştır. Bu doğrultuda araştırmaya dahil edilecek çalışmaları belirleyebilmek üzere gerekli kriterler uygulanmış ve ulaşılan 2039 makale çalışmaya dahil edilmiştir. Web of Science üzerinden ulaşılan verilerin analizi VOSviewer yazılım programı kullanılarak görselleştirilmiştir. Çalışmada elde edilen veriler kullanılarak; eğitim alanında dijital okuryazarlık konusu ile ilgili yayınların yıllara göre dağılımı, en çok yayın yapan ülkeler, en fazla atıf alan makaleler, en fazla çalışma yayımlayan yazarlar, en fazla çalışma yapan kurumlar, kurumlar arasındaki iş birliği ve ortak yazar analizinin incelemeleri yapılmıştır. Çalışma sonucunda eğitim alanında dijital okuryazarlık ile ilgili 2014 yılına kadar yapılan çalışma sayısının düzensiz bir şekilde ilerlediği, 2014 yılından itibaren konuyla ilgili çalışma sayısında sürekli bir artışın olduğu görülmüştür. Konu ile ilgili en fazla çalışma yapan ülkeler ise sırasıyla ABD, İspanya ve Avustralya’dır. Türkiye ise bu alanda yapmış olduğu 80 çalışma ile en fazla makale yayımlayan ülkeler arasında yer almıştır. En fazla çalışma yapan yazarların başında Ola Erstad’ın geldiği belirlenmiştir. Oslo Üniversitesi en fazla çalışma yapan kurumlar arasında ilk sırada gelmektedir. Oslo Üniversitesi’ni ise Georgia Üniversitesi ve Sevilla Üniversitesi takip etmektedir. Çalışmada elde edilen sonuçlar doğrultusunda, bu çalışmanın eğitim alanında dijital okuryazarlıkla ilgili yapılan makalelerin incelenmesine yönelik olarak gerçekleştirildiği, konuyla ilgili kitap, sempozyum vb. çalışmaların da bu konu kapsamında analiz edilebileceği yönünde öneride bulunulmuştur.

Anahtar kelimeler: Dijital okuryazarlık, Bibliyometrik analiz, Web of Science

A BIBLIOMETRIC ANALYSIS OF RESEARCH ON DIGITAL LITERACY IN EDUCATION

Abstract

In this study, it was aimed to conduct a bibliometric analysis of the articles published in the Web of Science (WoS) database in the category of “Education/Educational Research” on the subject of digital literacy. In this direction, the necessary criteria were applied to determine the studies to be included in the study and 2039 articles were included in the study. The analysis of the data accessed through Web of Science was visualized using VOSviewer software program. Using the data obtained in the study; the distribution of publications on digital literacy in the field of education by years, the countries with the most publications, the most cited articles, the authors who published the most studies, the institutions with the most studies, the cooperation between institutions and the analysis of co-authors were analyzed. As a result of the study, it was seen that the number of studies on digital literacy in the field of education progressed irregularly until 2014, while there has been a continuous increase in the number of studies on the subject since 2014. The countries with the highest number of studies on the subject are the USA, Spain and Australia, respectively. Turkey, on the other hand, was among the countries that published the most articles with 80 studies in this field. It has been determined that Ola Erstad is the leading author of the most studies. The University of Oslo ranks first among the institutions with the highest number of studies. University of Oslo is followed by University of Georgia and University of Seville. In line with the results of the study, it was suggested that this study was carried out to examine the articles on digital literacy in the field of education, and that studies such as books, symposiums, etc. on the subject can also be analyzed within the scope of this subject.

Keywords: Digital literacy, Bibliometric analysis, Web of Science

BILINGUALISM- AN IMPORTANT FACTOR IN THE PROCESS OF LEARNING A SECOND LANGUAGE IN A BILINGUAL CONTEXT

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Abstract

This paper focuses on bilingualism, the ability to use two languages proficiently. Bilingualism is a growing phenomenon worldwide due to globalization, migration, and multicultural interactions. It can be categorized into several types, including receptive bilingualism, reproductive bilingualism, productive bilingualism, interrelated bilingualism, coordinated bilingualism, subordinate bilingualism, etc. The effects of bilingualism are diverse and complex. On the positive side, it enhances cognitive flexibility, problem-solving skills, metalinguistic awareness, and cultural competence. However, negative effects can also occur, especially in cases of unbalanced bilingualism or poor language exposure, such as language interference, code-switching issues, and academic challenges in either language. Understanding the types and impacts of bilingualism is crucial for educators, linguists, and policymakers aiming to support effective bilingual education and communication.

Keywords: Bilingualism, types of bilingualism, positive aspects, negative aspects, L2

THE IMPORTANCE OF SOGDIAN TOMBS FROM THE EARLY MEDIEVAL PERIOD IN CHINA

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Abstract

The study of the history of Sogdians who arrived in China during the early medieval period is significantly enhanced by the tombs they built, such as those from the Northern Zhou (北周) period, including Shi Jun (史君), An Jia (安伽), Kang Ye (康业), and the Sui (隋) dynasty tombs of Yu Hong (虞弘), as well as tombs from the Northern Dynasties period and those discovered in Tian Shui. These tombs play a crucial role in understanding both the history of the Sogdians in China and the cultural exchanges between China and the West. A common feature in all these tombs is the presence of stone tombs called “shítáng” (石堂), meaning “stone-built tomb” or “house of the gods” in Sogdian (“石头做的坟墓(众神的屋子)”, shítou zuò de fénmù (zhòngshén de wūzi)). The discovery of these types of tombs indicates that after death, the Sogdian aristocrats preferred to reside in stone structures. However, in all of the aforementioned tombs, the skeletal remains have not been found within the tomb itself. For example, in the An Jia tomb, the remains were discovered in the tomb’s passage. Additionally, the wall paintings in these tombs serve as valuable sources for studying ancient Chinese color painting and calligraphy, as they depict scenes ranging from daily life to religious rituals, music, dance, feasts, travel, hunting scenes, as well as mythical creatures and miraculous events.

Keywords: Shi Jun, An Jia, Kang Ye, Yu Hong, Tian Shui, and “house-shaped stone coffin” (房屋形石槨, fángwū xíng shíguǒ).

SANAYİ VE TARIM TOPLUMLARINDA ORTAOKUL ÖĞRENCİLERİNİN FEN ÖĞRENMEYE YÖNELİK MOTİVASYONLARI: İSTANBUL VE ŞANLIURFA ÖRNEĞİ

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Özet

Çalışmada sanayi toplumu olarak değerlendirilen İstanbul ve tarım toplumu olarak değerlendirilen Şanlıurfa'da öğrenim gören ortaokul öğrencilerinin fen öğrenmeye yönelik motivasyonlarının incelenmesi amaçlanmıştır. “*Tarama tipi araştırma modeli*” kullanılan çalışmada, çalışma grubu İstanbul ve Şanlıurfa illerinde devlet okullarında öğrenim gören 312 öğrenciden oluşmuştur. Veri toplama sürecinde araç olarak “Kişisel Bilgi Formu” ve “Fen Öğrenmeye Yönelik Motivasyon Ölçeği” kullanılmıştır. Veriler SPSS 26.0 programında yer alan Mann-Whitney U testi ve Kruskal-Wallis H testinden faydalanılmıştır. Araştırmanın sonunda; sanayi toplumunda yer alan öğrencilerde fen öğrenmeye yönelik motivasyonun cinsiyete, anne eğitim düzeyine, baba eğitim düzeyine ve ders başarı durumuna göre, tarım toplumunda yaşayan öğrencilerde ise ders başarı durumu değişkenine göre anlamlı farklılık gösterdiği belirlenmiştir ($p < 0.05$). Ayrıca, tarım toplumunda yaşayan öğrencilerin fen öğrenmeye yönelik motivasyonlarının cinsiyet, öğrenim gördükleri sınıf ve anne eğitim durumuna göre anlamlı farklılık göstermediği bulunmuştur ($p > 0.05$). Genel bir sonuç olarak, ortaokul öğrencilerinde fen öğrenme motivasyonunun demografik değişkenlere göre farklılaştığı söylenebilir.

Anahtar kelimeler: Ortaokul, fen öğrenme, motivasyon, demografik değişken, sanayi toplumu, tarım toplumu

INCLUSIVE EDUCATION: SUPPORTING AUTISM SPECTRUM DISORDER (ASD) STUDENTS' EQUITY AND PARTICIPATION IN THE EFL CLASSROOM

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Abstract

This research article aims to review literature and analyze world experiences related to Autism Spectrum Disorder (ASD) students for the purpose of providing Kazakhstani English teachers with valuable insights, certain strategies and methods in teaching such students. Specifically, the study explores the difficulties of inclusion and equity faced by Autism Spectrum Disorder (ASD) students in teaching English as a Foreign Language (EFL) and to give equal treatment as their non-autistic peers. The research identifies factors such as communication differences, sensory sensitivities, and social integration challenges influence the learning experiences of Autism Spectrum Disorder (ASD) students. The article under research focuses on teaching strategies, recommendations, approaches and classroom accommodations that can contribute to enhance social inclusion and ensure equitable learning opportunities for autistic students in the EFL classroom. The findings suggest that raising awareness among parents about early identification and interventions is vital for improving the quality of life for Autism Spectrum Disorder (ASD) children. The awareness, preparedness and understanding of these challenges by parents and teachers, are crucial for promoting their social skills, fostering their social integration and self-realization in an educational context. This is especially important in English Language classrooms, where inclusion can significantly enrich learning opportunities for all, including the students with Autism Spectrum Disorder (ASD). Additionally, supporting students with Autism Spectrum Disorder (ASD) within the education context requires collaborative efforts, involving professionals such as psychologists, speech therapists, special educators, social workers, alongside with teachers and parents. Collectively, these points contribute to supporting Autism Spectrum Disorder (ASD) students in both their personal and academic success. In conclusion, the review emphasizes the importance of fostering inclusive and supportive learning environments for students with Autism Spectrum Disorder (ASD) through tailored strategies and teacher awareness and collaboration of professionals and parents.

Keywords: Inclusive education, EFL classroom, Autism Spectrum Disorder, quality education, effective strategies, sensory sensitivities, academic support

BENEFITS AND RISKS OF AI- BASED TOOLS IN ACADEMIC ENVIRONMENTS

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Abstract

Artificial intelligence (AI) has rapidly transformed various sectors, and education is no exception. With its increasing integration into classrooms and academic research, AI offers numerous benefits, including personalized learning, automated assessment, and efficient data management. In this paper, we examine the dual nature of AI in the context of education and development. On the one hand, it facilitates accessibility and innovation in teaching methods, while on the other hand, it raises concerns regarding data privacy, ethical use, and the potential replacement of human educators. This study aims to analyze both with AI in education by reviewing recent literature, real-world examples, and expert opinions. The findings suggest that while AI can significantly enhance the learning experience and administrative efficiency, a balanced approach with strict ethical outcomes. The paper concludes with recommendations for integrating AI in education responsibly to maximize its positive impact while minimizing potential threats.

Keywords: Artificial intelligence, education, generative AI, teaching methods, ethics

KÜRESEL OKURYAZARLIK BAĞLAMINDA SOSYAL BİLGİLER ÖĞRETMENLERİNİN GÖRÜŞLERİNİN İNCELENMESİ

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Özet

Küresel okuryazarlık, bireylerin küreselleşen dünyada meydana gelen ekonomik, toplumsal, kültürel ve çevresel gelişmeleri yerel, ulusal ve uluslararası düzeylerde çok yönlü bir biçimde analiz edebilme; bu gelişmelerin yaşamlarına olan etkilerini değerlendirebilme ve bu doğrultuda bilinçli, sorumlu tutumlar geliştirebilme yeterliliğidir. Bu yeterlilik, bireyin farklı kültürlerle karşı duyarlılık göstermesini, küresel ölçekli sorunlara karşı farkındalık kazanmasını, karşılıklı bağımlılık ilişkilerini kavramsallaştırmasını ve çözüm odaklı düşünme becerileri sergilemesini içerir. Bilgi edinmenin ötesinde; eleştirel düşünme, empati kurma, kültürlerarası iletişim kurabilme ve etik sorumluluk bilinci geliştirme gibi temel yaşam becerileriyle bütünleşen küresel okuryazarlık, çağdaş eğitim anlayışının vazgeçilmez bir parçası olarak görülmektedir. Bu bağlamda, bireylerin küresel vatandaşlık bilinciyle donatılması ve bu bilinç doğrultusunda eğitim süreçlerinin yapılandırılması, günümüz toplumlarının sürdürülebilirliği açısından büyük önem taşımaktadır. Bu çalışmada, küresel okuryazarlık kavramı hakkında sosyal bilgiler öğretmenlerinin görüşlerinin alınması amaçlanmıştır. Bu amaç doğrultusunda; görüşmeler yapılmıştır. Nitel araştırma deseninde gerçekleştirilmiş olan çalışmada, nitel araştırma teknikleri (yarı yapılandırılmış görüşme formu) kullanılmıştır. Araştırmanın çalışma grubunu; uygun örnekleme yöntemiyle seçilmiş olan 22 sosyal bilgiler öğretmeni oluşturmaktadır. Katılımcılardan elde edilen verilerin çözümlenmesinde ve yorumlanmasında içerik analizi kullanılmıştır. Küresel okuryazarlık kavramına yönelik sosyal bilgiler öğretmenlerinin görüşleri incelendiğinde, sosyal bilgiler öğretmenlerinin küresellik kavramını daha çok “dünyanın bütünleşmesi” olarak algıladıkları görülmektedir ve sosyal bilgiler öğretmenlerinin küresel okuryazarlık kavramı için “dünyayı anlamak ve yorumlamak” olduğuna yönelik düşüncelere sahip oldukları görülmektedir.

Anahtar kelimeler: Küresellik, okuryazarlık, öğretmen, beceri

EXAMINING THE VIEWS OF SOCIAL STUDIES TEACHERS IN THE CONTEXT OF GLOBAL LITERACY

Abstract

Global literacy is the ability of individuals to analyze the economic, social, cultural and environmental developments occurring in the globalizing world at local, national and international levels in a multidimensional way; to evaluate the effects of these developments on their lives and to develop conscious and responsible attitudes in this direction. This competence includes showing sensitivity to different cultures, gaining awareness of global problems, conceptualizing interdependence relations and exhibiting solution-oriented thinking skills. Beyond acquiring knowledge, global literacy, which is integrated with basic life skills such as critical thinking, empathy, intercultural communication and ethical responsibility, is seen as an indispensable part of contemporary education. In this context, equipping individuals with global citizenship awareness and structuring educational processes in line with this awareness is of great importance for the sustainability of today's societies. In this study, it was aimed to obtain the opinions of social studies teachers about the concept of global literacy. For this purpose; interviews were conducted. In the qualitative research design, qualitative research techniques (semi-structured interview form) were used. The study group of the research consisted of 22 social studies teachers selected by appropriate sampling method. Content analysis was used to analyze and interpret the data obtained from the participants. When the views of social studies teachers on the concept of global literacy are examined, it is seen that social studies teachers perceive the concept of globalization more as “integration of the world” and social studies teachers have thoughts about the concept of global literacy as “understanding and interpreting the world”.

Keywords: Globalization, literacy, teacher, skill

TRANSFORMING SOCIAL RESEARCH: THE CONTRIBUTION OF ARTIFICIAL INTELLIGENCE

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Abstract

This paper examines the profound and multifaceted transformation of social research methodologies and analytical capabilities brought about by the integration of artificial intelligence. AI's capacity to process and analyze vast, intricate datasets far surpasses traditional human limitations, enabling the identification of subtle patterns, correlations, and anomalies within complex social interactions, extensive textual information, and diverse behavioral data. This capability yields deeper and more nuanced understandings of multifaceted societal phenomena that were previously challenging to discern. The advent of AI has also paved the way for innovative research methodologies that offer new avenues for inquiry. Furthermore, advanced natural language processing techniques facilitate the automated and large-scale analysis of extensive textual and spoken data, opening unprecedented opportunities for studying evolving communication patterns, shifting public sentiment, and dynamic cultural trends. Beyond these enhanced analytical and methodological capabilities, AI offers the significant potential for improved prediction and forecasting of critical social trends and outcomes within specific domains. This predictive capability holds substantial implications for the development of informed policy planning, the optimization of efficient resource allocation, and the cultivation of a more profound understanding of the potential consequences of various social and economic transformations. However, the increasing integration of AI into the core of social research also presents several critical challenges that demand careful consideration, most notably those concerning inherent biases embedded within both the data utilized and the algorithms employed. The thoughtful application of robust ethical frameworks and the consistent implementation of rigorous critical analysis from informed social science perspectives remain absolutely paramount in navigating these complexities. The escalating confluence of artificial intelligence and social research naturally fosters a greater degree of essential interdisciplinary collaboration among traditionally distinct fields, including social scientists, computer scientists specializing in AI, and expert data scientists. This vital cross-pollination of diverse and specialized expertise significantly fuels the crucial development of truly innovative research designs and ultimately leads to the generation of demonstrably more robust and profoundly insightful findings that can better inform our understanding of the social world. Moreover, the strategic implementation of sophisticated AI tools offers the valuable potential to automate many of the time-consuming and often repetitive tasks that are traditionally inherent in the social research process, such as meticulous data cleaning and pre-

processing, systematic qualitative and quantitative coding, and the initial stages of exploratory data analysis. This crucial automation frees up significant time and valuable resources for highly skilled researchers, allowing them to strategically concentrate their efforts on higher-level conceptualization, nuanced interpretation of complex findings, and the development of more robust and impactful theoretical frameworks, thereby substantially enhancing the overall efficiency and ultimate productivity of social science research endeavors.

Keywords: Artificial Intelligence, Social Research, Data Analysis, Machine Learning.

HUMAN VS. MACHINE: A COMPARATIVE STUDY OF LITERARY TRANSLATION ACCURACY

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Abstract

As machine translation continues to evolve with the development of artificial intelligence, the debate over its effectiveness in rendering complex literary texts remains unresolved. This study investigates the linguistic and stylistic quality of machine-generated literary translations in comparison to those produced by human translators. The research is based on a detailed comparative analysis of selected excerpts from a contemporary English-language novel, translated into Ukrainian both by an AI-powered tool and by a student translator. Special attention is paid to the translation of metaphors, idiomatic expressions, and culturally bound references. The aim is to evaluate whether AI is capable of preserving the original tone, emotional depth, and semantic nuance of the source text. The study also addresses the challenges faced by human translators and the creative strategies they apply when dealing with literary texts. While AI shows promising results in processing grammatical structures and basic vocabulary, it often fails to capture subtle connotations and artistic style. The findings suggest that although AI can serve as a valuable aid in the translation process, it still cannot replace the human ability to interpret literature with cultural sensitivity and creative insight. The research has practical implications for language learners, translation trainees, and educators interested in integrating AI tools into translation pedagogy.

Keywords: literary translation, machine translation, translation studies

GENERATIVE AI IN TEACHING PROFESSIONALLY ORIENTED ENGLISH: CHALLENGES AND POSSIBILITIES IN THE CONTEXT OF INCLUSIVE AND DIGITAL EDUCATION

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Abstract

Generative AI in Teaching Professionally Oriented English: Challenges and Possibilities in the Context of Inclusive and Digital Education. The integration of generative artificial intelligence (AI) into language education has significantly reshaped the traditional approaches to teaching English for Specific Purposes (ESP), especially within the context of professional training in Law, Social Work, and Marketing. This paper explores both the potential and the limitations of generative AI tools – such as large language models – in supporting inclusive and learner-centered ESP instruction. Drawing on the experience of teaching at the Department of English Philology, National University of Life and Environmental Sciences of Ukraine, and as part of a research team involved in the Jean Monnet project proposal on digital support for students with dyslexia, the paper highlights practical applications of AI in course design, individual adaptation, and assessment. Special attention is paid to the use of AI in facilitating access to learning materials and supporting differentiated instruction for students with learning difficulties. However, critical challenges are also addressed, including issues of data bias, over-reliance on AI outputs, the need for ethical guidelines, and the preservation of the teacher's role as a mediator of knowledge and facilitator of interaction. The paper argues that a balanced, pedagogically grounded use of generative AI tools can significantly enhance learner engagement and linguistic development, provided that educators are equipped with adequate digital literacy and methodological awareness. In light of current global transformations in education, this research underscores the importance of interdisciplinary collaboration between language educators, AI specialists, and special education professionals to promote inclusive, ethical, and effective integration of AI into ESP teaching practices.

Keywords: AI, inclusive education, ESP, digital tools

MANZARAYI SESLENDİRMEK: ERZURUM TÜRKÜLERİNDE MEKÂN TEMSİLİNE YÖNELİK BİR MÜZİK COĞRAFYASI ANALİZİ

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Özet

Müzik ile coğrafya arasındaki ilişki ve halk türkülerinin kültürel/coğrafi bilgiyi barındırma potansiyeli, bu çalışmanın çıkış noktasını oluşturmaktadır. Bu araştırmanın temel amacı, Erzurum yöresine ait türkülerin coğrafi referanslar açısından içeriğini kapsamlı bir şekilde analiz etmek ve bu referansların yöre coğrafyasının ayırt edici özelliklerini ne ölçüde yansıttığını ortaya koymaktır. Nitel araştırma modeli ve betimsel desene uygun olarak yürütülen çalışmada, TRT Türk Halk Müziği Sözlü Eserler Antolojisi'nde yer alan 288 Erzurum türküsü, doküman incelemesi ve içerik analizi yöntemleriyle incelenmektedir. Türkü sözlerindeki coğrafi ifadeler, fiziki coğrafya (yeryüzü şekilleri, iklim, hidroğrafya, bitki ve hayvan coğrafyası) ile beşerî ve ekonomik coğrafya (nüfus, yerleşme, tarım, hayvancılık vb.) alt temalarına göre sınıflandırılmakta ve frekansları betimsel olarak analiz edilmektedir. Yapılan analizler, Erzurum türkülerinin dağlar, iklim koşulları, bitki örtüsü, hayvanlar, göç, yerleşim birimleri ve ekonomik faaliyetler gibi coğrafyanın çok çeşitli boyutlarına ilişkin zengin ve detaylı referanslar içerdiğini göstermektedir. Özellikle fiziki coğrafya temalarının (dağ, kar, çiçek vb.) sıklığı, Erzurum'un yüksek, engebeli, sert karasal iklimli ve step/çayır ağırlıklı doğal ortam özellikleriyle belirgin bir paralellik sergilemektedir. Sonuç olarak bu çalışma, Erzurum türkülerinin, yöre coğrafyasını ve bu coğrafyadaki insan yaşamını yansıtan değerli bir sözlü kültürel arşiv olduğunu sistematik verilerle ortaya koymaktadır. Bulgular, müzik coğrafyası, halk bilimi, coğrafya eğitimi ve sosyal bilgiler eğitimi gibi alanlar için önemli çıkarımlar sunmaktadır. Yine bu bulgular, türkülerin barındırdığı zengin ve yaşanmış coğrafi/sosyo-kültürel içerik sayesinde, özellikle coğrafya ve sosyal bilgiler eğitiminde otantik ve etkili bir öğretim materyali olarak değerlendirilebileceğine işaret etmektedir.

Anahtar kelimeler: Türkü, müzik, coğrafya, müzik coğrafyası.

MAHREMİYETİN DÖNÜŞEN DOĞASI

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Özet

Bu çalışma modern toplumda mahremiyetin dönüşümünü dijitalleşme, sosyal medya ve yapay zekâ bağlamında yeniden tartışmayı amaçlamaktadır. Giddens’a göre geç modern toplumda mahremiyet, geleneksel normların ötesinde bireylerin özgür iradeleriyle kurdukları, duygusal açıklığa dayalı ilişkiler üzerinden şekillenmektedir. Ancak bu “saf ilişki” biçimi, sosyal medyada mahrem olanın sürekli sergilendiği bir performansa dönüşmektedir. Duygular, deneyimler ve özel anlar artık “göstermelik mahremiyet” biçiminde kamusallaşmaktadır. Diğer yandan Foucault’nun panoptikon metaforu, dijital çağın sürekli izleme ve veri toplama pratiklerini anlamada önemli bir çerçeve sunar. Yapay zekâ destekli algoritmalar aracılığıyla bireyler yalnızca gözlemlenmekle kalmamakta, aynı zamanda kendi mahremiyetlerinin üreticisi ve tüketicisi hâline gelmektedir. Dijital platformlar aracılığıyla kurulan ilişkiler, mahremiyetin sınırlarını bulanıklaştırmakta; bireyleri hem şeffaflaşmaya hem de sürekli kendini gözetim altında tutmaya teşvik etmektedir. Bu noktada mahremiyet, bir hak olmaktan çok, algoritmik sistemler tarafından biçimlendirilen ve yeniden üretilen bir pratik hâlini almaktadır. Bu çalışma, teknolojik gözetim biçimlerinin bireyin iç dünyası üzerindeki etkisini ve mahremiyetin hem kişisel hem de yapısal düzeyde nasıl yeniden tanımlandığını sorgulamakta; çağdaş toplumda mahremiyetin bireysel özerklikten çok, dijital ağlar içinde pazarlanabilir bir veri haline geldiğini ileri sürmektedir.

Anahtar kelimeler; Mahremiyet, Dijital Mahremiyet, Michel Foucault, Antony Giddens.

THE TRANSFORMING NATURE OF PRIVACY

Abstract

This study aims to reexamine the transformation of privacy in modern society within the context of digitalization, social media, and artificial intelligence. According to Giddens, in late modern society, privacy is shaped through relationships based on emotional openness, formed by individuals through their own free will beyond traditional norms. However, this form of “pure relationship” turns into a performance on social media, where the private is constantly on display. Emotions, experiences, and intimate moments have now become public in the form of “performative privacy”. On the other hand, Foucault’s panopticon metaphor provides a crucial framework for understanding the constant surveillance and data collection practices of the digital age. Through AI-powered algorithms, individuals are not only observed but also become both producers and consumers of their own privacy. Relationships established through digital platforms blur the boundaries of privacy, encouraging individuals to become increasingly transparent and self-monitored. At this point, privacy becomes less of a right and more of a practice shaped and reproduced by algorithmic systems. This study questions the impact of technological surveillance on the inner world of the individual and explores how privacy is being redefined both personally and structurally. It argues that in contemporary society, privacy has shifted from being a matter of individual autonomy to becoming marketable data within digital networks.

Keywords: Privacy, Digital Privacy, Michel Foucault, Anthony Giddens.

PSİKOLOJİ VE YAPAY ZEKÂ TEKNOLOJİSİNE ELEŞTİREL BİR YAKLAŞIM

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Özet

21. yüzyılda yapay zekâ teknolojileri; bireylerin davranışlarını analiz etme, karar verme süreçlerini yönlendirme ve hatta duygusal durumlarını yorumlama potansiyeline sahip araçlar hâline gelmiştir. Modern psikoloji, insan zihnini sıklıkla ölçülebilir, modellenabilir ve programlanabilir süreçler bütünü olarak ele alırken; yapay zekâ, bu anlayışı teknolojik düzleme taşıyarak insan benzeri bilişsel yapılar inşa etmeye çalışmaktadır. Psikoloji bilimi ile yapay zekâ arasındaki bu etkileşim, hem etik hem de metodolojik düzeyde çeşitli tartışmaları beraberinde getirmektedir. Bu bildiride, yapay zekânın insan psikolojisine dair yaptığı modellemelere ve bu modellemelerin geçerliliğine eleştirel bir perspektifle yaklaşılmaktadır. Yapay zekâ sistemlerinin psikolojik süreçleri taklit etme girişimleri; insan davranışını yalnızca veri örüntüleri üzerinden analiz etmesi, bilişsel ve duygusal derinliği göz ardı etme riskini taşımaktadır. Örneğin, bir bireyin depresyon belirtilerini sosyal medya paylaşımları üzerinden saptamaya çalışan algoritmalar, bağlamı ve bireysel farklılıkları çoğu zaman dikkate almamaktadır. Bu durum, yanlış teşhisler ve etik dışı müdahaleler ile sonuçlanma ihtimalini ortaya çıkarmaktadır. Ayrıca, yapay zekâ sistemlerinin psikolojik değerlendirme süreçlerinde kullanımı, insan mahremiyetine dair önemli soruları da gündeme getirmektedir. Psikolojik verilerin algoritmalar tarafından işlenmesi, kişisel bilgilerin kötüye kullanılması riskini doğurmakta ve veri güvenliği konusunda ciddi önlemler alınmasını zorunlu kılmaktadır. Bu bildiride, psikolojinin öznel ve bütüncül doğası ile yapay zekânın nesnel ve sistematik işleyişi arasındaki gerilim irdelenmiş; etik ilkelerin bu alandaki teknolojik gelişmelere nasıl entegre edilebileceği tartışılmıştır.

Anahtar kelimeler: Psikoloji, Yapay Zekâ, Teknoloji.

A CRITICAL APPROACH TO PSYCHOLOGY AND ARTIFICIAL INTELLIGENCE TECHNOLOGY

Abstract

In the 21st century, artificial intelligence technologies have become tools capable of analyzing individual behaviors, guiding decision-making processes, and even interpreting emotional states. Modern psychology often considers the human mind as a set of measurable, modelable, and programmable processes; artificial intelligence carries this understanding into the technological realm by attempting to build human-like cognitive structures. This interaction between the science of psychology and artificial intelligence brings about various discussions on both ethical and methodological levels. This paper critically examines the models artificial intelligence constructs regarding human psychology and questions the validity of these models. AI systems' attempts to mimic psychological processes carry the risk of analyzing human behavior solely based on data patterns while overlooking cognitive and emotional depth. For example, algorithms that try to detect symptoms of depression through social media posts often fail to consider context and individual differences. This may result in misdiagnoses and unethical interventions. Moreover, the use of AI systems in psychological assessment processes raises significant concerns regarding human privacy. The processing of psychological data by algorithms creates a risk of misuse of personal information and necessitates serious measures for data security. This paper explores the tension between the subjective and holistic nature of psychology and the objective, systematic operation of artificial intelligence, and discusses how ethical principles can be integrated into technological advancements in this field.

Keywords: Psychology, Artificial Intelligence, Technology.

ÇANKIRI'DA YEŞİL ALANLARIN DÖNÜŞÜMÜ: NDVI TABANLI BİR DEĞERLENDİRME

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Özet

Bu çalışma, Çankırı ilinde 2001 ve 2024 yılları arasındaki bitki örtüsü değişimlerini analiz etmek amacıyla Normalleştirilmiş Fark Bitki Örtüsü İndeksi (NDVI) kullanılarak gerçekleştirilmiştir. Uzaktan algılama teknikleri ve coğrafi bilgi sistemleri (CBS) desteğiyle oluşturulan NDVI haritaları, bölgedeki bitki örtüsünün mekânsal ve zamansal değişimlerini ortaya koymaktadır. Bitki örtüsü, ekolojik dengenin korunmasında, su döngüsünün düzenlenmesinde ve biyoçeşitliliğin devamlılığında kritik bir role sahiptir. Bu nedenle, uzun yıllar boyunca meydana gelen değişimlerin izlenmesi, sürdürülebilir çevre yönetimi açısından büyük önem taşımaktadır. Araştırma kapsamında, 2001 ve 2024 yıllarına ait NDVI değerleri karşılaştırılmış ve bölgedeki bitki örtüsü değişimleri incelenmiştir. 2001 yılı NDVI analizinde maksimum değer 0,47798 olarak belirlenirken, 2024 yılında bu değer 0,568579'a yükseldiği tespit edilmiştir. Bu durum, Çankırı'da bitki örtüsünün genel anlamda bir artış eğiliminde olduğunu göstermektedir. Özellikle kuzey ve batı kesimlerinde NDVI değerlerinde belirgin bir artış gözlemlenmiş olup, bu alanlarda ağaçlandırma çalışmaları, doğal bitki örtüsünün kendini yenilemesi veya tarımsal faaliyetlerin yeniden şekillenmesi gibi etkenlerin rol oynadığı düşünülmektedir. Öte yandan, güney ve doğu bölgelerinde NDVI değerlerinde azalma meydana geldiği belirlenmiştir. 2001 yılında en düşük NDVI değeri -0,112983 olarak hesaplanırken, 2024 yılında bu değer -0,226158'e gerilemiştir. Bu bulgu, bazı alanlarda bitki örtüsünün zayıfladığını ve bozulmaya uğradığını göstermektedir. Bitki örtüsündeki bu gerilemenin başlıca nedenleri arasında kentleşme, tarımsal faaliyetlerdeki değişiklikler, iklim değişikliğinin etkileri ve insan kaynaklı arazi kullanımı değişiklikleri yer almaktadır. Çalışma kapsamında elde edilen bulgular, Çankırı ilinde doğal çevrenin sürdürülebilir yönetimi için uzun vadeli politika ve stratejilerin geliştirilmesi gerektiğini ortaya koymaktadır. Özellikle bitki örtüsü kaybının yaşandığı bölgelerde, ekosistemin korunmasına yönelik tedbirler alınması ve yeşil alanların artırılması önem arz etmektedir. NDVI analizleri, doğal kaynakların korunması, arazi yönetimi ve ekolojik sürdürülebilirlik açısından karar vericilere önemli bilgiler sunmaktadır. Bu çalışma, NDVI ve uzaktan algılama yöntemlerinin bölgesel ekosistem değişimlerini izlemek için güçlü bir araç olduğunu vurgulamaktadır. Elde edilen veriler, gelecekteki arazi kullanımı planlamaları, çevresel politikalar ve doğal afet risk yönetimi için rehber niteliği taşımaktadır.

Anahtar kelimeler: NDVI, uzaktan algılama, bitki örtüsü değişimi, Çankırı, coğrafi bilgi sistemleri (CBS), ekolojik sürdürülebilirlik, arazi kullanımı.

BURDUR GÖLÜ'NÜN SU SEVİYESİ DEĞİŞİMİ: 1984'TEN 2024'E NDWI VERİLERİ İLE BİR DEĞERLENDİRME

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Özet

Burdur Gölü, Türkiye'nin önemli kapalı havza göllerinden biri olup ekolojik ve hidrolojik açıdan kritik bir konuma sahiptir. Son yıllarda gölde meydana gelen su kayıpları, bölgedeki ekosistem ve biyolojik çeşitlilik üzerinde olumsuz etkiler yaratmaktadır. Bu çalışmada, Burdur Gölü'nün 1984-2024 yılları arasındaki su yüzey değişimleri Normalize Edilmiş Fark Su İndeksi (NDWI) kullanılarak analiz edilmiştir. NDWI, uydu görüntülerinden elde edilen yansıtma değerleri kullanılarak su varlığının belirlenmesine olanak tanıyan önemli bir uzaktan algılama indisidir. Çalışmanın amacı, Burdur Gölü'nde son 40 yılda meydana gelen su kaybının mekânsal ve zamansal değişimini ortaya koymak ve bu değişimin nedenlerini değerlendirmektir. Çalışmada 1984, 1994, 2004, 2014 ve 2024 yıllarına ait Landsat uydu görüntüleri işlenmiş ve her döneme ait NDWI haritaları oluşturulmuştur. Elde edilen sonuçlara göre, Burdur Gölü'nün su yüzeyi 1984 yılından itibaren giderek küçülmüştür. 1984 yılında NDWI yüksek değeri 0,75 iken, 1994 yılında 0,769231, 2004 yılında ise 0,860465 ile maksimum seviyeye ulaşmıştır. Ancak 2014 yılına gelindiğinde bu değer 0,391419'a, 2024 yılında ise 0,32739'a düşmüştür. NDWI değerlerindeki bu belirgin azalma, göl su seviyesindeki düşüşü ve göl alanındaki küçülmeyi doğrulamaktadır. Görseller incelendiğinde, özellikle 2014 ve 2024 yıllarında göl yüzeyinde ciddi bir daralma yaşandığı açıkça görülmektedir. Burdur Gölü'nün su kaybının başlıca nedenleri arasında iklim değişikliği, artan tarımsal sulama ihtiyacı, yağış rejimindeki değişiklikler, aşırı yeraltı suyu kullanımı ve buharlaşma oranlarının yükselmesi bulunmaktadır. Kapalı bir havza sistemine sahip olan Burdur Gölü, beslenme kaynaklarının azalmasıyla birlikte su kaybını telafi edememekte ve bu durum göl ekosisteminde geri dönüşüme engel olmaktadır. Özellikle, göldeki su seviyesinin düşmesi sonucu tuzluluk oranı artmış, biyolojik çeşitlilik azalmış ve ekosistem bozulma riskiyle karşı karşıya kalmıştır. Bu çalışmanın sonuçları, Burdur Gölü'nün korunması ve sürdürülebilir su yönetimi politikalarının geliştirilmesi gerektiğini vurgulamaktadır. İlerleyen yıllarda, bölgedeki su kaynaklarının etkin bir şekilde yönetilmemesi halinde göldeki kuruma eğiliminin devam edeceği öngörülmektedir. Gölün ekosistemini korumak amacıyla su tasarrufu sağlayan tarımsal uygulamalar

geliştirilmesi, yeraltı suyu kullanımının denetlenmesi ve iklim değişikliğine uyum sağlayacak stratejilerin uygulanması büyük önem taşımaktadır.

Anahtar kelimeler: Burdur Gölü, NDWI, uzaktan algılama, su kaybı, iklim değişikliği, hidrolojik değişim.

TIMSS 2023 TÜRKİYE ÖRNEKLEMİNE GÖRE DÖRDÜNCÜ SINIF ÖĞRENCİLERİNİN MATEMATİK BAŞARISINI ETKİLEYEN FAKTÖRLERİN ÇOK DÜZEYLİ ANALİZ İLE İNCELENMESİ

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Özet

Bu çalışmada, Türkiye'nin TIMSS 2023 uygulamasına katılan dördüncü sınıf öğrencilerinin matematik başarılarını etkileyen bireysel ve öğretmen düzeyindeki faktörler çok düzeyli doğrusal modelleme ile incelenmiştir. Öğrenci düzeyinde (Düzyey 1) cinsiyet, devamsızlık, evdeki öğrenme kaynakları ve okul öncesi eğitim süresi; öğretmen düzeyinde (Düzyey 2) ise akademik başarıya verilen önem, ödev verme ve kontrol sıklığı modele dâhil edilmiştir. Veri analizi için kullanılan Mplus yazılımı, çok düzeyli veri yapılarında hem birey içi (öğrenci düzeyinde) hem de bireyler arası (öğretmen düzeyinde) değişkenlerin eşzamanlı olarak analizine olanak tanıdığı için tercih edilmiştir. Değişkenler hem ayrı ayrı hem de birlikte modele dâhil edilerek analiz edilmiştir. Cinsiyet değişkeni, hem tekil analizde ($\beta = 7.07$, $p = .220$) hem de tüm değişkenlerin yer aldığı eşzamanlı modelde ($\beta = 0.048$, $p = .098$) istatistiksel olarak anlamlı bulunmamıştır. Bu durum, öğrencinin matematik başarısında cinsiyetin belirleyici bir faktör olmadığını göstermektedir. Okul öncesi eğitim süresi ($\beta = 6.20$, $p = .001$), evdeki öğrenme kaynakları ($\beta = 0.354$, $p < .001$) ve devamsızlık ($\beta = 0.231$, $p < .001$) öğrenci düzeyinde matematik başarısını anlamlı şekilde yordarken öğretmen düzeyinde ödev verme sıklığı ($\beta = 0.480$, $p < .001$) ve ödev kontrol sıklığı ($\beta = -0.173$, $p = .031$) da anlamlı etkiler göstermektedir. Negatif yönlü ilişki, değişkenin ters kodlanmış olması nedeniyle daha sık kontrolün başarıya katkı sağladığı şeklinde yorumlanmaktadır. Akademik başarıya verilen önem değişkeni, tekil analizde anlamlı bir yordayıcı olarak bulunurken ($\beta = 5.95$, $p = .040$) tüm değişkenlerin birlikte dâhil edildiği eşzamanlı modelde bu değişkenin anlamlılığı kaybolmuştur ($\beta = 0.004$, $p = .980$). Bu durum, değişkenler arasında ortak varyans bulunması veya bazı değişkenlerin açıklayıcı gücünün diğerleri tarafından üstlenilmesi ile açıklanabilir. Elde edilen bulgular, öğrenci ve öğretmen kaynaklı faktörlerin başarı üzerindeki etkisini ortaya koymakta çok düzeyli modellemenin eğitim araştırmalarındaki önemini vurgulamaktadır.

Anahtar kelimeler: Çok düzeyli modelleme, matematik başarısı, öğretmen etkisi, öğrenci özellikleri, eğitim eşitsizliği

THE USE OF TECHNOLOGIES IN THE FUNCTION OF DEVELOPING COMMUNICATION COMPETENCE IN THE EFL

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Abstract

In an era of rapid technological developments, teaching foreign languages has taken on a new dimension, and is faced with the use of technologies where communicative competence and digital technologies often become key elements for the success of the development of the learning process or the development of a skill. Of course, technology is not everything since it can in no way replace direct contact, but it undoubtedly helps and supports the teacher and the student in their daily work and in facing the challenges of learning a foreign language. This paper seeks to highlight the interaction between communicative competence as a fundamental skill for the effective use of a foreign language and the role those new technologies play in promoting this competence. The use of technological tools such as online platforms, interactive applications and multimedia resources helps in creating authentic communication situations and in the development of all four language skills. The research in question is carried out within the framework of a Project which aims to verify how and to what extent technologies are used in the function of developing communication competence and how much they are used in English language classes. The results show that the strategic use of technology strengthens communicative competence and makes the learning process more dynamic, contemporary and oriented towards the needs of the student. This work is carried out within the framework of the project "The impact of the "Competence-based Teaching" curriculum on the development of communicative competence and expression among foreign language students in Albanian High School", of AKKSHI 2024, where based on article 10 of contract No. Prot. 999/12, related to AKKSHI, we must state that "This publication has been made possible with the financial support of AKKSHI. Its content is the responsibility of the author, the opinion expressed in it is not necessarily the opinion of AKKSHI!".

Keywords: Digital technology, communicative competence, foreign language, student.

FOSTERING INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE CLASSROOMS

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Abstract

This study explores key frameworks that support cultural integration in language teaching, particularly for English. It also examines the challenges of selecting relevant materials and providing a balanced view of native and target cultures. The purpose of the article is to suggest practical approaches that improve language proficiency while simultaneously fostering cultural awareness. Methodologically, the research includes a literature review, survey and content analysis of existing teaching materials. Special attention is given to Kazakhstan's educational context, offering recommendations for improving cultural integration in local language programs. A culturally rich curriculum helps students better understand global perspectives, develop critical thinking, and apply language skills in real-life situations. Cultural integration in language education refers to incorporating cultural knowledge, values, and communication styles into language instruction. This approach goes beyond grammar and vocabulary, aiming to develop intercultural competence—the ability to communicate effectively across cultures. Historically, language teaching focused on linguistic accuracy. However, with globalization, educators began to recognize the importance of cultural understanding. Theories such as intercultural communicative competence and sociocultural theory highlight the need to connect language with its cultural context.

Keywords: intercultural competence, cultural awareness, language education, English language teaching, global communication

THE IMPORTANCE OF ERGONOMICS SKILLS IN THE TRAINING OF FUTURE SPECIALISTS

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Abstract

The problem of creating a comfortable, effective and safe environment, specially organized and adapted for educational activities in modern preschool organizations, is urgent. This problem can be solved only on the basis of the formation and development of ergonomic knowledge and skills of future preschool teachers. The article reveals the essence of pedagogical ergonomics as a branch of pedagogical science and considers the main pedagogical and ergonomic issues of organizing the educational process in preschool organizations. In addition, the importance of pedagogical ergonomics in maintaining the health of children in preschool organizations is emphasized.

Keywords: Ergonomics, pedagogical ergonomics, preschool teacher, ergonomic skills.

ETHICAL, EPISTEMOLOGICAL, AND METHODOLOGICAL IMPLICATIONS OF AI AS A SCIENTIFIC COLLABORATOR

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Abstract

The integration of artificial intelligence (AI) into scientific research practices marks a profound transformation not only in the mechanics of knowledge production but also in the foundational principles that define scientific inquiry, objectivity, and collaboration. As AI systems evolve from auxiliary tools into increasingly autonomous and generative agents, capable of identifying patterns in massive data sets, formulating hypotheses, and even producing publishable content, they challenge the deeply rooted anthropocentric frameworks upon which the epistemological, ethical, and methodological norms of science have historically been constructed. This transformation compels a rigorous interrogation of the ethical, epistemological, and methodological implications associated with recognizing AI as a scientific collaborator rather than merely a computational aid.

Ethically, the shift toward AI-assisted or AI-led research activities raises urgent questions concerning authorship, accountability, and integrity within the scientific process. Traditional conceptions of moral and epistemic responsibility are premised on human cognition, volition, and intentionality, qualities that AI, as currently constituted, does not possess. Despite this, the ability of large language models, generative neural networks, and autonomous decision-making systems to produce novel insights or outputs with minimal human intervention necessitates a re-examination of attribution practices. The assignment of authorship, for example, becomes contentious when AI significantly contributes to the conception or execution of a research project, prompting a debate over whether human supervisors are mere validators of AI-generated ideas or whether they remain the true intellectual agents behind such collaborations. The ethical question of accountability is similarly complex: if an AI system produces faulty data analysis leading to harmful conclusions or misinterpretations, who bears responsibility—the developers, the operators, the data curators, or the broader scientific institution that failed to provide regulatory frameworks for such tools? Furthermore, the ethics of transparency and informed consent come to the fore when AI systems are involved in sensitive research domains, such as medicine, psychology, or behavioral sciences, where opaque algorithms may affect decision-making processes without clear justifications accessible to human oversight.

Epistemologically, the introduction of AI as a scientific collaborator disrupts the traditional heuristics of discovery and justification. Classical models of scientific knowledge emphasize the role of theory-

driven inquiry, hypothesis testing, and the dialectical refinement of understanding through observation, falsification, and peer evaluation. AI, particularly in its machine learning and deep learning incarnations, operates according to fundamentally different epistemic norms—deriving insights through non-symbolic, statistical correlations that often lack causal or mechanistic transparency. This raises the specter of «epistemic opacity», where the internal logic of an AI-generated hypothesis or model cannot be comprehensively understood or explained by its human users. The epistemic value of such outputs is thus debated: are predictive accuracies sufficient for scientific validation, or must explanations remain accessible and intelligible to human reason? Furthermore, the deployment of AI systems challenges the role of creativity, serendipity, and conceptual innovation traditionally attributed to human scientists. If AI systems can autonomously generate innovative scientific theories or suggest experimental designs beyond the imaginative capacities of their human counterparts, what becomes of the epistemic authority of the researcher? Is the nature of scientific knowledge fundamentally altered when produced in collaboration with, or under the guidance of, non-human intelligences that do not share human cognitive limitations or conceptual intuitions?

Methodologically, the use of AI in scientific research demands a reconfiguration of the protocols, standards, and infrastructures that govern empirical inquiry. Traditional methodological rigor relies on reproducibility, falsifiability, and peer validation. Yet AI systems, especially those utilizing non-deterministic architectures or trained on proprietary data, frequently resist these very principles. The difficulty of reproducing results obtained through complex AI pipelines, combined with the opacity of model architectures and the sensitivity of output to minor variations in input data, undermines conventional methodological standards. Moreover, the reliance on large-scale datasets—often scraped or compiled without standardized ethical review—poses challenges regarding the quality, bias, and representativeness of the inputs that condition AI's scientific outputs. Methodological innovation is therefore required to bridge these gaps, including the development of AI interpretability tools, new peer-review criteria for AI-assisted research, and formal mechanisms to validate AI-generated hypotheses through human-led experimental verification. These methodological shifts also demand new forms of interdisciplinary collaboration, bringing together computer scientists, ethicists, epistemologists, and domain-specific researchers to co-develop norms, frameworks, and best practices that ensure the integration of AI enriches, rather than compromises, the integrity of scientific inquiry.

In sum, the advent of AI as a scientific collaborator ushers in a paradigmatic shift in how knowledge is produced, validated, and attributed within the scientific ecosystem. It necessitates a comprehensive and reflexive reevaluation of ethical standards, epistemological commitments, and methodological designs in light of the unprecedented capabilities and limitations introduced by AI technologies. Rather than merely adapting existing frameworks, the scientific community must cultivate new interdisciplinary paradigms that can accommodate the agency-like behavior of AI systems while safeguarding the core values of transparency, accountability, and human-centered rationality. This includes recognizing that while AI may not possess consciousness or intentionality, its functional participation in the generation of knowledge alters the social and cognitive dynamics of research in ways that cannot be ignored. Only through such critical engagement can the scientific enterprise remain both forward-looking and normatively grounded in an era increasingly shaped by artificial cognition.

Keywords: artificial intelligence, scientific collaboration, epistemology, ethics, methodology, knowledge production

AI AS A TOOL FOR SUPPORTING STUDENT ENGAGEMENT IN THE LITERATURE CLASSROOM

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Abstract

Artificial Intelligence has become a vital support in reshaping the educational practices, in particularly in Teaching English as a Foreign Language. This study aims to explore AI practices that can be used as pedagogical tools in teaching literature, which will help teachers plan more engaging and accessible learning practices. AI can be a great assistant in lesson planning and text analysis. By integrating AI in these processes teachers gain support for complex literary texts and can also create a scaffold for the students' needs and analysis; particularly in situations where the language barrier is a serious limitation for a deep engagement with important literary texts. Focusing on examples that have been implemented in the classroom, this study aims to examine how Artificial Intelligence can generate secondary reading support. Paraphrasing texts that challenge the linguistic skills of the EFL students, providing analytical writing and character dialogue simulation are tools that can support students' interpretative skills. In addition, the study also focuses on the ethnic dimension of AI implementation in education, highlighting the inevitable integration as a complementary rather than a tool that will replace the interaction between the student and the teacher. Finally, this study provides practical strategies for implementing AI into the literature classroom that will help create a more productive interaction with the literary text and also broaden access to literary meaning.

Keywords: Education, AI, teaching literature, teacher, student

ARTIFICIAL INTELLIGENCE AS A TREND IN DIGITALIZATION OF LEGAL EDUCATION: INSTRUMENTAL AND CONTENT ASPECT

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Abstract

Understanding the problems of digitalization of law and its main trend - AI lies primarily in the plane of understanding global, European, and domestic trends in the informatization of social life, which directly affect the formation of the information society, with its advantages and disadvantages, while special attention is required by those that are used in new formats of modernity and are often used as tools of political and geopolitical struggle. Therefore, digitalization as a dominant trend, as a new trend, current reality, irreversible perspective and new promising opportunities for the development of a modern information society is today a megatrend that affects all spheres of social life. Law as a social phenomenon, a common civilizational heritage and a universal regulator of social relations is no exception. In this context, artificial intelligence as a technology for the digitalization of law is an extremely indispensable tool, a technology whose possibilities of use have not yet been exhausted, but rather the opposite - the horizons of its use are only expanding, and therefore it seems extremely acute and urgent to explore its features and properties as a new trend in the digitalization of law, the potential of legal activity of which is far from exhausted today, one of the leading forms of which is the digitalization of legal education. That is why it seems appropriate to explore the understanding of AI, identifying its main properties and perspectives of understanding as the dominant trend in the processes of digitalization of legal education. It seems that in such a study two main perspectives of understanding artificial intelligence as an integral element of the digitalization of legal education can be distinguished: substantive and instrumental. The substantive expression of the digitalization of law lies in the plane of understanding and comprehension of the semantic features of law as a phenomenon, in particular in the context of understanding the right to education, free development, etc. The instrumental perspective of comprehension consists in understanding the potential of artificial intelligence as an innovative extraspatial useful tool that opens up new opportunities, has the feature of ultra-high efficiency, generativity, but which does not have the features of critical comprehension of information. Such properties of it generate both new opportunities and challenges to which one should be able to respond. Therefore, in this context, one should talk about the formation of innovative digital legal skills and competencies.



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Keywords: artificial intelligence, digitalization of law, digitalization of legal education, digital competencies.

INVESTIGATION OF THE MEDIATING ROLE OF ANALYTICAL THINKING TENDENCY AND THE MODERATING ROLES OF GENDER IN THE EFFECT OF ANXIETY ON SPATIAL ANXIETY

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Abstract

This study examined the differences in anxiety, analytical thinking tendency and spatial anxiety levels of pre-service teachers according to their departments and gender; the relationships between these variables, the mediating role of analytical thinking in the effect of anxiety on spatial anxiety and the moderating role of gender. Relational survey model was used in the study. The study included 289 pre-service teachers studying at the faculty of education of a state university. Data were collected through Spatial Anxiety Scale, Anxiety Assessment Scale, Analytical Thinking Tendency Scale and demographic information form. In the data analysis process, one-way ANOVA, independent sample t-test, Pearson correlation analysis, linear regression analysis, as well as mediation and moderation analyses were used to determine group differences and relationships between variables. The findings revealed that there was a significant difference between the teaching departments only in terms of the total score of analytical thinking tendency. In Feeling Unsafe, Spatial Anxiety Total Score and Mental Manipulation and Navigation anxiety sub-dimensions, it was determined that women had higher scores compared to men, that is, they had higher anxiety. Correlation analyses showed that there were positive correlations between anxiety and spatial anxiety and negative correlations between analytical thinking tendency and both anxiety and spatial anxiety. Multiple regression analysis revealed that anxiety, analytical thinking tendency and gender significantly predicted spatial anxiety. The moderated mediation analysis showed that anxiety had a significant indirect effect on spatial anxiety through analytical thinking tendency; however, gender did not significantly moderate either the direct effect or the mediation pathways. This finding strongly suggests that the basic cognitive-affective mechanisms between general anxiety, spatial anxiety and analytical thinking tendency operate independently of gender, despite mean level differences. In this context, it may be useful to focus on affective processes such as anxiety and cognitive processes such as analytical thinking in addition to biological and socio-cultural factors such as gender in future studies to understand and reduce spatial anxiety.

Keywords: Spatial anxiety, analytical thinking, anxiety, preservice teachers

AYDIN KENTİ HAVA KALİTESİNİN COĞRAFI AÇIDAN İNCELENMESİ

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Özet

Bu çalışmada, Aydın ilinde yer alan Aydın, Efeler ve Trafik hava kalitesi izleme istasyonlarından elde edilen veriler doğrultusunda hava kalitesinin zamansal ve mekânsal değişimler coğrafi bakış açısıyla incelenmiştir. Yerleşmenin yoğun olduğu Aydın kentinde evsel ısınma, sanayi, motorlu taşıtlar gibi hava kirliliğini doğuran etmenler ve iklim, topografya, bitki örtüsü gibi hava kalitesini etkileyen etmenler kentin coğrafi unsurları dikkate alınarak değerlendirilmiştir. Analiz kapsamında, fosil yakıt kullanımının arttığı ve hava kirliliğinin yükseldiği Kasım-Mayıs ayları arasındaki ısınma dönemi dikkate alınmıştır. Aydın istasyonuna ait 2006–2025, Efeler ve Trafik istasyonlarına ait ise 2016–2025 yılları arasındaki veriler değerlendirilmiştir. İncelemede PM10 (partikül madde), SO₂ (kükürtdioksit), CO (karbonmonoksit), NO₂ (azot dioksit) ve O₃ (ozon) gibi temel hava kalitesi parametreleri ele alınmıştır. Özellikle bölgede faaliyet gösteren jeotermal enerji santrallerinin belirli kirleticiler üzerindeki etkisi detaylı şekilde analiz edilmiştir. Zamansal analizlerde yıllara ve aylara göre kirlilik düzeylerindeki değişimler incelenirken, mekânsal analizlerde istasyonlar arası farklılıklar Coğrafi Bilgi Sistemleri (CBS) aracılığıyla görselleştirilmiştir. Hava kirliliğini doğuran etmenlerden olan nüfus, yerleşme ve motorlu taşıt sayısı verileri TÜİK'ten elde edilmiştir. Hava kalitesini etkileyen etmenlerden olan iklim verileri Meteoroloji Genel Müdürlüğü'nden, bölgeye ait topografyanın değerlendirilmesi için Sayısal Yükselti Modeli ALOS PALSAR uydu görüntüsünden ve Harita Genel Müdürlüğü'nden elde edilen 1/25000 ölçekli paftalardan yararlanılmıştır. Bulgular, ısınma dönemlerinde hava kalitesinin önemli ölçüde azaldığını ve jeotermal faaliyetlerin bazı parametrelerde olumsuz etkiler oluşturduğunu göstermektedir. Çalışmanın, çevre politikalarına ve bölgesel planlamaya bilimsel katkılar sunması hedeflenmektedir.

Anahtar kelimeler: Hava kalitesi, Aydın, PM10, jeotermal enerji, CBS

GEOGRAPHICAL ASSESSMENT OF AIR QUALITY IN AYDIN CITY

Abstract

In this study, the temporal and spatial variations in air quality in Aydın province are examined from a geographical perspective using data obtained from the Aydın, Efeler, and Trafik air quality monitoring stations. In the densely populated city of Aydın, air pollution sources such as domestic heating, industry, and motor vehicles, as well as factors affecting air quality such as climate, topography, and vegetation, were evaluated by considering the city's geographical characteristics. The analysis focused on the heating period from November to May, during which fossil fuel consumption and air pollution levels typically increase. Data from the Aydın station (2006–2025) and from the Efeler and Trafik stations (2016–2025) were analyzed. Key air quality parameters studied include PM₁₀ (particulate matter), SO₂ (sulfur dioxide), CO (carbon monoxide), NO₂ (nitrogen dioxide), and O₃ (ozone). Particular attention was paid to the impact of geothermal power plants in the region, which significantly affect certain pollutants. Temporal analysis involved examining annual and monthly changes in pollution levels, while spatial analysis was conducted using Geographic Information Systems (GIS) to visualize differences between the stations. Data on population, settlement, and motor vehicle numbers—factors contributing to air pollution—were obtained from the Turkish Statistical Institute (TÜİK). Climate data, one of the key factors affecting air quality, were obtained from the Turkish State Meteorological Service. For the assessment of the region's topography, the Digital Elevation Model derived from ALOS PALSAR satellite imagery and 1:25,000 scale topographic maps provided by the General Directorate of Mapping were utilized. The findings reveal that air quality significantly deteriorates during the heating periods and that geothermal activities have a negative impact on some parameters. This study aims to contribute scientifically to environmental policies and regional planning.

Keywords: Air quality, Aydın, PM₁₀, geothermal energy, GIS

ORMAN YANGINI SONRASI VEJETASYONUN ZAMANSAL DEĞİŞİMİNİN UZAKTAN ALGILAMA YÖNTEMLERİ İLE DEĞERLENDİRİLMESİ: BULDAN (DENİZLİ) ÖRNEĞİ

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Özet

Orman yangınları, iklim kriziyle dünya genelinde ve Türkiye’de sayıları ve şiddeti artarak, önemli biyosfer alanlarını tehdit edici bir unsur haline gelmektedir. Yangınlar, bitki örtüsü, su ve hava gibi doğal kaynakların tahribe uğramasına neden olabilir. Orman yangınları doğal ortamı tehdit eden ve sosyoekonomik kayıplara neden olan ana sorunlardan birisidir. Orman yangınları sonucunda, bitki örtüsünde ortaya çıkan tahripler ve toprakta oluşan değişimlerin bir sonucu olarak toprak-bitki-su dengesinde değişimler ortaya çıkar. Orman yangınları sonrası son yıllarda yanan alanların belirlenmesinde uzaktan algılama teknolojileri yaygın olarak kullanılmaktadır. Bu çalışmada, Denizli ilinin Buldan ilçesinin Türlobey Mahallesi yakınlarında 2021 yılı ağustos ayında yaşanan orman yangını sonrası, uzaktan algılama teknikleri ile çok zamanlı uydu görüntüleriyle analiz edilmesi amaçlanmıştır. Araştırma yöntemi olarak; yangın öncesi ve yangın sonrası dönemlerde görüntülenen ve USGS (Amerika Birleşik Devletleri Jeoloji Araştırmaları Kurumu) tarafından üretilen Sentinel-2 veri setleri ve LANDSAT veri setleri elde edilecek ve sonrasında uzaktan algılama teknikleri üzerinden, dört indeks, NDVI (Normalize Edilmiş Fark Bitki Örtüsü İndeksi), NBR (Normalize Edilmiş Yanma Şiddeti) GEMI (Küresel Çevre İzleme İndeksi) ve SAVI (Toprağa Ayarlanmış Bitki Örtüsü İndeksi) uygulanmıştır. Elde edilen veriler fenomenoloji olarak yorumlanıp ortaya konulmuştur. Bu kapsamda OGM ve MGM’den alınan veri setleriyle iklim, meşcere, bakı, eğim, yükselti haritaları CBS uygulamaları kullanılarak haritalanmıştır. Araştırma sonucunda Buldan’da çıkan orman yangını sonrası elde edilen Sentinel-2 veri setleri ve LANDSAT uydu görüntüleri ile belirlenecek olan indeksler doğrultusunda yanmış alanın tespitinde elde edilen sonuçlar istatistiksel olarak analiz edilmiş ve yorumsal fenomenoloji ile değerlendirilmiştir.

Anahtar kelimeler: Orman Yangını, Sentinel-2, Uzaktan Algılama, Buldan

ASSESSMENT OF TEMPORAL VEGETATION CHANGES AFTER FOREST FIRES USING REMOTE SENSING METHODS: THE CASE OF BULDAN (DENIZLI)

Abstract

Forest fires are becoming a threat to important biosphere areas, increasing in number and intensity worldwide and in Turkey due to the climate crisis. Fires can cause destruction of natural resources such as vegetation, water and air. Forest fires are one of the main problems that threaten the natural environment and cause socioeconomic losses. As a result of forest fires, changes in the soil-plant-water balance occur as a result of the destruction of vegetation and changes in the soil. Remote sensing technologies have been widely used in determining the burnt areas after forest fires in recent years. In this study, it is aimed to analyse the forest fire that occurred in August 2021 near Türlübey neighbourhood of Buldan district of Denizli province with remote sensing techniques and multi-time satellite images. As a research method; Sentinel-2 datasets and LANDSAT datasets produced by the USGS (United States Geological Survey), which were imaged in the pre-fire and post-fire periods, will be obtained and then four indices, NDVI (Normalised Difference Vegetation Index), NBR (Normalised Burning Severity) GEMI (Global Environmental Monitoring Index) and SAVI (Soil-Adjusted Vegetation Index) were applied through remote sensing techniques. The data obtained were interpreted and presented as phenomenology. In this context, climate, stand, aspect, slope, elevation maps were mapped using GIS applications with the data sets obtained from OGM and MGM. As a result of the research, the results obtained in the determination of the burnt area in line with the indices to be determined with Sentinel-2 data sets and LANDSAT satellite images obtained after the forest fire in Buldan were statistically analysed and evaluated with interpretative phenomenology.

Keywords: Forest Fire, Sentinel-2, Remote Sensing, Buldan

METHODOLOGY FOR THE FORMATION OF ALGORITHMIC SKILLS OF PRESCHOOL CHILDREN

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Abstract

In today's digital society, the formation of algorithmic skills in preschool children has become one of the most pressing issues. This is due to the fact that early childhood is a critical period when children acquire many foundational skills for the first time. The generalized methods of action serve as essential tools for children to successfully and effectively explore and make sense of the surrounding world. The ability to consciously follow rules, construct, execute, and modify sequences of actions to achieve a goal forms the basis of algorithmic thinking in preschoolers. This article analyzes the current state of the development of algorithmic skills in preschool children. Based on the review of psychological, pedagogical, and methodological literature, the structure of algorithmic skills is identified as consisting of cognitive, regulatory, and communicative components. The authors examine the content–activity component of the proposed methodology and demonstrate its effectiveness through the use of targeted instructional tools. These include problem-based games, games with incomplete action sequences, quest games, rule-based games, and integrated task types—each contributing to the development of algorithmic thinking in young learners.

Keywords: Algorithmic skills, tools, game-based learning, preschool children, digital learning environment.

COOPERATION BETWEEN ARTIFICIAL INTELLIGENCE AND HUMANS: CHALLENGES AND PROSPECTS

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Abstract

The emergence of artificial intelligence and the popularity of ChatGPT, developed by OpenAI, present a number of challenges to modern society. Depending on the field of AI application, these challenges often take on an ethical dimension and fall within the realm of legal and moral responsibility. At the same time, it would be a mistake to perceive AI solely as a threat. On the contrary, with critical use and a professional approach, AI becomes indispensable for solving a range of tasks quickly. Constructive cooperation between humans and AI creates a wide range of opportunities to shape our future positively. This is especially important and justified in the science and research fields. Already today, it is becoming clear that, unlike humans, AI is not capable of making independent conclusions, only generalizations. It does not possess a creative function, meaning the ability to create something fundamentally new. Any innovation proposed by AI is ultimately a compilation of existing elements through an arbitrary combination from a vast digital array. AI is unable to verify a problem and search for ways to solve it, establish connections between elements, and, on this basis, build entire scientific systems or hypotheses. In other words, artificial intelligence is not capable of solving theoretical-level tasks. Nevertheless, AI is indispensable in analyzing vast amounts of information, including scientific bibliographies, hundreds of terabytes of texts, results of scientific experiments, historical events, and legal cases. Given a correctly formulated task, AI can conduct search and comparative studies and summarize the processed material. Such generalizations serve as the foundation for analytical conclusions by scientists and the development of new theories and concepts. In human-AI collaboration, the former acts as the theorist, while the latter serves as the practitioner. AI also plays a significant role in language acquisition and translation practices, helping to overcome communication challenges. One of the fruitful applications of AI in medicine is in rehabilitation programs for people with special needs, such as individuals with autism. AI plays an indispensable role in helping them communicate with society and achieve effective social integration. Teaching schoolchildren, students, and young researchers the principles of cooperation with AI allows humans to remain on equal footing with it. It is important to remember that AI is incapable of resolving ethical issues or being accountable for its decisions. Thus, in the relationship between humans and AI, the ethical dimension of their collaboration plays a crucial role. Only humans bear responsibility, as, unlike AI, they are the only ones in this tandem who possess consciousness. The mindful use of the strengths of both creates a safe space for a better world.

Keywords: Artificial Intelligence, Cooperation, Challenges, Scientific Research, Communication.

ANALYSIS OF THE RESULTS OF THE RESEARCH ON CORRUPTION: LITERATURE REVIEW

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Abstract

Corruption is a problem faced by many countries worldwide and is a serious concern due to its economic, social and political consequences. Therefore, research on corruption has attracted great attention both in academic circles and the general public. These studies are conducted to understand the causes, prevalence, effects and prevention methods of corruption. This literature review aims to provide an overview of corruption research. The findings and recommendations of corruption research play an important role in determining effective anti-corruption strategies.

Keywords: Corruption, Economic Growth, Environment, Informal Economy, Investment, Internet Usage, Innovation, Welfare, Public Expenditure

GELECEĞİN EĞİTİMCİLERİ VE GELECEĞİN TEKNOLOJİSİ: SOSYAL BİLGİLER ÖĞRETMEN ADAYLARININ YAPAY ZEKÂ ALGILARI

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Özet

21. yüzyılın hızla dijitalleşen yapısı, yapay zekâ teknolojisinin yalnızca sanayi ve teknoloji alanlarıyla sınırlı kalmaksızın eğitim sistemlerini de köklü biçimde dönüştürmesine imkân tanımaktadır. Bu dönüşüm sürecinde, öğretmen adaylarının yapay zekâya ilişkin bilgi düzeyleri ve algıları, söz konusu teknolojinin eğitim bağlamında etkili, bilinçli ve etik bir şekilde kullanılmasında belirleyici bir rol oynamaktadır. Bu durum, öğretmen yetiştirme programlarının içerik ve uygulamalarının yeniden yapılandırılmasını gerekli kılmaktadır. Bu araştırmanın temel amacı, sosyal bilgiler öğretmen adaylarının yapay zekâ kavramına ilişkin zihinsel temsillerini ortaya koymaktır. Bu bağlamda adayların yapay zekâyı nasıl tanımladıkları, bu kavramı hangi terim ve kavramlarla ilişkilendirdikleri ve sahip olabilecekleri olası kavram yanılgılarının belirlenmesi hedeflenmektedir. Böylece, öğretmen adaylarının yapay zekâya yönelik bilişsel yapılarına ilişkin derinlemesine bir anlayış geliştirilmesi amaçlanmaktadır. Araştırma, nitel araştırma desenine uygun olarak yapılandırılmıştır. Veriler, kelime ilişkilendirme testi ile açık uçlu sorulardan oluşan veri toplama araçları aracılığıyla elde edilmiştir. Çalışma grubunu, 2024-2025 eğitim-öğretim yılı bahar döneminde bir devlet üniversitesinin eğitim fakültesinde öğrenim görmekte olan sosyal bilgiler öğretmen adayları oluşturmaktadır. Bu çalışmanın, öğretmen adaylarının yapay zekâya ilişkin düşünsel temsillerini analiz ederek öğretmen yetiştirme süreçlerine katkı sağlaması ve mevcut eğitim programlarının içeriklerinin güncellenmesine yönelik öneriler sunması beklenmektedir. Çalışmanın veri analiz süreci devam etmekte olup, elde edilen bulgulara araştırmanın tamamlanmış hâlinde yer verilecektir.

Anahtar kelimeler: Yapay Zekâ, Bilişsel Yapı, Kelime İlişkilendirme Testi

FUTURE EDUCATORS AND FUTURE TECHNOLOGY: PERCEPTIONS OF ARTIFICIAL INTELLIGENCE AMONG SOCIAL STUDIES TEACHER CANDIDATES

Abstract

The rapidly digitalizing structure of the 21st century allows artificial intelligence technologies to profoundly transform not only the fields of industry and technology but also educational systems. In this process of transformation, teacher candidates' levels of knowledge and perceptions regarding artificial intelligence play a decisive role in ensuring the effective, conscious, and ethical use of this technology within the educational context. This situation necessitates the restructuring of the content and practices of teacher training programs. The main purpose of this research is to reveal the mental representations of social studies teacher candidates regarding the concept of artificial intelligence. In this context, the study aims to identify how the candidates define artificial intelligence, which terms and concepts they associate with it, and any possible misconceptions they may have. Thus, it aims to develop a deep understanding of the cognitive structures of teacher candidates toward artificial intelligence. The research is structured in accordance with a qualitative research design. Data were collected through word association tests and open-ended questions. The study group consists of social studies teacher candidates enrolled in the Faculty of Education at a public university during the spring semester of the 2024–2025 academic year. This study is expected to contribute to teacher training processes by analyzing the cognitive representations of artificial intelligence held by teacher candidates and to offer suggestions for updating current educational program content. The data analysis process is ongoing, and the findings will be included in the completed version of the study.

Keywords: Artificial Intelligence, Cognitive Structure, Word Association Test

YAPAY ZEKÂ İLE KARAR VERME SÜRECİNE İLİŞKİN ÖĞRENCİ GÖRÜŞLERİNİN İNCELENMESİ

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Özet

Teorik temeli, Aristoteles'in biçimsel mantık kavramını icat ettiği M.Ö. 4. yüzyıla kadar uzanan yapay zekâ insan zekâsını taklit ederek belirli sistemler aracılığıyla öğrenme, düşünme ve karar verme süreçlerini gerçekleştiren bir teknolojidir. Günümüzde bilgisayar programları veya otonom robotlar aracılığıyla eğitim, sağlık, ekonomi, ulaşım, iletişim gibi birçok sektör dahil olmak üzere günlük hayatın neredeyse her yönüne nüfuz etmesi “kontrolü insanlardan devralmayı amaçladığı” yönündeki endişelere, hatta insanlığı tehdit eden bir kavram olarak görülmesine sebep olmaktadır. Bu bağlamda son dönemlerde hızlı bir şekilde bireylerin öğrenme hatta eğitime işine de müdahil olan yapay zekânın eğitim araştırmalarına dahil edildiği görülmektedir. Bu çalışma ortaokul öğrencilerinin yapay zekâ ile karar verme sürecine yönelik görüşlerini belirlemek amacıyla nitel araştırma yöntemi kullanılarak gerçekleştirilmiştir. Araştırmanın çalışma grubu, 2022-2023 eğitim öğretim yılı güz döneminde Kırşehir’de bulunan bir devlet okulunda sekizinci sınıfa devam eden 28 öğrenciden oluşmaktadır. Çalışmada veriler araştırmacılar tarafından geliştirilen yapay zekâ ile karar vermeye ilişkin oluşturulan senaryo formu ile elde edilmiştir. Elde edilen verilerin çözümlenmesinde içerik analizi yöntemi kullanılmıştır. Araştırma sonucunda, öğrencilerin bir kısmı yapay zekâyı insanlık geleceği için potansiyel bir tehdit olarak görürken, bir kısmı ise onu insanlığa hizmet eden faydalı bir teknolojik araç olarak değerlendirmiştir. Mevcut çalışma ortaokul kademesinde eğitim-öğretime devam eden öğrenciler ile gerçekleştirilmiştir. Benzer çalışmaların daha farklı yaş seviyesinde ki öğrenciler ile farklı yöntem ve desenlerle planlanmış araştırmaların yapılması önerilmektedir.

Anahtar kelimeler: Ortaokul öğrencileri, yapay zekâ, karar verme süreci

AN INVESTIGATION OF STUDENT VIEWS ON DECISION-MAKING PROCESS WITH ARTIFICIAL INTELLIGENCE

Abstract

Artificial intelligence (AI), with its theoretical foundation dating back to the 4th century BC when Aristotle invented the concept of formal logic, is a technology that mimics human intelligence and performs learning, thinking, and decision-making processes through specific systems. Today, its penetration into almost every aspect of daily life, including sectors such as education, healthcare, economy, transportation, and communication, through computer programs or autonomous robots, has raised concerns about its potential to "take control away from humans," leading some to view it as a concept that threatens humanity. In this context, AI has quickly become involved in the learning and even training of individuals, and its integration into educational research is evident. This study was conducted using a qualitative research method to determine middle school students' views on the decision-making process involving AI. The study group consisted of 28 eighth-grade students attending a public school in Kırşehir during the fall semester of the 2022-2023 academic year. Data were collected through a scenario form developed by the researchers concerning decision-making with AI. The collected data were analyzed using content analysis. As a result, some students perceived AI as a potential threat to the future of humanity, while others regarded it as a useful technological tool that serves humanity. This study was conducted with students currently attending middle school. It is recommended that similar studies be conducted with students of different age groups and using various methods and research designs.

Keywords: Middle school students, artificial intelligence, decision-making process

PROMOTING LEXICAL INNOVATION: MULTIMODAL AND TECHNOLOGY-SUPPORTED PEDAGOGIES FOR TEACHING NEOLOGISMS

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Abstract

This paper aims to present an innovative pedagogical framework for teaching neologisms, integrating multimodal and technology-supported approaches to develop 21st-century competencies. Considering the latest technological developments and focusing on the conceptual framework of Education 4.0 outlined by the World Economic Forum, the proposed teaching approaches promote innovation, student autonomy, creativity, critical engagement with authentic texts, and interdisciplinary learning. The proposed approaches incorporate constructivist learning strategies, Bloom's revised taxonomy, multiple intelligences theory, and cooperative learning strategies aligned with AI-based applications, enabling students to collaborate with the medium at their own pace and aligned with their learning styles. This approach calls for students' responsible and ethical engagement with AI-based technology, avoiding plagiarism and misuse. The paper will provide some training module templates based on the above research findings and pedagogical approaches, proposing a variety of creative tasks and demonstrating how linguistics teachers, foreign language teachers, trainers of translators, lexicographers, and terminologists can encourage critical digital literacy and lexical innovation by including AI within the multimodal instructional pedagogy.

Keywords: neologism, multimodal learning, digital pedagogy, corpus-based instruction

KÜLTÜREL COĞRAFYA ÖZELLİKLERİ BAKIMINDAN TİRE SALI PAZARI

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Özet

Tire; Ege bölgesinde İzmir'in bir ilçesidir. İlçenin doğusunda Ödemiş, kuzeyinde Bayındır, batısında Torbalı ve Selçuk ilçeleri, güneyinde Aydın ili bulunmaktadır. Tire; tarihi geçmişe sahip bir ilçedir ve zengin kültürel mirasıyla dikkat çekmektedir. Tarihi antik dönemlere kadar uzanan ilçe çeşitli medeniyetlere ev sahipliği yapmış ve bu çeşitlilik, bölgenin sosyal, ekonomik ve kültürel yapısına önemli katkılarda bulunmuştur. Bu bağlamda, Tire'nin sosyal ve ekonomik yaşamının önemli bir parçasını oluşturan ve bölgede "Salı Pazarı" olarak tanınan pazar kültürel coğrafya yönüyle ele alınacaktır. Tire Salı Pazarı'nın tarihi geçmişi Aydınolu Beyliği dönemine kadar uzanmaktadır. Osmanlı Dönemi'nde de önemini korumuş ve günümüzü kadar da tarihi bir pazar olarak ulaşmayı başarmıştır. Osmanlı Devleti'nin son döneminde ticaret için yapılan hanlar bu pazar alanında bulunmakta ve günümüzde dükkân olarak kullanılmaya devam etmektedir. Pazar yerinde geleneksel hale gelmiş olan urgancılık, nalıncılık, yorgancılık, hasırcılık, keçecilik, semercilik ve Belediye dokumaları gibi el sanatları da yaşatılmaya çalışılmakta ve pazara gelen ziyaretçilerin çok ilgisini çekmektedir. Tire Salı Pazarı, hem yerel halkın günlük ihtiyaçlarını karşıladığı hem de ticaretin yapıldığı bir mekân olmanın ötesinde, toplumun sosyal etkileşimde bulunduğu, geleneklerin yaşatıldığı ve aynı zamanda kültürel alış-verişlerin gerçekleştiği dinamik bir platformdur. Türkiye'nin en büyük açık hava pazarı olarak bilinen Salı Pazarında 1800'den fazla sergi bulunmaktadır. Yöresel ürünlerin, el sanatlarının ve tarım ürünlerinin sergilendiği bu pazar, bölgenin ekonomik yapısını da etkileyen önemli bir unsur haline gelmiştir. Bu çalışmada, Tire Salı Pazarı'nın tarihi gelişimi, fiziki yapısı, ekonomik işlevi, sosyal ve kültürel önemi incelenerek pazarın yerel halk ve ziyaretçiler üzerindeki etkileri detaylı bir şekilde ele alınacaktır. Pazarın modernleşme sürecinde karşılaştığı zorluklar ve fırsatlar ortaya konulacaktır.

Anahtar kelimeler: Tire, Salı Pazarı, Yöresel Üretim, Kültürel Coğrafya, Geleneksel El Sanatları

TİRE SALI PAZARI (TUESDAY MARKET) IN TERMS OF CULTURAL GEOGRAPHICAL CHARACTERISTICS

Abstract

Tire; is a district of İzmir in the Aegean region. Ödemiş is located in the east of the district, Bayındır in the north, Torbalı and Selçuk districts in the west, and Aydın province in the south. Tire; is a district with a historical past and attracts attention with its rich cultural heritage. The district, whose history dates back to ancient times, has hosted various civilizations and this diversity has made significant contributions to the social, economic and cultural structure of the region. In this context, the market, which constitutes an important part of the social and economic life of Tire and is known as the “Tuesday Market” in the region, will be discussed in terms of cultural geography. The historical past of Tire Tuesday Market dates back to the Aydınoğlu Principality period. It maintained its importance during the Ottoman Period and has managed to reach the present day as a historical market. The inns built for trade in the last period of the Ottoman Empire are located in this market area and continue to be used as shops today. Traditional handicrafts such as rope making, clog making, quilt making, wicker making, felt making, saddle making and Beledi weaving are also tried to be kept alive in the market place and attract great attention from visitors to the market. Tire Tuesday Market is not only a place where local people meet their daily needs and trade is carried out, but also a dynamic platform where the society interacts socially, traditions are kept alive and cultural exchanges take place. There are more than 1800 exhibitions in Tuesday Market, known as the largest open-air market in Turkey. This market, where local products, handicrafts and agricultural products are exhibited, has become an important element affecting the economic structure of the region. In this study, the historical development, physical structure, economic function, social and cultural importance of Tire Tuesday Market will be examined and the effects of the market on the local people and visitors will be discussed in detail. The challenges and opportunities faced by the market during the modernization process will be revealed.

Keywords: Tire, Tuesday Market, Local Production, Cultural Geography, Traditional Handicrafts

TRANSFORMING INCLUSIVE EDUCATION THROUGH GENERATIVE AI: A CASE STUDY FROM CENTRAL ASIA

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Abstract

This paper explores the application of generative Artificial Intelligence (AI) in inclusive education through a case study rooted in Central Asia. As a sophomore at the Andijan State Institute of Foreign Languages, I initiated a project titled IncluZone, aimed at creating an adaptive AI-powered learning platform to meet the needs of students with various learning abilities. The study investigates how AI can personalize content, offer language and accessibility support, and improve student engagement in under-resourced educational settings. A qualitative approach was applied, combining theoretical research and practical experimentation with AI tools. Findings show that while AI can support inclusive education by enhancing access and individualization, several challenges remain—such as data bias, limited infrastructure, and ethical implications. The research calls for cross-disciplinary collaboration to ensure the ethical, effective, and equitable implementation of AI in education.

Keywords: Artificial Intelligence, Inclusive Education, Generative AI, Accessibility, Educational Innovation

ŞEHRİN AYNASI NEHİR: CEYHAN ÜZERİNDEN KAHRAMANMARAŞ'A BAKIŞ

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Özet

Bu çalışma, Kahramanmaraş ilinde doğan ve Türkiye'nin önemli su kaynaklarından biri olan Ceyhan Nehri'nin doğal kaynak olarak değerlendirilmesini konu almaktadır. Hayati bir önem arz eden su kaynakları, ekolojik, sosyoekonomik ve kültürel bir değer taşımaktadır. Su kaynakları bakımından oldukça zengin bir coğrafi ortamda bulunan Kahramanmaraş; akarsuları, çayları ve gölleriyle geçmişten günümüze farklı kültürlerin yaşam alanı olmuştur. Şehrin su potansiyelinin büyük bir bölümünü oluşturan Ceyhan Nehri Havzası'nın %60'ı Kahramanmaraş il sınırlarında yer almaktadır. Ancak, bu potansiyele rağmen Ceyhan Nehri ve Kahramanmaraş şehrinin ilişkisi tarihsel olarak sınırlı kalmıştır. Şehrin insanı, yakın bir döneme kadar Ceyhan Nehri'nin imkanlarını kullanamamıştır. Sadece nehir kıyısında bulunan kırsal yerleşmeler, Ceyhan Nehri ile sınırlı bir ilişki kurabilmiştir. Araştırmada, Kahramanmaraş şehrinde yaşayan halkın Ceyhan Nehri ile ilişkisini ve nehre yönelik algısını gösteren nehrin kullanım biçimlerindeki değişimin incelenmesi amaçlanmıştır. Çalışmada, nitel veri toplama yöntemlerinden saha çalışması tekniği kullanılmıştır. İncelme sahası, araştırmacının doğup büyüdüğü ve uzun süre ikamet ettiği şehir olması nedeniyle Ceyhan Nehri ile Kahramanmaraş şehri arasındaki ilişkinin gelişim ve değişim sürecini yerinde gözlemlemesi ve deneyimleri araştırmanın temel motivasyonunu oluşturmaktadır. Sonuç olarak, Ceyhan Nehri ile Kahramanmaraş şehri arasındaki geçmişteki su kültürü pratikleri ile nehrin ve şehrin aradaki mesafeyi açan derin vadiler üzerinde kurulan Menzelet Barajı, Klavuzlu Barajı ve Sır Barajı çevresinde hayata geçirilen mesire alanları, parklar, fuar alanları ve üniversite yerleşkesi Kahramanmaraş ile Ceyhan Nehri arasında yeni etkileşim alanları oluşturmuştur. Yöre halkının nehirle kurduğu sosyal, ekonomik ve kültürel ilişkiler, suyun sadece fiziksel bir kaynak değil, aynı zamanda bir kimlik ve hafıza unsuru olduğunu göstermektedir.

Anahtar kelimeler: Su Kaynakları, Şehir, Ceyhan Nehri, Kahramanmaraş, Su Kültürü

THE CEYHAN RIVER: REFLECTING THE CULTURAL AND SOCIAL IDENTITY OF KAHRAMANMARAŞ

Abstract

The study examines the Ceyhan River as a vital natural resource, emphasizing its importance as one of Turkey's key hydrological assets. The river originates in the province of Kahramanmaraş, where its water resources possess significant ecological, socioeconomic, and cultural value. Kahramanmaraş is located in a region characterized by diverse hydrological features, making it historically rich in cultural interactions among various communities that have developed around its rivers, streams, and lakes. Approximately 60% of the Ceyhan River Basin, which has considerable hydrological potential, lies within the administrative boundaries of Kahramanmaraş. This connection highlights the relationship between the region's geomorphological advantages and the urban centers of Kahramanmaraş. Unfortunately, urban communities have historically struggled to fully harness the developmental opportunities provided by the river. Instead, most engagement has come from rural settlements along its banks. These peripheral areas have not fully utilized the river's resources, underscoring a broader issue of urban-rural disparity in resource management. The objectives of this study were to document the changing patterns of use of the Ceyhan River, to explore the direct relationship between the inhabitants of Kahramanmaraş and the river, and to understand their perceptions of it. The research employed qualitative fieldwork techniques to gather data and insights, aiming to trace and narrate the evolving historical connection between the river and the city. The researcher's phenomenological perspective, shaped by his background, upbringing, and long-term residency in Kahramanmaraş, enhances the study's credibility and allows for a detailed description of the development and transformation of interactions between the river and the city. The historical and cultural ties regarding water between the Ceyhan River and Kahramanmaraş have led to the creation of new interaction sites, such as recreational areas, parks, fairgrounds, and university campuses, which have been developed around infrastructure projects like the Menzelet Dam, Kılavuzlu Dam, and Sır Dam. These dams, situated deep within the valleys, have effectively bridged the geographical and societal gaps that separate urban areas from the river. The social, economic, and cultural connections of the local community with the Ceyhan River illustrate that water is not only a vital resource but also an essential aspect of their collective identity and memory.

Keywords: Water Resources, Urban, Ceyhan River, Kahramanmaraş, Water Culture

***IMPROVING EDUCATION QUALITY POLICY BASED ON TOTAL
QUALITY EDUCATION MANAGEMENT (TQEM) IN HIGHER
EDUCATION INSTITUTIONS: THE CASE OF TURKEY AND
UZBEKISTAN***

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Abstract

This article explores the development of an innovative artificial intelligence (AI) model for improving education quality policy in higher education institutions in Turkey and Uzbekistan. The Total Quality Education Management (TQEM) approach is employed to integrate AI for analyzing and monitoring educational processes. Kitchenham's method is used for systematic analysis of existing studies. Key findings are presented and future policy directions using AI are identified. Higher education in Turkey and Uzbekistan plays a vital role in shaping a competitive society. However, current quality assurance systems face issues such as subjective evaluations, inefficient feedback mechanisms, and inadequate adaptability of programs to labor market needs. Combining TQEM with AI appears to be a promising solution.

Keywords: Innovative model, artificial intelligence, TQEM, education quality, higher education, Turkey, Uzbekistan, data analysis, Kitchenham method, monitoring, education policy

A LITERATURE REVIEW ON THE CAUSES AND CONSEQUENCES OF CORRUPTION IN THE HEALTH SECTOR

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Abstract

At the end of this study, the frequency of corruption in health services is generally high. The most common type of corruption is perceived as patronage, while the least common type is perceived as compromise. The most corrupt unit is inpatient treatment institutions, and the task group that is thought to be most involved in corruption is hospital managers and assistant hospital managers. This research is conducted to understand the causes, prevalence, effects and prevention methods of corruption. This literature review aims to provide a general overview of corruption-related research. The findings and recommendations of corruption-related research, but health services are found to be relatively cleaner than other institutions, organizations and service areas. It is thought that corruption affects the work environment the most.

Keywords: Corruption, healthcare, economic, environment, innovation, welfare, public expenditure

THE ROLE OF ARTIFICIAL INTELLIGENCE IN IMPROVING ENGLISH LISTENING SKILLS

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Abstract

This study explores how AI technologies, such as speech recognition, adaptive feedback systems, and personalized audio platforms, are highly relevant in enhancing the development of listening comprehension skills in language learners. As listening is a foundational skill for effective communication, integrating AI into language learning offers innovative, personalized, and engaging approaches. Nevertheless, some challenges emerge, including unequal access to technology, concerns regarding data privacy, and the need for improved digital literacy. These challenges highlight the purpose of the research, which is to investigate the effectiveness of Artificial Intelligence (AI)-powered tools in enhancing English listening skills among university-level learners of English as a Foreign Language (EFL). A quantitative research approach was utilized to assess the effectiveness of AI tools in improving listening comprehension among English as a Foreign Language (EFL) learners. A structured survey was conducted among twenty undergraduate students studying English as a second language. Specifically, the survey assessed students' usage patterns, perceived benefits, and challenges associated with various AI applications. These included Quizlet (an AI-powered flashcard app that adapts to the learner's progress), ChatGPT Voice Mode (which enables conversational listening activities), YouTube (an AI-enhanced video platform that provides real-time transcriptions). The findings reveal a positive correlation between the regular use of AI and enhancement in understanding accents. In conclusion, AI holds considerable potential for enhancing English listening skills in EFL environments. The study recommends improving AI tools in language instruction alongside proper training and support for students and educators to ensure effective and ethical implementation.

Keywords: Artificial Intelligence technologies, Listening Comprehension Skills, digital literacy, effective communication, Ai-powered tools, Foreign Language (EFL) learners

EMPOWERING LIFELONG LEARNERS: ASSESSING AND ENHANCING SELF-DIRECTED LEARNING IN HIGHER EDUCATION

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Abstract

Self-directed learning is one of the crucial skills in modern education, contributing to developing one's full potential as a learner. It enables learners to become more aware of the process of learning and to monitor their progress by identifying areas of strengths and weaknesses and making a conscious effort toward self-improvement. Developing these skills enhances academic achievement while preparing students for independent, lifelong learning. Self-directed learners demonstrate proactive behavior, purpose-driven learning, and a strong sense of responsibility—qualities that translate effectively from education to professional life. However, cultivating self-directed learning, particularly among first-year undergraduate students, requires structured guidance and instructional support. This study examines students' level of self-directedness in learning using a modified version of Williamson's Self-Rating Scale of Self-Directed Learning (SRSSDL). The research focuses on three key dimensions: awareness, learning activities, and evaluation. The findings will provide insight into students' self-directed learning skills and serve as a foundation for recommendations on instructional practices that encourage and support self-directed learning. By fostering these skills, educators can better prepare students for both academic success and the evolving demands of the workplace.

Keywords: Learner autonomy, self-directed learning, evaluation, instructional support

THE USE OF ARTIFICIAL INTELLIGENCE IN DEFENSE SECTOR: LEGAL CHALLENGES OF INFORMATION SECURITY

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Abstract

The use of artificial intelligence (AI) in the defense sector is rapidly changing the conduct of warfare — it helps make better decisions, monitor the situation, and plan actions. However, the use of AI also creates significant legal and ethical issues, particularly in the area of information security. It is important to examine the legal challenges related to data protection in military AI-based systems, focusing on the Ukrainian experience in the context of the hybrid war. The extent to which existing national and international legal frameworks account for cybersecurity risks related to AI is being analyzed. By examining current legislation, such as the Ukrainian Law and relevant NATO and EU documents, the research highlights gaps and the need for updated legal tools concerning AI. This article uses comparisons of legal systems and real-life examples to help in creating reliable laws for the safe and ethical use of artificial intelligence in the military sector. Its conclusions may be useful for lawyers, cybersecurity professionals, and those involved in defense policy, as they work at the intersection of law, technology, and national security.

Keywords: AI, Russian-Ukrainian war, defense sector, NATO and EU documents

SPECIFICS OF USING ARTIFICIAL INTELLIGENCE IN HISTORICAL RESEARCH

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Abstract

The rapid development of generative artificial intelligence (AI) in recent years has opened up new opportunities for researchers not only in technical and natural sciences but also in the socio-humanities. First and foremost, this concerns the ability of generative AI to locate, comprehend, process, and, according to defined tasks, work with large volumes of material and generate unique content - namely, academic texts. However, some aspects of using tools like ChatGPT remain debatable, as this technology, which imitates human thinking to complete tasks and generate texts, not only unlocks vast possibilities but also presents a number of societal challenges and questions. One key issue is the selection of literature and sources relevant to the research topic. As practice shows, AI tends to rely primarily on fundamental collections of documents and general monographs. This is undoubtedly helpful for novice scholars or researchers approaching a particular topic for the first time. However, for a more experienced researcher with existing knowledge and developed expertise, the AI's selection of sources may seem overly simplistic or even somewhat naïve. Moreover, texts created by AI cannot contain genuinely new ideas, as AI does not generate novel approaches but rather processes already known information. This notion is particularly significant when it comes to historical science, where the value of research lies in introducing previously unpublished archival documents and facts into academic discourse, as well as in their critical analysis and interpretation - tasks that only a human researcher is currently capable of performing. Therefore, while AI may hold promise for educational purposes in the field of history, especially in facilitating the acquisition and consolidation of knowledge, it is currently unable to generate new ideas or make original discoveries.

Keywords: generative artificial intelligence, academic text, archival documents, critical analysis.

TEKNOLOJİ DESTEKLİ OTANTİK ETKİNLİKLERİN ORTAOKUL ÖĞRENCİLERİNİN DOĞA ALGISINA ETKİSİ

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Özet

Bu araştırmada, 21. yüzyıl becerileri temelinde geliştirilen teknoloji destekli otantik etkinliklerin, ortaokul öğrencilerinin doğa algısındaki değişime etkisi incelenmiştir. Nitel araştırma desenine göre yapılandırılan çalışmanın çalışma grubunu, Ankara ili Etimesgut ilçesinde yer alan bir devlet ortaokulunda öğrenim gören 51’i deney, 46’sı kontrol grubunda olmak üzere toplam 96 öğrenci oluşturmaktadır. Deney grubuna, araştırmacı tarafından geliştirilen ve teknoloji entegrasyonu içeren dokuz otantik etkinlik uygulanmıştır. Kontrol grubunda ise öğretim süreci, Millî Eğitim Bakanlığı’nın önerdiği materyal ve yöntem-tekniklerle sürdürülmüştür. Veri toplama aracı olarak, süreç öncesi ve sonrası her öğrenciye “Doğa nedir?” temalı çizimler yaptırılmıştır. Elde edilen veriler, içerik analizi yöntemiyle çözümlenmiş; çizimler, alan uzmanı üç kişi tarafından incelenerek kodlama yapılmış ve temalar oluşturulmuştur. Kodlayıcılar arası uyum katsayısı hesaplanarak analizlerin güvenilirliği sağlanmıştır. Araştırma bulgularına göre, süreç öncesinde hem deney hem kontrol grubu öğrencilerinin çizimlerinde çevresel sorunlara ve kaygılara yer verilmediği, daha çok idealize edilmiş, yeşil ve problemsiz bir doğa tasvir edildiği görülmüştür. Her iki grup da doğayı doğal, olumlu ve estetik unsurlar içeren bir şekilde betimlemiştir; ancak çevre kirliliği ya da doğaya yönelik tehditler çizimlerde yer almamıştır. Süreç sonunda kontrol grubunun doğa algısında anlamlı bir değişim gözlemlenmemiştir. Çizimler yine olumlu öğeler içeren, sorunsuz bir doğa anlayışını yansıtmaktadır. Buna karşılık, deney grubu öğrencilerinin çizimlerinde, insan etkisiyle tahrip edilmiş doğa, çevresel sorunlara yönelik eleştirel bir bakış ve doğaya ilişkin kaygılar dikkat çekmektedir. Ayrıca, deney grubu çizimlerinde mutsuz insan, hayvan ve bitki figürlerinin artması, öğrencilerin çevresel sorunlar karşısında duygusal bir farkındalık geliştirdiğini göstermektedir. Sonuç olarak, bu çalışma teknoloji destekli otantik etkinliklerin, öğrencilerin doğa algılarını daha gerçekçi, eleştirel ve çevreye duyarlı bir bakış açısıyla şekillendirmede etkili bir araç olduğunu ortaya koymuştur. Bu bağlamda, doğa eğitimi kapsamında geliştirilecek öğretim süreçlerine otantik ve teknolojik yaklaşımların entegre edilmesi, öğrencilerin çevresel farkındalıklarını artırmak adına önemli bir katkı sağlayacaktır.

Anahtar kelimeler: Doğa algısı, otantik etkinlik, teknoloji kullanımı.

A STRUCTURAL AND CONTENT MODEL FOR DEVELOPING THE EMOTIONAL STABILITY OF FUTURE PRESCHOOL EDUCATORS IN A DIGITAL ENVIRONMENT

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Abstract

This paper introduces a structural and content-based model aimed at enhancing the emotional stability of future preschool educators in the context of digital transformation. As digital technologies reshape early childhood education, teachers face increased emotional demands, including stress, screen fatigue, and challenges in virtual communication. Emotional stability becomes a vital professional quality that enables educators to maintain well-being and support child development in high-pressure digital environments. The proposed model comprises four key components: goal-setting, content development, activity-based learning, and monitoring and assessment. It is rooted in emotional intelligence theory, resilience psychology, and international best practices. Implementation strategies include scenario-based training, mindfulness exercises, digital wellness techniques, and reflective self-assessment. The model has been piloted in teacher education institutions, showing positive outcomes in emotional self-regulation, reduced burnout risks, and improved teaching performance. The paper also examines global perspectives and provides policy recommendations for integrating emotional learning into teacher preparation curricula. Ultimately, the study highlights emotional stability not as an optional skill, but as a core competency for educators navigating the digital age.

Keywords: Structural and content-based model, emotional stability, future preschool educators

THE ROLE OF DIGITALIZATION IN PUBLIC ADMINISTRATION IN THE REPUBLIC OF AZERBAIJAN

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Abstract

The digitalization process includes the wide use of artificial intelligence, production automation, robotization, and the wide application of digital technologies in all areas of the economy. In Azerbaijan, the process of developing digital government, solutions applied in the financial sector, and adapting legislation to new technological trends continues rapidly. The field of information and communication technologies, which plays an important role in the socio-economic life of Azerbaijan, is distinguished by its level of development. Digitalization and technological innovations have a positive impact on the economy, national economy, industry and other sectors of each state individually. This is especially closely related to the digitalization of the economy and the construction of a sustainable and secure infrastructure. Undoubtedly, large-scale reforms are constantly being carried out in Azerbaijan in the socio-economic sphere, including in the field of public administration, innovative projects, electronic services are being improved, and the transition to digital services in all areas is coming to the fore. Actions are constantly being taken to develop and strengthen innovative activities in this field in Azerbaijan.

Keywords: Digitalization, Public administration, Transformation of public administration, Republic of Azerbaijan, E-government.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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Abstract

In recent years, the integration of Artificial Intelligence (AI) into various sectors has significantly transformed how individuals interact with technology. The field of education, particularly higher education, has experienced profound changes with the increasing use of AI-based tools. These technologies offer numerous benefits, such as personalised learning experiences, automated administrative tasks, and enhanced research capabilities. Students and educators alike are beginning to rely on tools like Chatgpt, Grammarly, and AI-based assessment systems to assist in academic tasks. While the advantages of AI in education are widely recognised, there remains a considerable gap in understanding the psychological, cognitive, and ethical implications of AI usage, especially among young adults. With students increasingly incorporating AI tools into their daily academic routines, questions arise regarding their dependency on such tools, changes in learning behavior, and the ethical boundaries of AI-assisted work. Concerns also exist about how these technologies affect students' motivation, creativity, and critical thinking skills. This article aims to fill this gap by examining how students perceive AI tools, their benefits and challenges, and their ethical concerns regarding AI usage in academic settings. Through a survey conducted with students, the findings contribute to the ongoing discussion on AI's role in modern education from a psychological and social perspective.

Keywords: AI tools, research, critical thinking, cognitive development, creative thinking

NİTEL VE NİCEL ARAŞTIRMALARDA SINIRLAR

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Özet

Hızlı dijital dönüşümün yaşandığı bir çağda, geleneksel bilimsel yöntemlerin yeniden düşünülmesi ve esnek bir şekilde uyarlanması gerekiyor. Bu çalışmada, sosyal bilimler ve beşerî bilimlere uygulanabilen nicel ve nitel araştırma yöntemleri ve veri toplama tekniklerine ilişkin derinlemesine bir teorik genel bakış sunulmaktadır. Yaklaşımların karşılaştırmalı analizine, farklı bağlamlarda uygulanabilirliğine ve bu yöntemlerin entegrasyonuna yönelik modern eğilime özel önem verilmektedir. Bir araştırma projesi yürütürken nitel ve nicel araştırma arasındaki farkları anlamak çok önemlidir, çünkü her iki yöntem de bir çalışmanın yürütülmesinde iki temel yaklaşımın temelini oluşturur. Nitel araştırma, araştırma sonuçlarını elde etmek için “kalite” veya görüşe dayalı araştırmaların yapıldığı bir araştırma metodolojisidir. Bu tür araştırmalar, ampirik araştırma ve ölçümler yoluyla ölçülebilir olmaktan ziyade, genellikle karşılıklı konuşmaya dayalı niteliktedir. Nicel araştırma ise, ölçülebilir veri toplamak için sorular ve anketler kullanan ve anlamlı araştırma sonuçları elde etmek için istatistiksel analiz yapan bir araştırma metodolojisidir. Bu çalışmada nitel ve nicel araştırma yöntemlerinin farklılıkları ve önemi üzerinde durulmuştur.

Anahtar kelimeler: Nitel araştırma, Nicel araştırma, veri toplama teknikleri,

ÜNİVERSİTE ÖĞRENCİLERİNİN GELECEK KAYGILARI

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Özet

Üniversite öğrencileri, yalnızca akademik başarılarıyla değil, aynı zamanda kişisel ve toplumsal sorumlulukları, geleceğe dair beklentileri ve bu beklentilere bağlı yaşadıkları kaygılarla da mücadele etmektedirler. Üniversite eğitimi, genç bireyler için önemli bir dönüm noktasıdır; ancak bu süreçte yaşanan kaygıların, öğrencilerin hem akademik hem de duygusal gelişimlerini derinden etkilediği gözlemlenmektedir. Özellikle günümüzde, küresel ekonomik belirsizlikler, hızlı teknolojik gelişmeler, toplumsal baskılar ve kişisel yaşamla ilgili beklentiler, üniversite öğrencilerinin geleceğe yönelik kaygılarını artıran başlıca faktörlerdir. Öğrenciler, akademik başarıları kadar mezuniyet sonrası iş bulma, kariyer planlama ve toplumsal ile ailevi beklentilerle de ilgilenmektedirler. Bu kaygılar, öğrencilerin günlük yaşamlarını, geleceğe dair bakış açılarını, yaşam tarzlarını ve bireysel değerlerini de etkileme gücüne sahiptir. Üniversite öğrencilerinin yaşadığı kaygılar genellikle çok boyutlu bir yapıdadır. Akademik baskılar, ekonomik kaygılar, sosyal ilişkilerdeki zorluklar, toplumsal normlara uyum sağlama ve kişisel gelişim gibi unsurlar, öğrencilerin gelecekleri ile ilgili belirsizlik yaratmaktadır. Bu belirsizlikler, bireysel kaygıların ötesine geçerek toplumsal bir bağlamda da endişelere yol açmaktadır. Her bireyin kaygı seviyeleri farklılık gösterse de genel olarak üniversite öğrencilerinin çoğu, gelecekteki iş olanakları, mezuniyet sonrası yaşam tarzı ve kişisel tatmin konularında endişe taşımaktadırlar. Gelecek kaygısının, öğrencilerin akademik başarılarını yanı sıra genel yaşam doyumlarını da etkileyebileceği bir gerçektir. Bu çalışma, Karabük Üniversitesi İktisadi ve İdari Bilimler Fakültesinde öğrenim gören öğrencilerin gelecek kaygılarının incelenmesi amacıyla 216 öğrenciyle yürütülmüştür. Araştırma verileri “Üniversite Öğrencilerinde Gelecek Kaygısı Ölçeği” kullanılarak toplanmıştır. Araştırmadan elde edilen sonuçlara göre erkek öğrenciler kadın öğrencilere göre daha fazla gelecek kaygısı yaşamaktadır.

Anahtar kelimeler: Üniversite Öğrencileri, gelecek kaygısı, ekonomik belirsizlik, yaşam tarzı

SOSYAL BİLGİLER ÖĞRETMEN ADAYLARINA KÜLTÜREL TEVAZU EĞİTİMİ: LİSANS DERSLERİ İÇİN ÖRNEK BİR ETKİNLİK

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Özet

Türkiye’de okullar kültürel açıdan oldukça çeşitlidir ve bu okullarda görev yapacak öğretmenlerin farklı kimliklerden öğrencilere yüksek kaliteli eğitim sunabilmeleri için bazı becerilerinin geliştirilmesi gerekmektedir. Tıp, hemşirelik, psikoloji ve sosyal hizmet literatüründe kültürel tevazu eğitiminin sağlık personeli ile hasta ilişkilerine ve tedavi sürecine olumlu katkı sağladığı ortaya konmuştur. Kültürel tevazu başkalarının kültürel geçmişine ve deneyimlerine karşı saygılı olma, onlara karşı üstünlük hissetmeme ve kendine odaklanmaktan ziyade ötekilere yönelik kişiler arası bir duruşa sahip olma şeklinde tanımlanır. Kültürel tevazu öz değerlendirmeyi, önyargıları sorgulamayı, çeşitliliğin takdir edilmesini ve farklılıklardan öğrenmeyi teşvik eder. Eğitim fakültelerinde kültürel tevazu eğitiminin uygulanması öğretmenlerin eşitsiz koşullara dair farkındalık geliştirmelerine ve dezavantajlı gruplara daha iyi eğitim hizmeti sunabilmelerine yardımcı olur. Bu çalışma sosyal bilgiler öğretmenliği lisans programında kültürel tevazu eğitiminin nasıl yürütülebileceğine dair kavrayış sunmayı amaçlamaktadır. Bu amaç doğrultusunda öncelikle günümüz eğitim ortamlarında kültürel tevazuya duyulan ihtiyaç belirlenmiştir. İkinci bölümde kültürel tevazu kavramının ortaya çıkışı irdelenmiş, kültürel tevazunun nasıl tanımlandığı ve bileşenleri ele alınmış, kültürel tevazuya yönelik ampirik araştırmalar gözden geçirilmiş ve kültürel tevazu eğitime yönelik örnek uygulamaların içerikleri analiz edilmiştir. Son bölümde ise çeşitli modeller incelendikten sonra sosyal bilgiler öğretmenliği lisans programı için tavsiyeler geliştirilmiştir. Çalışmanın sosyal bilgiler eğitimi alanında görev yapan akademisyenlere ve konuyla ilgilenen araştırmacılara katkı sağlayacağı düşünülmektedir.

Anahtar kelimeler: Kültürel tevazu, sosyal bilgiler, öğretmen yetiştirme

CULTURAL HUMILITY TRAINING FOR SOCIAL STUDIES TEACHER CANDIDATES: A SAMPLE ACTIVITY FOR UNDERGRADUATE COURSES

Abstract

Schools in Turkey are culturally quite diverse and some skills of the teachers who will work in these schools need to be developed in order to provide high quality education to students with different identities. In the medical, nursing, psychology and social work literature, it has been shown that cultural humility training contributes positively to health staff-patient relationships and the treatment process. Cultural humility is defined as being respectful of the cultural background and experiences of others, not feeling superior to them, and having an interpersonal stance towards others rather than focusing on oneself. Cultural humility encourages self-evaluation, questioning prejudices, appreciation of diversity and learning from differences. Implementing cultural humility training in faculties of education can help teachers develop an awareness of unequal conditions and provide better educational services to disadvantaged groups. This study aims to provide insights into how cultural humility education can be conducted in the undergraduate social studies teacher education program. In line with this purpose, firstly, the need for cultural humility in today's educational environments was identified. In the second section, the emergence of the concept of cultural humility is examined, how cultural humility is defined and its components are discussed, empirical research on cultural humility is reviewed, and the content of sample practices for cultural humility education is analyzed. In the last section, after examining various models, recommendations were developed for the undergraduate program of social studies teacher education. It is thought that the study will contribute to academicians working in the field of social studies education and researchers interested in the subject.

Keywords: Cultural humility, social studies, teacher training

THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING TURKISH AS A FOREIGN LANGUAGE: OPPORTUNITIES AND CHALLENGES

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Abstract

The integration of artificial intelligence (AI) in language education has opened new possibilities for personalized and adaptive learning. This paper explores the current use of AI tools in learning Turkish as a foreign language, focusing on both the opportunities and the challenges they present. As Turkish becomes increasingly popular among international learners due to cultural, academic, and economic interests, AI-powered platforms and applications such as ChatGPT, Duolingo, and speech recognition tools are transforming traditional language learning methods. The study analyzes how these tools support vocabulary development, grammar acquisition, pronunciation improvement, and cultural understanding. In addition, it discusses the role of AI in creating interactive and learner-centered environments that promote motivation and autonomy. However, alongside these advantages, several challenges must be addressed. These include the risk of overreliance on AI tools, the lack of cultural nuance in automated responses, data privacy concerns, and the need for teacher training to effectively incorporate AI into curricula. This research also considers the specific needs of learners whose native or heritage languages, such as Crimean Tatar, share linguistic and cultural ties with Turkish, highlighting the potential benefits of AI in fostering multilingual competence and cross-cultural awareness. Therefore, the emphasis is on the importance of a balanced approach that combines technological innovation with pedagogical understanding to ensure the meaningful and ethical use of AI in foreign language teaching.

Keywords: AI-assisted learning, Turkish as a foreign language, educational tools

THE PROFESSIONAL POTENTIAL OF FUTURE PRESCHOOL EDUCATORS IN DESIGNING A DEVELOPMENTALLY ENRICHING ENVIRONMENT

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Abstract

Modern processes of social development determine the changing priorities of education. The search for new ways of education and upbringing aimed at developing the personality of a preschooler and creating conditions conducive to his comprehensive development is becoming increasingly important. The subject-developing environment in preschool organizations is a set of subject and socio-cultural means, the close and promising development of the child, the formation of his creative abilities, providing different activities, have a relaxing effect on the child's personality, ensure his different activity. Therefore, the most urgent problem is the ability of future teachers of preschool organizations to design a subject-based development environment. In this context, the authors considered the development of the subject-developing environment of a preschool organization as a special type of activity of a future teacher-educator, contributing to her personal and professional development through solving creative tasks of a pedagogical nature. Since the study of this problem requires the identification of systemic changes in the activities of a future teacher-educator, the identification of conditions affecting them, and the choice of optimal means of professional development, the authors described these problems in detail in the article. The article also analyzes the scientific literature, rationalizes the possibilities of the future potential of teachers of preschool organizations in designing a subject-based educational environment. This study proves the scientific idea of the personal and professional development of teachers in the specifics of preschool education from the point of view of environmental, personality-oriented and activity-based approaches by clarifying the content structure of the subject-developing environment in preschool organizations, methods, principles and means of its formation as a special type of professional creative activity of the future teacher-educator.

Keywords: preschool organization, future teacher of preschool organizations, teacher-educator, preschool child, material and developing environment, design, potential.

DEVELOPMENT OF SUSTAINABLE TOURISM IN KARABAKH

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Abstract

The relevance of the study is due to the diversification of the economy and the development of the non-oil sector. Taking into account the natural diversity of Azerbaijan, the richness of landscapes including mountains, forests, coasts and rich historical and cultural heritage, Azerbaijan has all the opportunities for the development of classical and modern types of tourism. The main goal of the work is to study the potential for tourism development in the new economic regions of Karabakh. The study of the potential for tourism development in this region will help the sustainable development of Karabakh as a region as a whole. Karabakh was under Armenian occupation for about 30 years, with devastating consequences for the region. In 2020, as a result of the 44-day war, Azerbaijan returned its lands, and state programs are currently being successfully implemented to restore the region and return refugees to their homes. The study showed the high potential of Karabakh for the development of the tourism industry both in terms of reconstruction and restoration of former opportunities, and the creation of modern, innovative tourist centers of international tourism. Several opportunities for optimizing the revival of tourism were formulated, such as a favorable investment environment, in-depth marketing research and subsequent branding of the region, infrastructure development, as well as the training of the professional service sector, involving the local population. It was also noted that due to the mined areas, the development of the region is slowed down and despite the continuous demining work, Azerbaijan needs international assistance to accelerate the process and move to the peaceful construction of the region.

Keywords

Sustainable development of tourism, tourism potential, medical tourism, investments, personnel shortage, mined areas

THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING TURKISH AS A FOREIGN LANGUAGE: OPPORTUNITIES AND CHALLENGES

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Abstract

The integration of artificial intelligence (AI) in language education has opened new possibilities for personalized and adaptive learning. This paper explores the current use of AI tools in learning Turkish as a foreign language, focusing on both the opportunities and the challenges they present. As Turkish becomes increasingly popular among international learners due to cultural, academic, and economic interests, AI-powered platforms and applications such as ChatGPT, Duolingo, and speech recognition tools are transforming traditional language learning methods. The study analyzes how these tools support vocabulary development, grammar acquisition, pronunciation improvement, and cultural understanding. In addition, it discusses the role of AI in creating interactive and learner-centered environments that promote motivation and autonomy. However, alongside these advantages, several challenges must be addressed. These include the risk of overreliance on AI tools, the lack of cultural nuance in automated responses, data privacy concerns, and the need for teacher training to effectively incorporate AI into curricula. This research also considers the specific needs of learners whose native or heritage languages, such as Crimean Tatar, share linguistic and cultural ties with Turkish, highlighting the potential benefits of AI in fostering multilingual competence and cross-cultural awareness. Therefore, the emphasis is on the importance of a balanced approach that combines technological innovation with pedagogical understanding to ensure the meaningful and ethical use of AI in foreign language teaching.

Keywords: AI-assisted learning, Turkish as a foreign language, educational tools

THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH LANGUAGE (LEVEL A2)

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Abstract

The use of artificial intelligence in teaching of English language (level A2) is considered in this article. The use of artificial intelligence (AI) in English classes opens up many new opportunities for both teachers and learners. Some key directions are given where AI can be particularly useful. ChatGPT, HelloTalk, Replika are used in conversation practice with AI (at a simple level). Learners communicate with the chatbot with the use of simple phrases. For example: "Hello! My name is Jenny. I like cats. What about you?". Learners improve their pronunciation with the use of AI tools ELSA Speak, YouGlish. Learners pronounce words and phrases; the app analyzes the pronunciation. Learners can repeat after examples (slow, fast, natural speed). AI tools as Grammarly, ChatGPT are used in simplified writing and error checking. Learners write a simple letter (e.g.: writing to a friend about the weekend). Grammarly is used to check their grammar. Reverso, DeepL, Google Translate are used in vocabulary work and translation in context. Learners find translations of new words and see how they are used in sentences. The teacher can create a list of words and learners look for examples. Learners should find three new words about shopping. They use DeepL to translate and make a sentence.

Keywords: artificial intelligence, tools, words, grammar, translation.

2024 SOSYAL BİLGİLER DERSİ ÖĞRETİM PROGRAMINDA SÜRDÜRÜLEBİLİRLİK OKURYAZARLIĞI

Selman ABLAK

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Özet

Günümüz dünyasında “okuryazarlık” kavramı okuma yazma becerisine sahip olmaktan öte geniş pencerede herhangi bir iş, eylem veya konuda yetkin olmayı ifade etmektedir. Beceri temelli bir anlayışla yapılandırılan sosyal bilgiler dersi öğretim programları bu anlamda öğrencilerin farklı konularda yetkinlik kazanmalarına imkân tanıyacak şekilde okuryazarlık becerileriyle desteklenmiştir. Türkiye Yüzyılı Maarif Modeli bağlamında yenilenen 2024 Sosyal Bilgiler Dersi Öğretim Programı’nda yer verilen okuryazarlık becerilerinden birini de sürdürülebilirlik okuryazarlığı oluşturmaktadır. Sürdürülebilirlik en basit karşılığıyla daimî olma, devamlılık arz etme veya kalıcılık olarak tanımlanabilir. Bu bağlamda sürdürülebilirlik okuryazarlığı ekonomik, çevresel, kültürel veya sosyal anlamda kaynakların tükenebilirliği noktasında bilince sahip olarak bireylerin var olan kaynakların korunması, başta iklim değişikliği olmak üzere çevresel değişiklikler, sosyal eşitlik-eşitsizlik, sürdürülebilir çevre, ekonomi ve kalkınma gibi kavramları anlamasına ve bu kapsamda bilinçli ve etkili kararlar almasına yardımcı olmalarını sağlayan bilgi, beceri ve tutuma sahip olmalarıdır. Bu araştırmada 2024 Sosyal Bilgiler Dersi Öğretim Programı’nda sürdürülebilirlik okuryazarlığının nasıl ve ne şekilde ele alındığının tespit edilmesi amaçlanmıştır. Nitel desende doküman inceleme tekniğiyle yürütülen bu araştırmanın veri kaynağını 2024 Sosyal Bilgiler Dersi Öğretim Programı oluşturmıştır. Elde edilen verilerin analizinde içerik analizine başvurulmuştur. Araştırma bulgularının analiz süreci devam etmekte olup, sonuç ve önerilere tam metinde yer verilecektir.

Anahtar kelimeler: Sosyal bilgiler, öğretim programı, sürdürülebilirlik, okuryazarlık.

SUSTAINABILITY LITERACY IN THE 2024 SOCIAL STUDIES CURRICULUM

Abstract

In today's world, the concept of "literacy" extends beyond the mere ability to read and write, encompassing a broader competence and expertise in various domains, practices, or actions. Constructed within a skills-based framework, social studies curricula aim to foster students' competencies in diverse areas by integrating various literacy skills. In this regard, one of the literacy components included in the renewed 2024 Social Studies Curriculum, developed within the scope of the Türkiye Century Maarif Model, is sustainability literacy. Sustainability, in its simplest form, can be defined as continuity, permanence, or the ability to be maintained over time. Accordingly, sustainability literacy refers to individuals' awareness regarding the depletion of economic, environmental, cultural, and social resources, as well as their acquisition of the knowledge, skills, and attitudes necessary to preserve existing resources. This includes an understanding of issues such as climate change, environmental transformations, social equity and inequality, sustainable economy, and development, enabling them to make conscious and effective decisions. This study aims to examine how sustainability literacy is addressed within the 2024 Social Studies Curriculum. Conducted using a qualitative research design, the study employs document analysis as its primary method. The data source consists of the 2024 Social Studies Curriculum, and content analysis has been used for data interpretation. The analysis process is currently ongoing, and the results and recommendations will be presented in the full paper.

Keywords: Social studies, curriculum, sustainability, literacy.

PROSPECTS OF ARTIFICIAL INTELLIGENCE IN LOGISTICS: INNOVATIONS AND REAL-LIFE IMPLEMENTATION EXAMPLES

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Abstract

In today's world of globalization, digitalization, and constant growth in data processing volumes, logistics is undergoing significant transformation. One of the key driving forces behind these changes is artificial intelligence (AI), which offers new opportunities for optimizing logistics processes, increasing the efficiency of supply chains, reducing costs, and improving customer service. The development of innovative AI-based solutions has the potential to radically change approaches to planning, management, and control of logistics operations across various sectors of the economy. One of the primary areas of AI application in logistics is supply chain management. Through the use of machine learning algorithms, companies can forecast demand more accurately, detect risks in real time, and rapidly respond to changes in the external environment. For example, the corporation Amazon applies predictive analytics to anticipate customer needs, allowing them to pre-position goods in warehouses closer to end consumers. This approach reduces delivery time, lowers transportation costs, and ensures a high level of customer satisfaction. Artificial intelligence also has a substantial impact on transport logistics, particularly in the areas of route optimization, arrival time forecasting, and fleet management. The application of deep learning algorithms enables systems to consider variable factors such as traffic conditions, weather, and route congestion. The company DHL has implemented an intelligent routing system that determines the most efficient delivery paths in real time. Similarly, UPS uses its ORION (On-Road Integrated Optimization and Navigation) system, which relies on AI to optimize routes for couriers, saving millions of dollars daily through more efficient navigation. Another important domain for the application of intelligent technologies is the automation of warehouse operations. Smart systems and robotic complexes are capable of performing warehouse tasks with high accuracy, speed, and reliability. At Alibaba's warehouses, autonomous robotic units controlled by AI transport goods across the facility. Another example is the Ocado company, which uses AI-driven warehouse robots to optimize item placement and retrieval, achieving record speeds in order fulfillment. Such solutions significantly reduce reliance on human labor and minimize order processing errors. AI also plays a crucial role in logistics risk monitoring and timely decision-making. Through Big Data Analytics, it becomes possible to detect potential disruptions, delays, or hazards before they affect the supply chain. For instance, the company Maersk uses AI-based analytical tools to evaluate geopolitical situations, weather conditions, and port operations, enabling them to adjust shipping routes in advance and ensure supply chain continuity. Artificial intelligence contributes to the creation of personalized customer service as well. The use of chatbots, virtual assistants, and automated support systems allows

logistics companies to provide clients with up-to-date information about shipment tracking, order status, and estimated delivery time. For example, FedEx has implemented a virtual assistant that operates around the clock, offering interactive customer support and reducing the workload on human staff. In addition, AI integrates with other digital technologies such as augmented reality (AR) and the Internet of Things (IoT). AR glasses synchronized with AI help workers quickly locate needed items in the warehouse while receiving visual instructions on tasks. At the same time, IoT sensors collect data on temperature, humidity, and product damage, which is analyzed by AI to detect anomalies and prevent losses or declines in product quality. Thus, the integration of artificial intelligence into logistics opens up vast prospects for industry transformation. From demand forecasting to warehouse automation, AI is reshaping traditional approaches to supply chain management. Real-world examples from companies such as Amazon, DHL, UPS, Alibaba, and Maersk demonstrate the effectiveness of AI innovations in cost reduction, productivity enhancement, and high-quality customer service. In the near future, we can expect even deeper integration of AI with digital technologies, contributing to the development of next-generation intelligent logistics systems.

Keywords: Artificial Intelligence, Logistics, Supply Chains, Automation, Predictive Analytics, Route Optimization, Warehouse Robotics, Big Data, IoT, AR

***LEGAL CHALLENGES OF AI INTEGRATION IN PERSONNEL
SELECTION FOR INFORMATION SECURITY ROLES: A
COMPARATIVE STUDY OF GERMANY, THE UNITED STATES, AND
FRANCE***

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Abstract

The integration of artificial intelligence (AI) into human resources policy—particularly in personnel selection for positions related to information security—presents a complex array of international legal challenges. It is necessary to assess these challenges, focusing on the regulatory frameworks of Germany, the United States, and France, to address several key issues, including the ethical implications of AI implementation, data privacy concerns, the risk of discrimination, and the question of accountability for AI-based decision-making. In Germany, the General Data Protection Regulation (GDPR) sets strict parameters for data protection, imposing significant constraints on the use of AI in hiring processes. The United States, with its sectoral and state-level regulations, offers a contrasting approach characterized by a more fragmented legal landscape. France, meanwhile, strikes a balance between stringent data protection laws and an innovative stance toward the development and application of AI. This comparative analysis highlights the differences in how these countries regulate the use of AI in personnel selection, especially in relation to anti-discrimination laws and the protection of personal data. It helps to explore implications for international law, considering the potential for harmonizing standards and the influence of the international human rights protection system on national regulations. Through this analysis, the best practices and potential pitfalls in the application of AI technologies for personnel selection in the field of information security can be identified. Some offers recommendations for policymakers, legal practitioners, and organizations to help them navigate the complex legal landscape, ensuring that the use of AI is ethically sound and legally compliant. The study emphasizes the need for clear guidelines and international cooperation to address the rapidly evolving challenges posed by AI in this critical sector.

Keywords: Artificial intelligence (AI), human resources policy, information security, international law, data privacy, anti-discrimination, regulatory framework

ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: CHALLENGES AND FUTURE PERSPECTIVES

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Abstract

The contemporary world is marked by the widespread integration of advanced technologies and human innovations, designed to significantly simplify and enhance various aspects of life and professional activity. Nevertheless, the rapid pace of technological development introduces substantial risks, posing challenges not only to individuals but also to society as a whole. Among these technologies, artificial intelligence (AI) is playing an increasingly prominent role in higher education, offering novel possibilities for both teaching and learning. The incorporation of AI into educational practices is initiating fundamental transformations in the structure of the academic environment and redefining the roles and responsibilities of university educators and students alike. The current stage of artificial intelligence (AI) development in education is characterized by the rapid advancement of machine learning, neural networks, and deep learning technologies. These innovations enable the creation of intelligent systems that are increasingly applied in educational contexts, including the automation of administrative processes, the facilitation of learning, and the prediction of student academic performance. The integration of AI technologies into higher education systems is unfolding across several key domains: assessment of students' knowledge levels; forecasting the status and outcomes of the learning process; measuring and enhancing academic productivity; improving the overall learning experience; providing assistance and support to learners; delivering personalized tutoring; and managing learning activities at both individual and institutional levels. The application of artificial intelligence in higher education encompasses both positive and negative dimensions, fundamentally reshaping traditional approaches to the development of the educational system. These impacts are often contentious, as they may offer significant advantages for students while simultaneously presenting challenges for educators - and vice versa.

Among the positive aspects of AI implementation in higher education are the following:

- learner-centered approaches: AI enables the creation of customized educational content tailored to the individual needs and knowledge levels of students, promoting more effective and engaging learning.
- adaptive curriculum development: AI-based systems can monitor and analyze student progress, using this data to recommend appropriate teaching methods and adjust learning strategies accordingly.

- blended learning environments: The integration of AI facilitates the development of hybrid learning models that combine online education, traditional face-to-face instruction, and independent study, offering students flexible and diverse learning pathways.

- anytime access to digital learning content: Students benefit from continuous access to online courses, webinars, video lectures, and digital textbooks, significantly enhancing the convenience and quality of the learning process.

- optimization of academic workload for educators: AI provides a support by taking assessment tasks, grading tests, thereby giving spare time for planning a curriculum and checking students accuracy.

- objective assessment of students' performance: AI-driven evaluation systems focus on individual achievements and academic performance, minimizing human bias and reducing the potential for grading errors.

However, the active implementation of artificial intelligence technologies also entails certain risks. These include potential inaccuracies in the generated information or data, a lack of proper citation or referencing, uncertainty regarding intellectual property rights, and concerns related to ethics, data security, and privacy. The rapid proliferation of AI-based tools such as ChatGPT and Midjourney has raised immediate concerns about academic integrity in educational contexts - for both students and faculty. Additionally, the growing reliance on virtual assistants may suppress creativity and critical thinking, diminishing learners' ability to develop original solutions to academic tasks. It may also reduce meaningful interaction among participants in the educational process. One of the main challenges to the effective development and use of artificial intelligence (AI) in education is the lack of clear laws and rules to regulate it. While countries and international organizations are still working on creating legal guidelines for AI, it is important to highlight that in August 2024, the European Union passed the Artificial Intelligence Act. This law is the world's first comprehensive set of rules aimed at creating a safe and stable environment for AI development in all sectors within EU member countries, while also protecting human rights. Ukraine is also harmonizing its legislation to align with the European Union requirements, including in the area of artificial intelligence (AI) in education. In 2020, the Cabinet of Ministers of Ukraine approved the Concept for the Development of Artificial Intelligence in Ukraine, which aims to integrate AI technologies into various sectors, including education. In higher education, this Concept outlines several key initiatives: the establishment of specialized AI education programs, collaboration with IT professionals and experts from other fields to define the qualifications for AI specialists, the design and implementation of relevant curricula, the incorporation of leading AI online courses into university programs, and the organization of internships for educators in IT companies and NGOs that are actively adopting AI technologies. The application of artificial intelligence in the educational process of higher education institutions opens new opportunities for all participants. However, in order to minimize risks, it requires a comprehensive approach, monitoring, and adherence to established norms and standards, which should be developed at the regional, national, and global levels.

Keywords: artificial intelligence, advantages, risks, European Union, concerns, educators, students.

VIRTUAL ASSISTANTS IN THE PROCESS OF TEACHING PHILOLOGISTS-TRANSLATORS

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Abstract

The development of high technology and scientific and technological innovations have contributed to the creation of artificial intelligence and automated learning systems, including virtual digital assistants. The use of virtual assistants is becoming relevant in the process of teaching philology students, for whom communication is a key competence. A virtual or intelligent personal assistant is a software agent designed to provide personal information, perform tasks and provide services to a specific person. Interaction with such assistants usually takes place through voice or text communication. The introduction of virtual assistants and other intelligent systems in the process of teaching philologists has a number of advantages: individualisation of learning, accessibility of educational material, analysis of learning achievements, support for distance learning, development of text analysis skills. The article analyses intelligent systems for studying language disciplines, which are convenient and promising for optimising the educational process: Duolingo, Oxford English Dictionary, JSTOR, TED Talks, Project MUSE. The following types of chatbots are distinguished by their functionality in the educational process: search bot - helps students find the information they need using keywords or queries. This information can be in the form of videos, images, articles, or even objects on a map; translator bots specialise exclusively in language learning in general and its individual aspects, for example, AndyRobot is able to conduct serious dialogues, maintain an informal conversation with the user, and select appropriate tests and games based on the user's level of knowledge, PronunciationBot helps to improve word pronunciation, while @Grammarnazibot checks the grammatical correctness of texts; work tool bots are designed to simplify complex tasks, for example, @voiceru_bot can convert voice messages into text and vice versa; information bots do not create the illusion of interaction with another living being (communication with them is limited and simple), but regularly provide information on a specific topic. Thus, virtual assistants, in particular chatbots, can help with language learning, improving speaking, writing, and text comprehension skills.

Keywords: virtual assistant, chatbot, intelligent systems, training of philologists.

AZERBAIJAN İLE HİNDİSTAN ARASINDAKİ EKONOMİK İLİŞKİLERDE PETROL FAKTÖRÜ

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Özet

Araştırmada Azerbaycan ile Hindistan arasındaki Ortaçağ'dan günümüzde uzlaşan ekonomi-ticari ilişkilerde petrolün esas hedef olması öne alınmıştır. Bu ilişkilerin siyasi katkıları da söz konusu olarak bildirilmiştir. Orta Çağ'da Ag Hun, Gazneli, Guşan, Aggoyunlu, Safevi, Delhi Tür Sultanlığı devletleri döneminde Azerbaycan ile Hindistan arasındaki ilişkiler olumlu yönde gelişmiş ve yakın ilişkiler kurulmuştur. Azerbaycan petrolünün Hindistan'a ihracatında "Nobel kardeşleri"nin de özel hizmetleri vardı. "Nobel kardeşleri" şirketi petrol ve petrol mahsullarını Avrupa, Hindistan, Çin, İran ve başka ülkelere ihracatını yapmıştır. O dönemde Bakü petrol ihracatının yüzde 40 oranı "Nobel kardeşleri" şirketine bağlıydı. Genel olarak şu anda Azerbaycan'ın petrol ve petrol ürünleri aralarında ABD, Çin, İngiltere, Almanya, Fransa, İtalya, İspanya, Hindistan, Endonezya, Güney Kore, Tayland, Brezilya'nın da bulunduğu dünyanın 30 ülkesine ihraç ediliyor. OECD verilerine göre 2021 yılında Azerbaycan Hindistan arasındaki ekonomik ilişkilerin rakamsal istatistiğine göre Hindistan'ın 2021 yılında Azerbaycan'a ihracatı 79,4 milyon dolar olmuş, Azerbaycan'dan Hindistan'a ise 595 milyon dolarlık ihracat yapılmıştır. Azerbaycan, Hindistan'ın ihracat yaptığı 214 ülke ve bölge içinde 142. sırada yer almıştır. Bu rakamla Hindistan, Azerbaycan'ın dünyada ihracat yaptığı 138 ülke ve bölge arasında 8. sırada yer almıştır. Hindistan'ın Azerbaycan'a ihracatı yıllık yüzde 24,8 artarak 1995'te 252 bin dolardan 2021'de 79,4 milyon dolara yükselmiştir. Son 26 yılda Azerbaycan'ın Hindistan'a ihracatı yıllık yüzde 42,4 oranında artarak 1995'te 60,3 bin dolardan 2021'de 595 milyon dolara yükselmiştir (OECD). Azerbaycanın 1991 yılında bağımsızlığını kazamansından sonra dış ticari dengesinde yüksek oranda artım görülmektedir. 1994 yılında "Bakü-Tiflis-Ceyhan" boru hattının devreye girmesi önemli faktörlerden en birinci sıralarda yer almıştır. Bu durum Azerbaycanın Hindistan ile siyasal-ekonomi ilişkilerinde de göre biliyoruz. Azerbaycan'dan Hindistan'a yapılan petrol ve doğal gaz ihracatı sebebiyle Azerbaycan lehine bir durum teşkil etmiştir. Hindistan petrol şirketlerinden: Hint ONGC Videsh Şirketi Azeri Çırağ-Güneşli yatağının yüzde 2,7 hissesini ve BTC Boru Hattı Projesi'nin yüzde 2.36 hissesini satın almış, Azerbaycan Devlet Petrol Şirketi (SOCAR) ile Hindistan GAIL arasında gaz işletmesi konusunda mutabakat imzalanmıştır. Bu nedenlerden dolayı 2022 yılı Azerbaycan'ın petrol ihraç ettiği ülkeler sıralamasında Hindistan 3. sırada yer almıştır. Küreselleşen modern dünyada Azerbaycan ve Hindistan'ın tarihi kökleri antik ve Ortaçağ'dan bu yana atılan iki ülke arasındaki ilişkiler, olumlu bir gelişme dinamiği içinde genişliyor, kendi siyasi, ekonomik vb. alanlarını genişletiyor.

Anahtar kelimeler: Azerbaycan, Hindistan, Petrol, Ekonomi, Orta çağ, Bakü Tiflis Ceyhan

THE OIL FACTOR IN ECONOMIC RELATIONS BETWEEN AZERBAIJAN AND INDIA

Abstract

In the research emphasizes that oil has been the main target in the economic-commercial relations between Azerbaijan and India since the Middle Ages. The political contributions of these relations have also been reported. In the Middle Ages, during the Ag Hun, Ghaznavid, Gushan, Aggoyunlu, Safavi, and Delhi Turkish Sultanate states, relations between Azerbaijan and India developed positively and close relations were established. The “Nobel brothers” also had special services in the export of Azerbaijani oil to India. The “Nobel brothers” company exported oil and oil products to Europe, India, China, Iran and other countries. At that time, 40 percent of Baku's oil exports were dependent on the “Nobel brothers” company. In general, Azerbaijan's oil and oil products are currently exported to 30 countries in the world, including the USA, China, England, Germany, France, Italy, Spain, India, Indonesia, South Korea, Thailand and Brazil. According to OECD data, according to the numerical statistics of economic relations between Azerbaijan and India in 2021, India's exports to Azerbaijan in 2021 were 79.4 million dollars, while Azerbaijan exported 595 million dollars to India. Azerbaijan ranked 142nd among 214 countries and regions to which India exports. With this figure, India ranked 8th among 138 countries and regions to which Azerbaijan exports in the world. India's exports to Azerbaijan increased by 24.8 percent annually, from 252 thousand dollars in 1995 to 79.4 million dollars in 2021. Over the last 26 years, Azerbaijan's exports to India increased by 42.4 percent annually, from 60.3 thousand dollars in 1995 to 595 million dollars in 2021 (OECD). After Azerbaijan gained independence in 1991, there has been a significant increase in its foreign trade balance. The commissioning of the “Baku-Tbilisi-Ceyhan” pipeline in 1994 has been one of the most important factors. We also know that this situation has been seen in Azerbaijan's political-economic relations with India. Due to the oil and natural gas exports from Azerbaijan to India, this has been a situation in favor of Azerbaijan. From Indian oil companies: Indian ONGC Videsh Company has purchased 2.7 percent of the Azeri Chirag- uneshli field and 2.36 percent of the BTC Pipeline Project, and a gas operation agreement has been signed between the State Oil Company of Azerbaijan (SOCAR) and India's GAIL. For these reasons, India ranked 3rd in the list of countries to which Azerbaijan exports oil in 2022. In the globalizing modern world, the relations between Azerbaijan and India, whose historical roots date back to ancient and medieval times, are expanding within a positive development dynamic and expanding their own political, economic, etc. areas.

Keywords: Azerbaijan, India, Oil, Economy, Middle ages, Baku Tbilisi Ceyhan

CUMHURİYET’İN İKİNCİ YÜZYILINDA ÖĞRETMEN ADAYLARININ BEKLENTİLERİ: ZİHİNSEL İMGELERİN İNCELENDİĞİ NİTEL BİR ARAŞTIRMA²

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Özet

Türkiye’de 29 Ekim 2023 tarihinde Cumhuriyet rejimine geçişin 100. yılı kutlanmıştır. Türkiye, Cumhuriyet rejimini Mustafa Kemal Atatürk’ün önderliğinde verilen İstiklal savaşı sonrasında 29 Ekim 1923’te elde etmiştir. Cumhuriyet anlayışına ilişkin farklılıklarla insanların Cumhuriyet kavramına ilişkin algıları da çeşitlenmektedir. Bu araştırma Cumhuriyet’in ikinci yüzyılında öğretmen adaylarının beklentilerine daha geniş bir perspektiften bakmayı hedeflemiştir. Bu sebeple çalışmada öğretmen adaylarının Cumhuriyet’in ikinci yüzyılından beklentilerine yönelik metaforik algıları öğrenilmiştir. Araştırma Ankara ilinde bulunan bir devlet üniversitelerinin eğitim fakültesinde öğrenim görmekte olan 1050 öğretmen adayıyla gerçekleştirilmiştir. Nitel araştırma yöntemlerinin kullanıldığı bu metaforik çalışmada veriler mecazlar yoluyla veri toplama formu aracılığı ile elde edilmiştir. Formda öğretmen adaylarına “Cumhuriyetin ikinci yüzyılında beklentim gibidir. Çünkü” sorusu yöneltilmiş, toplanan bu veriler üzerinde içerik analizi yapılmıştır. Öğrencilerin verdikleri cevaplar gruplanarak kategoriler oluşturulmuştur. Çalışma sonunda hem literatüre hem de eğitimlere rehber olabilecek araştırılan konu kapsamında ortaya çıkan bulgular kazandırılmıştır. Elde edilen bu bulgular öğretmen adaylarının Cumhuriyetten beklentilerini ayrıca toplumun genel dinamiklerini anlamamıza da yardımcı olmaktadır. Bu sayede, gelecekteki yönlendirmelerde ve oluşturulacak politikalarda gençlerin beklentilerini ve taleplerini dikkate almak mümkün olabilmektedir.

Anahtar kelimeler: Cumhuriyet, İkinci Yüzyıl, Öğretmen adaylarının beklentileri

² Bu çalışma TÜBİTAK 2209-A Üniversite Öğrencileri Araştırma Projeleri Destekleme Programı kapsamında desteklenen (1919B012333699) projeden üretilmiştir.

PROSPECTIVE TEACHERS' EXPECTATIONS IN THE SECOND CENTURY OF THE REPUBLIC: A QUALITATIVE STUDY ANALYZING MENTAL IMAGES

Abstract

The 100th anniversary of the transition to the Republic regime in Türkiye was celebrated on October 29, 2023. Turkey established the Republic regime on October 29, 1923, after the War of Independence led by Mustafa Kemal Atatürk. With the differences in the understanding of the Republic, people's perceptions of the understanding of the Republic also diversify. This research aims to look at the expectations of teacher candidates in the second century of the Republic from a broader perspective. This situation has been learned about the metaphorical perceptions of effective teacher candidates regarding the expectations of the Republic from the second century. The research was conducted with 1050 prospective teachers who were educated in the faculties of education of a state university in Ankara. The operation of qualitative research methods was obtained by transferring the data collection formula through the processing of these metaphorical data. In the form, the teacher candidates were asked the question "My expectations in the second century of the Republic are like Because" and content analysis was performed on this data. Their rates are grouped and divided into categories. At the end of the study, the findings that emerged within the scope of the researched subject that can be a guide for both literature and educators were gained. This obtained leadership also helps us understand the general dynamics of society among the members of the Republic of teacher candidates. In this way, it is possible to observe and record young people in the guidance and policies to be created.

Keywords: Republic, Second Century, Expectations of teacher candidates

PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF DEVELOPING SOFT SKILLS COMMUNICATION SKILLS IN PRESCHOOL CHILDREN

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Abstract

The article discusses a descriptive theoretical analysis of the concept of Soft skills (flexible skills) and hard skills (hard skills). In addition, the relevance and importance of soft skills communication skills in the education and upbringing of preschool children is considered. The authors analyzed the state of the study of soft skills communication skills in domestic and foreign scientific pedagogical and psychological literature. Based on the problem of studying the need for soft Skills –flexible skills, the problem of formation in preschool children with early development was considered. The indicators of the formation of communication skills in the training and education of preschool children are determined. The article describes the main focused, systematic work on the development of soft skills communication skills. Based on theoretical analysis, the authors identified the positive impact of soft skills in preschool children in training and education through the development of communication skills.

Keywords: skills; soft skills; communicative skills, preschool age, training, education, development.

THE EFFECTIVENESS OF ROLE-PLAYING GAME TECHNOLOGY IN TEACHING ENGLISH GRAMMAR THROUGH AI

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Abstract

This study explores the effectiveness of artificial intelligence-supported role-playing game technology in teaching grammar. As artificial intelligence continues to reshape the field of education, role-playing game technology is emerging as a dynamic and engaging approach to teaching English grammar across various learning contexts. Traditional grammar instruction often lacks context and fails to maintain learner motivation. In contrast, artificial intelligence-enhanced role-playing games provide interactive, immersive environments in which learners can actively apply grammar in meaningful, real-life scenarios. Role-playing games encourage learners to take on roles and practice language in context-rich situations. When supported by artificial intelligence, role-playing activities become adaptive, offering personalized feedback that fosters both accuracy and sustained engagement. Over a four-week period, twenty-four learners from fifth grade were split into two groups: one experimental group that participated in AI-enhanced role-play activities, and one control group that received traditional grammar instruction. A mixed-methods approach was employed, combining quantitative data from pre- and post-tests with qualitative insights gathered through classroom observations and student interviews. Results revealed that the experimental group showed significantly greater improvement in grammar skills and higher levels of motivation, suggesting that artificial intelligence-powered role-playing games can serve as an effective and motivating tool for grammar instruction in modern classrooms.

Keywords: Role-playing games, English grammar, language proficiency, educational technology, artificial intelligence, game-based learning.

PEDAGOGICAL FRAMEWORKS FOR ENSURING CYBERSECURITY IN EARLY CHILDHOOD EDUCATION

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Abstract

In recent years, the development of cyberculture among older preschool-aged children has emerged as a significant topic of public and academic interest. The rapid advancement of information technologies and their integration into daily life have further emphasized the relevance of this issue. In this article, the authors analyze the state of information security for preschool children within the family setting, while also exploring the specific features of how 21st-century children engage with digital tools. Today's children are exposed to a wide range of information flows, which may include not only useful data but also aggressive or manipulative content. At this age, children lack the cognitive ability to critically filter or evaluate the information they consume. Therefore, the role of adults—particularly parents and educators—is critically important in the formation of children's cyberculture. The article also thoroughly examines the pedagogical dimensions of cyberculture development, drawing upon contemporary scientific and methodological approaches. Practical solutions are proposed through the implementation of the “CyberSpace” program. In addition, the authors review relevant academic literature and outline methodological mechanisms that support the effective formation of cyberculture in older preschool-aged children.

Keywords: preschool child, older preschool child, early childhood education, preschool upbringing, preschool institution, cybersecurity, educator.

BUREAUCRACY AND POLITICS IN THE CONTEXT OF GOVERNMENT SYSTEMS

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Abstract

In the modern era, administrative processes are mostly shaped by two main determinants: politics and bureaucracy. The main factors shaping the life of society as a whole, and the life of the individual in particular, are the decisions made and practices implemented by political power and bureaucracy within the framework of their executive power. Therefore, the parameters of these two main elements that determine everyday life, their qualities and their relationships with each other are of interest. In this study, the relationship between bureaucracy and politics in political life was chosen as the research topic. First, a classification of public administration systems was given, an explanation of concepts such as bureaucracy and politics and the relationships between them was presented, and then an attempt was made to put forward the relationship between bureaucracy and politics in separate systems analytically with conceptual and theoretical explanations. Finally, the study was concluded with a general assessment. The methods of analysis and synthesis, comparative analysis were used during the study.

Keywords: politics, bureaucracy, state, government systems

THE USE OF HYBRID LEARNING IN MULTILINGUAL EDUCATION

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Abstract

Multilingual education is an educational system that simultaneously studies several foreign languages in an academic institution. It seems possible to implement polylingual education not only in the real educational space of the institution in the classroom where students are present, but also by simultaneously connecting students outside the classroom to it. Today in Russia, as in many countries, the issue of polylingual education is becoming relevant. However, in the theory and practice of education, the phenomenon of polylingual learning remains underexplored. Questions of language intersection, acculturation, cultural penetration, and language assimilation have always been and remain in demand for Russia and Tatarstan in terms of studying and disseminating best practices in the national cultures of Eurasian countries. In the 19th and 20th centuries, prominent Tatar educators such as Shikhabuddin Marjani, Qayum Nasiri, Zakhir Begiyev, and others paid much attention and made moral and material efforts to teach Tatars in two languages and transition to secular education while preserving Islamic education. This hybrid learning format – in a religious institution like a Muslim madrasah, children learned the fundamentals of Islam in Tatar and Arabic, and mastered secular education in Russian. This experience of a hybrid education format, excluding Islamic education, is successfully used today in Tatarstan. For example, Tatar gymnasiums, schools with in-depth study of the Tatar language, and the "Adymnar" ("Steps") school complex. In these institutions, instruction is in Russian, Tatar, English, and other languages. Bilingual and polylingual education are becoming new concepts in the educational policy of Tatarstan in shaping a new Eurasian space. We believe that the use of digital spaces and the consideration of the principles of inclusion require the education of children not only in the real educational environment of the school but also the mastery of hybrid learning formats. Taking into account the special educational needs of children, such as children with a migration background, children with various migration histories, compels educators to optimally use the possibilities of hybrid learning in organizing polylingual education.

Keywords: Bilingual instruction, multilingual instruction, hybrid learning model, Tatarstan, Russian Federation.

2024-2025 5. SINIF SOSYAL BİLGİLER DERS KİTABINDA SU OKURYAZARLIĞINA YÖNELİK ÇEVRE KONULARININ İNCELENMESİ

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Özet

Çevre, yaşamın sürdürülebilirliğini temin eden; insan, doğa ve diğer canlılar arasındaki etkileşimi düzenleyen temel bir sistemdir. Bu sistemin en kritik bileşenlerinden biri ise sudur. Su ekosistemlerin dengesini ve toplumsal refahın devamını sağlayan, canlı yaşamı ve gelecek nesiller için vazgeçilmez bir kaynaktır. Bu bağlamda bireylerin erken yaşlardan itibaren suyun çevre için değeri konusunda bilinçlendirilmesi büyük önem taşımaktadır. Eğitim sistemleri ders içerikleri aracılığıyla öğrencilere çevre bilinci ve su okuryazarlığı kazandırmada etkin bir role sahiptir. Bu çalışma, 2024-2025 eğitim-öğretim yılına ait beşinci sınıf Sosyal Bilgiler ders kitabında yer alan çevre konularının, su okuryazarlığını nasıl ele aldığını incelemeyi amaçlamaktadır. Bireylerin su kaynakları hakkında bilgi sahibi olması, bilinçli ve sorumlu bir şekilde kullanabilmesi su okuryazarlığının hedefleri arasındadır. Çalışma kapsamında, mevcut eğitim materyalinin su okuryazarlığını destekleme düzeyi ortaya konarak, ders kitabı içeriklerinin geliştirilmesine yönelik öneriler sunulması hedeflenmiştir. Çalışma materyali olarak, 2024-2025 eğitim-öğretim yılına ait Millî Eğitim Bakanlığı tarafından onaylanmış beşinci sınıf Sosyal Bilgiler ders kitabı kullanılmıştır. Ders kitabındaki metinler ve görsel içerikler incelenmiş, nitel araştırma desenlerinden biri olan doküman analizi yöntemiyle gerçekleştirilmiştir. Kitap içeriği, su okuryazarlığı çerçevesinde su tasarrufu, suyun korunması, sürdürülebilirlik, çevresel sorumluluk vb. kapsamında incelenmiştir. Veriler betimsel analiz yöntemi ile çözümlenmiş ve elde edilen bulgular, çalışmanın amacı doğrultusunda yorumlanmıştır. Araştırma bulguları, beşinci sınıf Sosyal Bilgiler ders kitabında çevre konularının yer bulduğu, ancak doğrudan su okuryazarlığına dair belirgin bir içeriğin eksik olduğunu göstermektedir. Kitapta yer alan çevre konuları genellikle çevrenin temiz tutulması, doğal kaynakların korunması ve sürdürülebilirlik gibi başlıklarla sınırlıdır. Su, daha çok doğal bir kaynak olarak tanımlanmakta ve bu başlık altında kısaca ele alınmaktadır. Genel çevre eğitimi çerçevesinde su tasarrufu konusunda öneriler verilmiştir. Kitabın metin ve görselleri, su okuryazarlığı konusunda daha kapsamlı bir öğretim programının gerekliliğini vurgulamaktadır. Ders kitabı içeriği, suyun aynı zamanda çevresel, ekonomik ve sosyal önemine karşı sorumlu bir tutum geliştirmeyi sağlamalıdır. Su okuryazarlığının kazandırılması için grup çalışmaları, geziler, teknolojiyi de kullanarak üretebileceklerin etkin projeler ders kitaplarına entegre edilmesi önerilmektedir. Sonuç olarak hazırlanacak ders kitaplarının su okuryazarlığını daha derinlemesine ele alması, öğrencilerin çevresel farkındalıklarına katkı sağlayacaktır.

Anahtar kelimeler: Su Okuryazarlığı, Çevre Eğitimi, Sosyal Bilgiler Ders Kitabı

INVESTIGATION OF ENVIRONMENTAL ISSUES FOR WATER LITERACY IN THE 5TH GRADE SOCIAL SCIENCES TEXTBOOK 2024-2025

Abstract

The environment is a fundamental system that ensures the sustainability of life and regulates the interaction between humans, nature and other living things. One of the most critical components of this system is water. Water is an indispensable resource for living life and future generations, ensuring the balance of ecosystems and the continuation of social welfare. In this context, it is of great importance that individuals are made aware of the value of water for the environment from an early age. Education systems have an active role in providing students with environmental awareness and water literacy through course content. This study aims to examine how the environmental topics in the fifth grade Social Studies textbook for the 2024-2025 academic year address water literacy. One of the goals of water literacy is for individuals to have knowledge about water resources and to use them consciously and responsibly. Within the scope of the study, it was aimed to reveal the level of support for water literacy in the existing educational material and to provide suggestions for the development of textbook content. The fifth grade Social Studies textbook approved by the Ministry of National Education for the 2024-2025 academic year was used as the study material. Texts and visual contents in the textbook were examined and document analysis method, one of the qualitative research designs, was used. The content of the book was analyzed within the framework of water literacy within the scope of water saving, water conservation, sustainability, environmental responsibility, etc. The data were analyzed by descriptive analysis method and the findings were interpreted in line with the purpose of the study. The findings of the study show that the fifth grade Social Studies textbook includes environmental issues, but lacks a significant content directly related to water literacy. Environmental issues in the book are generally limited to topics such as keeping the environment clean, protection of natural resources and sustainability. Water is mostly defined as a natural resource and briefly discussed under this heading. Suggestions on saving water are given within the framework of general environmental education. The text and visuals of the book emphasize the need for a more comprehensive curriculum on water literacy. Textbook content should foster a responsible attitude towards the environmental, economic and social importance of water at the same time. It is recommended that group work, field trips, and effective projects that can be produced using technology should be integrated into the textbooks in order to gain water literacy. As a result, the textbooks to be prepared should address water literacy in more depth, which will contribute to students' environmental awareness.

Keywords: Water Literacy, Environmental Education, Social Studies Textbook

ÖĞRETMEN ADAYLARI AÇISINDAN YETERLİ VE DENGELİ BESLENME

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Özet

Sağlıklı toplumlar için sağlıklı bireyler çok önemlidir. Sağlıklı beslenme alışkanlıkları kazanmada ise iyi bir sağlık eğitimi alınması oldukça etkilidir. Bu çalışmada üniversite öğrencilerinin yeterli ve dengeli beslenme hakkındaki görüşlerinin belirlenmesi amaçlanmaktadır. Nitel araştırma yönteminden yararlanılan bu araştırmanın çalışma grubu, 2024-2025 eğitim-öğretim yılı bahar döneminde bir devlet üniversitesinin eğitim fakültesinde öğrenim görmekte olan toplam 30 biyoloji, kimya, rehberlik ve psikolojik danışmanlık öğrencisinden oluşmaktadır. Veriler, iki açık uçlu soru aracılığı ile toplanmıştır. Nitel verilerin analizinde içerik analizi kullanılmıştır. Çalışma kapsamında sorulan “Yeterli ve dengeli beslendiğinizi düşünüyor musunuz? Neden? Açıklayınız.” sorusuna 25 öğretmen adayı hayır cevabını verirken; 5 öğretmen adayı evet cevabını vermiştir. Yeterli ve dengeli beslenmediğini düşünen adaylar, buna gerekçe olarak öğünlerinin düzensiz olduğunu, yeterli su içmediklerini, yurttan kaldıklarını, aşırı şeker tükettiklerini, vitamin takviyeleri kullandıklarını, bolca paketli gıda tükettiklerini ve besin öğelerini dengesiz aldıklarını ifade etmişlerdir. Bununla birlikte yeterli ve dengeli beslendiğini düşünen adayların ise öğünlerinin tam olduğunu, bol su tükettiğini, dengeli olarak besin öğelerini aldığını ve sağlıklı tercihler yaptığını ifade ettikleri anlaşılmıştır. Araştırmanın ikinci sorusu olan “Yeterli ve dengeli beslenme için nelere dikkat etmek gerekir? Açıklayınız.” sorusuna düzenli öğünler, paketli gıda yememe, dengeli besin öğeleri, kişiye özel beslenme, sigara kullanmama, bol su tüketimi ve sebze ağırlıklı beslenme yanıtları alınmıştır. Elde edilen bulgulara göre öğretmen adaylarının çoğunun yeterli ve dengeli beslenmediğini düşündüğü tespit edilmiştir. Genel olarak yeterli ve dengeli beslenmek için neler yapmaları gerektiği ile ilgili bilgi sahibi oldukları ancak bunu hayatlarına aktarma konusunda eksiklikleri olduğu anlaşılmıştır.

Anahtar kelimeler: Beslenme, öğretmen adayı, sağlık eğitimi.

EXAMINING SECONDARY SCHOOL STUDENTS' PERCEPTION OF SCHOOL CULTURE

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Abstract

The paper examines perception of school culture by secondary school students in Sarajevo Canton, Bosnia and Herzegovina. Effects of school and school experience on students have been widely researched. Research results indicate the importance of factors such as students' participation in the decision-making processes and student-teacher relationships. School culture or school ethos, i.e. the overall tone and atmosphere of the school, has impact on students and their attainment. With the aim of exploring perception of school by secondary school students, a survey questionnaire was distributed to students enrolled in 9 different secondary schools in Sarajevo. The total number of 2107 students filled in the survey questionnaire (N=2107). The variables that were considered were students' gender, grade and achievement. The quantitative analysis of the data obtained was conducted to determine if there is any difference in the way students perceive school culture based on the set variables. In addition, qualitative methodology was applied in descriptive thematic analysis of students' answers to the open-ended question in the questionnaire. The results show that there is a statistically significant difference in the way students perceive school based on the variable grade, with senior students having lower mean rank compared to students of lower grades.

Keywords: secondary school, students, school culture

PLAYFUL LEARNING IN A DIGITAL ENVIRONMENT: HOW TO TURN AN ACTIVITY INTO A PLAY BASED ON LEARNING THE BASICS OF SAFE BEHAVIOR

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Abstract

This article discusses the use of playful learning in the educational process of preschool organizations on the basics of safe behavior of children in the senior preschool group. In the context of the transformation of preschool education and training, there is a need to revise the content in accordance with modern requirements. In the practice of developed countries, the main focus of educational policy is the digitalization of the educational process of preschool organizations. However, as practice shows, the immersion of children in virtual space, as well as the use of gadgets for educational purposes, causes teachers and parents to fear that the child may become a gambler. In this regard, there is a need to study the content of the preschool education system, and to find effective ways to teach children of the "Alpha", "Beta" generation, the so-called "digital aborigines", "artificial intelligence". The article offers examples of organizing organized activities in a playful way, computer games, applications, online simulators, and an educational platform.

Keywords: Children, organized activities, safe behavior, playful learning, the Alpha and Beta generation, digitalization.

SOSYAL BİLGİLER DERSİNİN ETKİLİ VATANDAŞLIK OLGULARINA İLİŞKİN ÖĞRETMEN DEĞERLENDİRMELERİ*

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Özet

Sosyal bilgiler dersi, bireylerin sahip olduğu özelliklerin bilincine varmasını ve toplumda kendine bir yer edinmesini sağlamak üzere muhteviyatında çeşitli bilgi, yetenek ve değer bulundurmaktadır. Sosyal bilgiler dersi bir yönüyle öğrencileri hayata hazırlamakta diğer yönüyle de öğrencilerin toplum içinde etkili ve aktif birer üye olmasını sağlamaktadır. Sosyoloji, tarih, coğrafya, ekonomi, antropoloji, felsefe, psikoloji, siyaset bilimi ve hukuk gibi muhtelif sosyal bilim dalları ile insan hakları, demokrasi, yurttaşlık, iletişim ve insan ilişkileri gibi birçok disiplini bünyesinde toplayan sosyal bilgiler dersinin birincil amaçlarından biri de etkin vatandaş yetiştirmektir. Etkin vatandaş, devlete karşı sorumluluklarını farkında olan ve bu farkındalığa uygun şekilde hareket eden kişidir. Etkin vatandaş haklarını bilir ve gerektiğinde kullanır. Etkin vatandaş vergisini düzenli şekilde öder, askerlik görevini ifa eder, devlet yönetimine iştirak eder, kanunlara ve kurallara riayet eder, oy kullanır ve sorumluluk bilinci ile hareket eder. Etkin vatandaş olmanın yolu etkili bir vatandaşlık eğitiminden geçmektedir. Günümüzde vatandaşlık ve insan hakları eğitiminin önemi tüm dünyaya paralel olarak ülkemizde de giderek artmaktadır. Etkili bir vatandaşlık eğitimi verilmesi hususunda en önemli ders olarak karşımıza sosyal bilgiler dersi çıkmaktadır. 2018 sosyal bilgiler öğretim programında vatandaşlık eğitimi ile ilgili hedefler yer almıştır. Yine 2018 SBDÖP’de etkin vatandaşlıkla ilgili kazanım, beceri ve değerlere yer verilmiştir. Etkin vatandaşlık eğitiminde sosyal bilgiler dersi kritik bir role sahiptir. Bu çalışma; sosyal bilgiler dersinin etkili vatandaşlık olgularının sosyal bilgiler öğretmenleri tarafından nasıl değerlendirildiklerini ve bireylerin etkin vatandaş olma sürecine nasıl bir katkı sağladığını ortaya koymayı amaçlamaktadır. Bu amaç doğrultusunda sosyal bilgiler öğretmenlerinin görüşlerine başvurulmuştur. Nitel araştırma yöntemlerinin kullanıldığı bu çalışmada yarı yapılandırılmış görüşme formu kullanılarak Batman il, ilçe merkezleri ile köylerinde, MEB’e bağlı ortaokullarda görev yapmakta olan sosyal bilgiler öğretmenleriyle görüşülmüştür. Katılımcılarla görüşüldükten sonra verilen cevapların ayrıntılı analizi yapılmıştır. Araştırma sonuçları, sosyal bilgiler dersinin bireylerin etkin birer vatandaş olarak yetiştirilmesine sağladığı katkıyı ortaya koymas ve bu konudaki öğretmen görüşlerinin tespit edilmesi hususunda önem arz etmektedir.

Anahtar kelimeler: Sosyal Bilgiler Dersi, Etkili Vatandaşlık, Sosyal Bilgiler Öğretmenleri, Değerlendirme

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TEACHER'S EVALUATIONS ON EFFECTIVE CITIZENSHIP FACTS IN SOCIAL STUDIES COURSE

Abstract

Social studies course contains various knowledge, skills and values in order to enable individuals to become aware of their characteristics and to find a place for themselves in society. On the one hand, social studies course prepares students for life, and on the other hand, it enables students to become effective and active members of society. One of the primary aims of the social studies course, which combines various branches of social sciences such as sociology, history, geography, economics, anthropology, philosophy, psychology, political science and law, as well as many disciplines such as human rights, democracy, citizenship, communication and human relations, is to raise active citizens. An active citizen is a person who is aware of his responsibilities towards the state and acts in accordance with this awareness. An active citizen knows his rights and uses them when necessary. An active citizen pays his taxes regularly, performs his military service, participates in state administration, obeys the laws and rules, votes and acts responsibly. The way to become an active citizen is through effective citizenship education. Today, the importance of citizenship and human rights education is increasing in our country, parallel to the rest of the world. Social studies course is the most important course in providing effective citizenship education. The 2018 social studies curriculum included goals related to citizenship education. Again, in the 2018 SBDÖP, achievements, skills and values related to active citizenship are included. Social studies course has a critical role in effective citizenship education. This study; It aims to reveal how the effective citizenship concepts of the social studies course are evaluated by social studies teachers and how they contribute to the process of individuals becoming effective citizens. For this purpose, the opinions of social studies teachers were consulted. In this study, in which qualitative research methods were used, social studies teachers working in secondary schools affiliated with the Ministry of Education in Batman province, district centers and villages were interviewed using a semi-structured interview form. After interviewing the participants, a detailed analysis of the answers given was made. The results of the research are important in revealing the contribution of the social studies course to raising individuals as active citizens and in determining the opinions of teachers on this subject.

Keywords: Social Studies, Effective Citizenship, Social Studies Teachers, Evaluation

2024 MAARİF MODELİ ÇERÇEVESİNDE FEN BİLİMLERİ VE SOSYAL BİLGİLER DERSLERİ ÖĞRETİM PROGRAMLARINDA SÜRDÜRÜLEBİLİR KALKINMA HEDEFLERİNİN YERİ

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Özet

Bu çalışmanın amacı, 2024 Maarif Modeli çerçevesinde Fen Bilgisi ve Sosyal Bilgiler öğretim programlarında yer alan Sürdürülebilir Kalkınma Hedefleri (SKH) doğrultusunda işlenen temaların ve öğrenme çıktılarının analiz edilmesidir. Çalışma, her iki dersin sürdürülebilir kalkınma, çevre bilinci, toplumsal eşitlik ve ekonomik gelişme gibi alanlarda öğrencilerin bilinçlenmesini hedefleyen öğretim stratejilerini ortaya koymayı amaçlamaktadır. Araştırmada, nitel araştırmalar veri toplama yöntemlerinden biri olan doküman inceleme yöntemine başvurulmuştur. Araştırma verilerinin toplanması amacıyla 2024 yılı fen bilimleri ve sosyal bilgiler dersi öğretim programlarına Millî Eğitim Bakanlığı resmi internet sitesi aracılığıyla erişim sağlanmıştır. Araştırma kapsamında Fen Bilimleri ve Sosyal Bilgiler öğretim programları taranarak çevre bilinci ile ilişkili kazanımlar, değerler ve kavramlar belirlenmiştir. Araştırmanın verileri betimsel analiz yöntemi kullanılarak analiz edilmiştir. Fen Bilgisi dersi, öğrencilerin çevre bilinci kazanmalarını sağlayan sürdürülebilir enerji kaynakları, atık yönetimi, karbon ayak izi, biyoçeşitlilik gibi konulara odaklanırken, Sosyal Bilgiler dersi daha çok sosyal eşitlik, yoksullukla mücadele, insan hakları, çevresel adalet gibi toplumsal ve ekonomik sürdürülebilirlik hedeflerine vurgu yapmaktadır. Fen Bilimleri dersi, Hedef 7 (Temiz Enerji), Hedef 12 (Sorumlu Tüketim ve Üretim), Hedef 13 (İklim Eylemi) ve Hedef 15 (Karasal Yaşam) gibi çevresel hedeflere yönelik kazanımlar sunarken; Sosyal Bilgiler dersi, Hedef 1 (Yoksulluğa Son), Hedef 5 (Cinsiyet Eşitliği), Hedef 10 (Eşitsizliklerin Azaltılması) ve Hedef 16 (Barış, Adalet ve Güçlü Kurumlar) gibi toplumsal hedefleri işlemektedir. Her iki ders de öğrencilerin çevresel, toplumsal ve ekonomik sorumluluklarını anlamalarını sağlayacak eğitimsel yaklaşımlar sunmaktadır. Fen Bilgisi ve Sosyal Bilgiler dersleri, sürdürülebilir kalkınma hedefleri doğrultusunda birbirini tamamlayan içerik sunmakta ve öğrencilerin çevresel sorumluluklarını anlama noktasında etkili bir rol oynamaktadır.

Anahtar kelimeler: 2024 Maarif Modeli, sürdürülebilir kalkınma hedefleri, fen bilimleri, sosyal bilgiler, öğretim programı.

THE PLACE OF SUSTAINABLE DEVELOPMENT GOALS IN THE SCIENCE AND SOCIAL STUDIES CURRICULA WITHIN THE FRAMEWORK OF THE 2024 MAARIF MODEL

Abstract

This study aims to analyze the themes and learning outcomes related to the Sustainable Development Goals (SDGs) included in the Science and Social Studies curricula within the framework of the 2024 Maarif Model. The study aims to identify the teaching strategies of both subjects that aim to raise students' awareness of sustainable development, environmental awareness, social equality, and economic growth. The study employs document analysis, one of the qualitative data collection methods, as its research method. Access was provided to the 2024 Science and Social Studies curricula through the official website of the Ministry of National Education to collect the research data. The Science and Social Studies curricula were examined, and the learning outcomes, values, and concepts related to environmental awareness were identified. The research data were analyzed using descriptive analysis. The Science curriculum focuses on sustainable energy sources, waste management, carbon footprint, and biodiversity, which help students gain environmental awareness. In contrast, the Social Studies curriculum emphasizes social and economic sustainability goals, such as social equality, poverty eradication, human rights, and environmental justice. The Science curriculum addresses environmental goals, such as Goal 7 (Affordable and Clean Energy), Goal 12 (Responsible Consumption and Production), Goal 13 (Climate Action), and Goal 15 (Life on Land), while the Social Studies curriculum focuses on societal goals, such as Goal 1 (No Poverty), Goal 5 (Gender Equality), Goal 10 (Reduced Inequality), and Goal 16 (Peace, Justice, and Strong Institutions). Both subjects offer educational approaches that enable students to understand their environmental, social, and economic responsibilities. The Science and Social Studies curricula complement each other in content related to sustainable development goals and play an effective role in helping students understand their environmental responsibilities.

Keywords: 2024 Maarif Model, sustainable development goals, science, social studies, curriculum.

STRATEGIC MARKETING ADAPTATIONS IN THE CONTEXT OF DEMOGRAPHIC CHANGE

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Abstract

As societies evolve, demographic changes are becoming one of the most powerful forces reshaping marketing strategies across industries. Aging populations, the rise of digital-native youth, widening income disparities, and growing cultural diversity due to migration are not just passive trends. This study examines how brands must rethink their approaches in response to these shifts, moving beyond traditional marketing tactics toward more inclusive, personalized, and flexible strategies. Drawing on real-world examples, current research, and personal observations, the discussion highlights how businesses are adapting their products, communication methods, and customer engagement models to meet the needs of increasingly diverse consumer groups. Through an analysis of case studies and demographic data, it becomes clear that companies capable of responding to these changes are better positioned for sustainable success. Understanding demographic dynamics is no longer just a marketing advantage; it is essential for building long-term brand loyalty and maintaining relevance in a highly competitive, fast-changing global marketplace. By focusing on people first, across age groups, cultures, and income levels, marketing can truly become a bridge between businesses and the world's ever-evolving societies. The aim of this study is to reveal the perspectives of individuals from different age groups toward strategic marketing adaptation. In this way, the perceptions of various generations regarding strategic marketing will be evaluated. The findings obtained within the scope of the research are discussed in the study.

Keywords: Strategic marketing adaptation, strategic marketing, consumer behavior, generation

THE XENOCENTRISM TRIGGERED BY GLOBALIZATION: CONSUMER PERCEPTION TOWARDS LOCAL AND GLOBAL BRANDS

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Abstract

With the increase in intercultural interaction caused by globalization, the brand and product options that consumers can reach or acquire are increasing over time. Increasing global interaction and product, service and idea alternatives reveal various consumer-centrism concepts that can guide the consumer's choice among the domestic and foreign options they encounter. Consumer xenocentrism is also among the consumer-centered concepts. Derivative xenocentrism influences consumers' right to prefer local and global brands. The aim of the study is to investigate how consumer foreign-centrism plays a role on consumers' intentions to purchase foreign or domestic products. For the purpose of the study, xenocentrism and consumer xenocentrism were examined in a conceptual framework. The place and basic question of xenocentrism in consumer behavior are explained. Information about the trends of xenocentric consumers is included. It is thought that this study, which examines the relations of xenocentrism caused by globalization with local and global concepts, will contribute not only to the consumer behaviour literature but also to researchers and practitioners working in the field of international marketing in new studies.

Keywords: Consumer Preferences, Globalization, Consumer Xenocentrism

ÖZEL EĞİTİM ÖĞRETMEN ADAYLARININ DİJİTAL OKURYAZARLIK BECERİLERİNİN İNCELENMESİ

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Özet

Bu araştırmada, özel eğitim öğretmen adaylarının dijital okuryazarlık düzeylerinin incelenmesi amaçlanmıştır. Nicel yöntemlerin tercih edildiği bu araştırma, genel tarama modeliyle gerçekleştirilmiştir. Çalışmanın katılımcıları 555 özel eğitim öğretmen adayından oluşmaktadır. Araştırmada veri toplama aracı olarak Dijital Okuryazarlık Ölçeği ve Demografik Bilgi Formu kullanılmıştır. Araştırmada cinsiyet, bilişim teknolojileri dersi alma durumu ve yardımcı teknoloji dersi değişkenleri için t-testi kullanılmıştır. Yaş, sınıf düzeyi, günlük internet kullanım süresi ve teknolojik gelişmeleri takip etme sıklığı değişkenlerinin analizinde Tek Yönlü Varyans Analizi (ANOVA) kullanılmıştır. Araştırma sonuçlarına göre dijital okuryazarlık ölçeğindeki puan ortalamaları ile cinsiyet, bilişim teknolojileri dersi alma durumu ve yardımcı teknoloji dersi alma durumu değişkenleri arasında anlamlı bir fark bulunmamıştır. Özel eğitim öğretmen adaylarının dijital okuryazarlık düzeyleri yaşa, sınıf düzeyine, günlük internet kullanım süresine ve teknolojik gelişmeleri takip etme sıklığına göre anlamlı bir farklılık göstermiştir.

Anahtar kelimeler: Teknoloji, dijital okuryazarlık, özel eğitim, yardımcı teknoloji

NE EĞİTİMDE NE İSTİHDAMDA OLAN GENÇLERİN (NEET) İSTİHDAM SORUNUNA YÖNELİK YAPAY ZEKÂ TABANLI ÇÖZÜM ÖNERİLERİ: KAPSAMLI BİR BAKIŞ

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Özet

Son yıllarda, yapay zekâ teknolojilerinin hızla gelişmesi, iş gücü piyasasında büyük bir dönüşüm yaratmakta ve özellikle eğitimde ve istihdamda olmayan (NEET) gençlerin iş gücüne katılımını etkilemektedir. NEET sorunu, gelişmiş ve gelişmekte olan ülkelerde önemli bir sosyal sorun olarak karşımıza çıkmakta, bu gençlerin eğitim ve istihdam alanındaki dışlanmışlıkları, ekonomik büyüme üzerinde de olumsuz etkiler yaratmaktadır. Bu çalışmada, NEET gençlerinin karşılaştığı sorunlara yapay zekâ temelli çözüm önerileri sunulması ve yapay zekânın bu sorunların giderilmesindeki potansiyelinin araştırılması amaçlanmaktadır. Çalışmada, yapay zekânın istihdam ve eğitim politikalarına sektörel etkileri incelenerek; eğitim, sağlık, insan kaynakları ve girişimcilik alanlarındaki uygulamaları ve bu alanlarda NEET gençlerine yönelik çözüm önerileri ele alınmıştır. Yapay zekâ, sektörel verimliliği artırmakla kalmayıp, NEET bireylerin iş gücüne entegrasyonunu sağlayacak yeni fırsatlar da yaratma potansiyeline sahiptir. Bu bağlamda, yapay zekâ destekli eğitim sistemlerinin, kişiselleştirilmiş öğrenme süreçlerinin nasıl iyileştirilebileceği ve NEET gençlerinin beceri kazanımına ne şekilde katkıda bulunabileceği incelenmiştir. Bununla birlikte, yapay zekânın iş gücü piyasasında NEET gençleri için yaratabileceği fırsatlar ve bu bireylerin ekonomik faaliyetlere entegrasyonunu nasıl destekleyebileceği değerlendirilmiştir. Sonuç olarak, yapay zekâ teknolojilerinin NEET sorununun çözümünde sunduğu potansiyelin, yenilikçi eğitim yaklaşımları ve etkin işgücü entegrasyonu stratejileriyle birlikte değerlendirilmesinin uzun vadeli sosyal ve ekonomik kazanımlar sağlayabileceği öngörülmektedir.

Anahtar kelimeler: NEET, Yapay Zekâ, Genç İstihdamı

ARTIFICIAL INTELLIGENCE-BASED SOLUTIONS TO THE EMPLOYMENT PROBLEM OF YOUNG PEOPLE WHO ARE NEITHER IN EDUCATION NOR IN EMPLOYMENT (NEET): A COMPREHENSIVE OVERVIEW

Abstract

In recent years, the rapid development of artificial intelligence technologies is transforming the labor market and particularly affecting the labor force participation of young people who are neither in education nor employment (NEET). The NEET problem is a significant social issue in both developed and developing countries, and the exclusion of these young people from education and employment has negative effects on economic growth. This study aims to propose artificial intelligence-based solutions to address the challenges faced by NEET youth and to explore the potential of artificial intelligence in resolving these issues. The study examines the sectoral effects of artificial intelligence on employment and education policies, its applications in education, health, human resources, and entrepreneurship, and the solutions it offers for NEET youth in these fields. Artificial intelligence has the potential to increase sectoral productivity and create new opportunities for integrating NEET individuals into the labor force. In this context, the study investigates how AI-supported education systems can enhance personalized learning and contribute to the skill development of NEET youth. Additionally, the opportunities AI can create for NEET youth in the labor market and its role in supporting their integration into economic activities are assessed. As a result, it is predicted that the potential of artificial intelligence technologies, together with innovative educational approaches and effective labor integration strategies, can provide long-term social and economic gains.

Keywords: NEET, Artificial Intelligence, Youth Employment

INNOVATIVE TECHNOLOGIES IN SOCIAL STUDIES EDUCATION: INTEGRATION OF ARTIFICIAL INTELLIGENCE TOOLS

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Abstract

Artificial intelligence, one of the innovative technologies, has attracted the attention of almost every field and has deeply affected them. In particular, Artificial Intelligence (AI) has had great repercussions in the field of education, and discussions have begun on how to use artificial intelligence in the field of education and how to integrate it into educational environments. It is extremely important to integrate AI into the social studies course, which is one of the fields of education, which provides learners with important skills and values, emphasizes citizenship education, and is in the context of life. Since AI is a new concept and practice, studies on AI in social studies education are quite limited. For this reason, as it is not yet suitable for examination with methods such as systematic and bibliometric methods, the literature and application practices of AI in education and social studies education are examined. Therefore, based on the literature, this study aims to present a new perspective on the integration of AI tools into social studies education. In this study, the role, contribution and limitations of AI tools in transforming social studies education are discussed. Based on the related literature, various tools that can create content such as personalized AI, AI chatbots, intelligent tutoring systems, measurement and assessment, AI-supported material preparation will be emphasized. At the end of the study, it aims to create a guide for researchers, teachers and learners for future studies on the integration of AI tools into social studies education.

Keywords: Social studies education, artificial intelligence, artificial intelligence tools.

WOMAN'S ROLE IN ENVIRONMENTALLY CONSCIOUS CONSUMPTION

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Abstract

One of the third-generation human rights is "the right to a healthy environment, such as clean air and water." However, humans are the primary factor polluting nature and disrupting the ecological balance. Today, it is a widely accepted fact that, as a result of human behavior, the world is becoming increasingly uninhabitable for living beings. The main reason for this is the introduction of new products to the market in developed countries alongside economic growth, which increases consumption opportunities. In other words, individuals are encouraged to consume more in order to accelerate economic growth. As a result, the model of a conscious consumer who shops only to meet basic needs is now seen as flawed and has almost become obsolete. The prevailing "buy, use, and throw away" mentality promotes wastefulness. This wastefulness not only leads to pollution that exceeds nature's capacity for renewal, but also accelerates the depletion of natural resources, thereby restricting the living conditions of future generations. Today, shopping is often regarded as a recreational activity, and businesses increasingly target women and, by extension, children. In this context, educating women about environmental sustainability is essential. Given that approximately 80% of household consumption is carried out by families, raising awareness among women is likely to influence the entire family. Environmentally conscious women will consume less, reuse products multiple times, and separate recyclable household waste for delivery to recycling centers. In doing so, they contribute to the protection of nature and serve as role models for other family members. This study discusses the historical development of consumer culture and the significant environmental damage caused by overconsumption, drawing on previous research. It also presents suggestions on measures that can be taken to curb excessive consumption and reduce environmental pollution.

Keywords: Consumer culture, women, environmentally conscious consumption, environmental awareness

TÜRKİYE YÜZYILI MAARİF MODELİ ÇERÇEVESİNDE COĞRAFYA DERSİ ÖĞRENME ÇIKTILARINDA EĞİLİM BİLEŞENLERİNİN YANSIMALARI

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Özet

Eğilim, bireylerin belirli bir durum veya koşul karşısında tutum, düşünce ya da davranışlarını sistematik ve öngörülebilir bir biçimde sergileme yönündeki psikolojik yatkınlıklarını ifade etmektedir. Bireylerin sahip oldukları eğilimler, bilişsel ve duyuşsal süreçlerini etkileyerek çeşitli becerilerin gelişimini ve dolayısıyla akademik başarılarını önemli ölçüde şekillendirmektedir. Öğrencilerin eğilimlerine ilişkin farkındalığın artırılması ise öğretim süreçlerinin daha etkili bir şekilde yürütülmesine katkı sağlamaktadır. Bu doğrultuda, 2024 yılında Türkiye Yüzyılı Maarif Modeli çerçevesinde güncellenen öğretim programlarında eğilim bileşenlerine sistematik ve kapsamlı bir biçimde yer verildiği dikkat çekmektedir. Bu araştırmada coğrafya dersi öğretim programı öğrenme çıktıları ile eğilimler arasındaki ilişkilerin analiz edilmesi amaçlanmıştır. Araştırmada nitel yaklaşıma dayalı olarak doküman analizi yöntemi kullanılmıştır. Araştırma verilerine Millî Eğitim Bakanlığı'nın öğretim programları sayfasından online erişim sağlanmıştır. Araştırmanın sonucunda ağırlıklı olarak 9.sınıf öğrenme çıktılarının “sistematik olma, gerçeği arama, öz yeterlik ve açık fikirlilik”; 10.sınıf öğrenme çıktılarının “sistematik olma, gerçeği arama, merak ettiği soruları sorma”; 11.sınıf öğrenme çıktılarının “sistematik olma, gerçeği arama, merak”; 12 sınıf öğrenme çıktıların “sistematik olma, merak ettiği soruları sorma, yaratıcılık, eleştirel bakma, özgün düşünme” eğilimleriyle ilişkilendirildiği tespit edilmiştir. Her ne kadar sınıf düzeyleri arasında bazı farklılıklar bulunsa da tüm sınıflarda öne çıkan ortak eğilimin “sistematik olma” olduğu sonucuna ulaşılmıştır. Bu doğrultuda öğretmenlerin eğilim bileşenlerine ilişkin farkındalıklarını artırmak ve bu eğilimleri öğrencilere etkili biçimde kazandırmalarını sağlamak amacıyla, hizmet içi eğitim programlarının düzenlenmesi önem taşımaktadır.

Anahtar kelimeler: Coğrafya Eğitimi, Coğrafya Dersi Öğretim Programı, Eğilimler, Maarif Model.

REFLECTIONS OF DISPOSITIONAL COMPONENTS IN GEOGRAPHY COURSE LEARNING OUTCOMES WITHIN THE FRAMEWORK OF THE TÜRKİYE CENTURY MAARIF MODEL

Abstract

Disposition refers to individuals' psychological tendency to exhibit attitudes, thoughts, or behaviors in a systematic and predictable manner in response to specific situations or conditions. The dispositions individuals possess significantly influence their cognitive and affective processes, thereby shaping the development of various skills and ultimately their academic achievement. Enhancing students' awareness of their dispositions contributes to the more effective implementation of teaching processes. In this context, it is noteworthy that the updated curricula, developed within the framework of the Türkiye Century Maarif Model in 2024, systematically and comprehensively incorporate dispositional components. The aim of this study is to analyze the relationship between learning outcomes and dispositional components within the Geography Course Curriculum. Adopting a qualitative research approach, the study employed document analysis as its method. The research data were obtained through online access to the official curriculum portal of the Ministry of National Education. The findings indicate that the 9th-grade learning outcomes are predominantly associated with the dispositions of *being systematic, seeking truth, self-efficacy, and open-mindedness*; 10th-grade outcomes with *being systematic, seeking truth, and posing questions about topics of curiosity*; 11th-grade outcomes with *being systematic, seeking truth, and curiosity*; and 12th-grade outcomes with *being systematic, posing questions about topics of curiosity, creativity, critical thinking, and original thinking*. Although some differences were observed across grade levels, it was concluded that "being systematic" emerged as the common prominent disposition in all grades. In this context, it is essential to provide in-service training programs to enhance teachers' awareness of dispositional components and to support them in effectively fostering these dispositions in students.

Keywords: Geography Education, Geography Curriculum, Dispositions, Maarif Model

GELECEĞİN ACENTESİ: YAPAY ZEKÂ DESTEKLİ DİJİTAL SİGORTA DANIŞMANLARI

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Özet

Dijitalleşme, son yıllarda birçok sektörde olduğu gibi finans ve sigortacılık sektörlerinde de köklü değişimlere neden olmuş; özellikle müşteri deneyimi, operasyonel süreçler ve karar destek sistemlerinde büyük bir dönüşüm başlatmıştır. Yapay zekâ, bu dönüşümün merkezinde yer alarak, sigorta acentelerinin geleneksel rollerinin yeniden tanımlamasını gerektirmiştir. Artan müşteri beklentileri, kişiselleştirilmiş hizmet talebi ve rekabet baskısı, yapay zekâ tabanlı çözümleri sigortacılık sektörü için stratejik bir zorunluluk haline getirmiştir. Bu bağlamda, yapay zekâ destekli dijital sigorta danışmanları, sadece bilgi sağlayıcı değil, aynı zamanda proaktif hizmet sunan, veri analitiğine dayalı öneriler geliştiren ve sürekli öğrenen sistemler olarak geleceğin acente modelini temsil etmektedir. Yapay zekâ tabanlı dijital danışmanlar; makine öğrenmesi, doğal dil işleme ve büyük veri analitiği gibi teknolojiler sayesinde müşteri etkileşimlerini optimize etmekte, karar alma süreçlerini hızlandırmakta ve maliyetleri düşürmektedir. Örneğin, chatbot'lar ve sanal asistanlar aracılığıyla müşterilere poliçe seçenekleri ve ihtiyaca yönelik teminat alternatifleri çok kısa süre içerisinde sunulmakta, talepler otomatik olarak değerlendirilmekte ve risk değerlendirme süreçleri dinamik olarak yürütülmektedir. Ayrıca, müşteri davranış verilerinden öğrenerek kişiselleştirilmiş sigorta önerileri sunmak da günümüzde mümkün hale gelmiştir. Bu teknolojiler, danışmanlık fonksiyonunun daha stratejik bir yapıya dönüşmesini sağlamakta, acenteleri ise daha çok karmaşık sorun çözme ve ilişki yönetimi gibi yüksek katma değerli görevlerde konumlandırmaktadır. Bununla birlikte, yapay zekânın sigortacılık sektöründeki yeri, etik sorumluluk ve kişisel verilerin korunması gibi önemli tartışmaları da beraberinde getirmektedir. Diğer yandan yapay zekânın satış, hasar, risk analizi süreçlerinde yer alması sigorta aracılarının gelecekte işsiz kalma endişelerinin oluşmasına neden olmaktadır. Yapay zekâ destekli dijital sigorta danışmanları, sigortacılık sektörünün dönüşümüne yön vererek acentelerin daha esnek, hızlı ve müşteri odaklı bir yapıya kavuşmasını sağlamaktadır. Geleceğin acentesi, dijital yetkinlikleri yüksek, veri okuryazarlığı gelişmiş ve teknolojik sistemlerle entegre biçimde çalışan hibrit bir model olarak şekillenmektedir. Bu dönüşümün sürdürülebilir ve güvenli olabilmesi için, regülasyonların güncellenmesi, etik standartların oluşturulması ve insan-makine işbirliğine dayalı yeni iş modellerinin geliştirilmesi gereklidir. Bu çerçevede, yapay zekâ yalnızca teknolojik bir araç değil, aynı zamanda sektörel rekabetin ve hizmet kalitesinin yeniden tanımlanmasına zemin hazırlayan bir dönüşüm aracıdır.

Anahtar kelimeler: Yapay zekâ, Dijital acente, Sigorta otomasyonu

AGENT OF THE FUTURE: ARTIFICIAL INTELLIGENCE POWERED DIGITAL INSURANCE ADVISORS

Abstract

Digitalization has led to profound changes in many sectors in recent years, including finance and insurance. It has particularly initiated a significant transformation in customer experience, operational processes, and decision support systems. Artificial intelligence (AI) has been at the center of this transformation, necessitating a redefinition of the traditional roles of insurance agents. Rising customer expectations, the growing demand for personalized services, and increasing competitive pressure have made AI-based solutions a strategic imperative for the insurance industry. In this context, AI-powered digital insurance advisors represent the agent model of the future—not merely as providers of information, but as proactive service tools capable of generating data-driven recommendations and continuously learning from new data. AI-based digital advisors utilize technologies such as machine learning, natural language processing, and big data analytics to optimize customer interactions, accelerate decision-making processes, and reduce costs. For example, chatbots and virtual assistants can offer policy options and coverage alternatives tailored to customer needs within seconds, while automating claims assessment and dynamically managing risk evaluation processes. Furthermore, by analyzing behavioral data, these systems can now deliver highly personalized insurance recommendations. These technologies contribute to the transformation of the advisory function into a more strategic structure and position agents in higher value-added roles such as complex problem-solving and relationship management. However, the integration of AI into the insurance sector also raises critical concerns, particularly regarding ethical responsibilities and the protection of personal data. Additionally, the growing presence of AI in sales, claims, and risk analysis processes has led to anxieties among insurance intermediaries about the potential loss of their roles in the future. Despite these concerns, AI-powered digital insurance advisors are steering the transformation of the insurance sector, enabling agencies to become more agile, efficient, and customer-oriented. The agent of the future is emerging as a hybrid model—digitally competent, data-literate, and seamlessly integrated with technological systems. For this transformation to be sustainable and secure, it is essential to update regulatory frameworks, establish ethical standards, and develop new business models based on human-machine collaboration. In this regard, artificial intelligence is not merely a technological tool, but a transformative force that lays the groundwork for redefining industry competition and service quality.

Keywords: Artificial intelligence, Digital Agent, Insurance automation

THE ROLE OF ARTIFICIAL INTELLIGENCE IN DIGITAL FINANCIAL INCLUSION: AN INSURANCE INDUSTRY PERSPECTIVE

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Abstract

Recognized as one of the key elements of inclusive and sustainable development, digital financial inclusion plays a key role in the economic and social development process. The insurance industry, which constitutes one of the basic building blocks of the financial system, has the potential to play an important role in providing access to the financial system for disadvantaged and low-income groups. However, traditional insurance models may be insufficient to meet the needs of these groups due to their complex structures and limited access opportunities. At this point, new technologies, especially artificial intelligence, offer innovative opportunities for structural transformation in the insurance industry. This study examines how AI contributes to digital financial inclusion processes in the insurance industry and assesses the potential impacts of smart systems in areas such as ease of access, cost reduction, increased transparency and personalization of services. By examining examples of applications in developing countries, we show how machine learning algorithms and big data analytics enable the design of more inclusive and efficient insurance products. The findings show that artificial intelligence can significantly strengthen financial inclusion through insurance, provided that the technological infrastructure is properly designed and digital literacy is supported.

Keywords: Artificial Intelligence, Digital Financial Inclusion, Insurance Industry

ÖĞRETMEN ADAYLARININ AKADEMİK ALANLARA GÖRE EPİSTEMOLOJİK İNANÇ PROFİLLERİ

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Özet

Öğretmen adaylarının epistemolojik inançları, gelecekteki öğretim uygulamalarını ve eğitim felsefelerini şekillendirmede kritik bir rol oynamaktadır. Bu inançlar onların bilgiyi, öğrenmeyi ve eğitimin rolünü nasıl algıladıklarını derinden etkileyebilmektedir. Çok sayıda çalışma, epistemolojik inançların öğretmen adayları arasında öğretim stilleri ve eğitim çıktılarının önemli yordayıcıları olduğunu göstermektedir. Ancak, ilgili literatür incelendiğinde, öğretmen adaylarının epistemolojik inançlarının heterojenliğini inceleyen araştırmalara rastlanmamaktadır. Bu boşluğu doldurmak amacıyla, bu çalışmanın amacı, Eğitim Fakültesinin farklı bölümlerindeki (Sosyal Bilgiler, Fen Bilgisi, Türkçe ve Matematik) lisans öğrencilerinin epistemolojik inançlarının heterojenliğini incelemektir. Bu amaç doğrultusunda, çalışma kesitsel tarama desenine uygun olarak gerçekleştirilmiştir. Çalışmanın katılımcılarını 399 öğretmen adayı oluşturmaktadır. Veri toplama aracı olarak Dinç vd. (2016) tarafından Türkçeye uyarlanan Epistemik İnanç Ölçeği kullanılmıştır. Elde edilen veriler iki aşamalı kümeleme analizi ile çözümlenmiştir. Çalışma sonucunda öğretmen adaylarının epistemolojik inançlarının, öğrenim gördükleri akademik alanlara göre farklı kümelerde toplandığı gözlemlenmiştir. Özellikle Doğuştan Gelen Yetenek ve Kesin Bilgi boyutlarında kümeler arası belirgin farklılıklar görülmüştür. Matematik ve fen bilgisi alanlarında yer alan öğrencilerin bazı kümelerinde epistemolojik inanç düzeylerinin yüksekliği, bu öğrencilerin bilgiye daha karmaşık ve gelişmiş bir şekilde yaklaştığını göstermektedir. Öte yandan sosyal bilgiler alanında daha düşük inanç düzeylerinin görülmesi, bu alandaki öğrencilerin öğrenme süreçlerini daha mutlak ve yüzeysel bir biçimde değerlendirme eğiliminde olabileceğine işaret etmektedir. Bu bulgular, öğretmen adaylarının epistemolojik inançlarının geliştirilmesine yönelik program düzeyinde müdahalelerin gerekliliğini ortaya koymaktadır.

Anahtar kelimeler: Epistemolojik inançlar, Öğretmen Adayları, Kümeleme Analizi

EPISTEMOLOGICAL BELIEF PROFILES OF PRE-SERVICE TEACHERS BY ACADEMIC MAJOR

Abstract

Epistemological beliefs of pre-service teachers play a critical role in shaping their future teaching practices and educational philosophies. These beliefs significantly influence how they perceive knowledge, learning, and the role of education. Numerous studies have shown that epistemological beliefs are important predictors of teaching styles and educational outcomes among pre-service teachers. However, a review of the literature reveals a gap in research examining the heterogeneity of pre-service teachers' epistemological beliefs. To address this gap, the present study aims to investigate the heterogeneity of epistemological beliefs among undergraduate students from different majors within the Faculty of Education (Social Sciences, Science, Turkish, and Mathematics). In line with this aim, the study employed a cross-sectional survey design. The participants of the study consisted of 399 pre-service teachers. The Epistemic Belief Scale, adapted into Turkish by Dinç et al. (2016), was used as the data collection tool. The data were analyzed using a two-stage cluster analysis. The results indicated that pre-service teachers' epistemological beliefs clustered differently based on their academic major. Notable differences between clusters were observed, particularly in the dimensions of Innate Ability and Precise Knowledge. In certain clusters, students from the Mathematics and Science majors exhibited higher levels of epistemological beliefs, suggesting a more complex and advanced approach to knowledge. In contrast, lower belief levels in the Social Sciences major indicated that students may be more inclined to evaluate their learning processes in an absolute and superficial manner. These findings underscore the need for program-level interventions aimed at developing pre-service teachers' epistemological beliefs.

Keywords: Epistemological beliefs, pre-service teachers, Cluster Analysis

KIRSALDA ÖĞRENİM GÖREN ÖĞRENCİLERİN MATEMATİK DEĞERLERİ: GEOMETRİK DÜŞÜNME DÜZEYLERİNE GÖRE BİR İNCELEME

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Özet

Van Hiele düşünme modeli, özellikle ilkokuldan sonraki dönemlerde öğrencilerin geometriyi nasıl anladıklarını ortaya koymada yaygın olarak kabul gören bir yaklaşımdır. Bu model, yalnızca öğrencilerin düşünme düzeylerini sınıflandırmakla kalmaz, aynı zamanda öğretmenlere bu düzeyleri dikkate alarak öğretim süreçlerini planlama ve öğrenmeyi destekleme fırsatı sunabilmektedir. Fakat literatürdeki çalışmalara bakıldığında öğrencilerin Van Hiele düşünme düzeylerine göre matematik dersinde neye önem verdiklerini inceleyen bir araştırmaya rastlanılmamıştır. Bundan dolayı şimdiki bu çalışmanın amacı kırsal bölgede öğrenim gören ortaokul öğrencilerinin Van Hiele düşünme düzeylerine göre matematik dersine yönelik değer eğilimlerini belirlemektir. Bu çalışmada, nitel araştırma yaklaşımlarından durum çalışması kullanılmıştır. Çalışmada durum olarak matematik değer kavramı incelenmiştir. Çalışmanın örneklemini kırsal bir bölgede öğrenim gören 43 ortaokul öğrencisi oluşturmaktadır. Bu öğrencilerden 27'si kız öğrencidir. Çalışmanın verileri, araştırmacılar tarafından hazırlanan yarı yapılandırılmış sorularla toplanmış ve içerik analizi yöntemiyle analiz edilmiştir. Elde edilen bulgular, öğrencilerin Van Hiele düşünme düzeylerine göre matematik dersine verdikleri önemin belirgin şekilde farklılaştığını göstermektedir. Düzey 0 ve düzey 1'deki öğrenciler, başarıyı genellikle öğretmenin ders anlatımına ve pratik yapmaya odaklanarak değerlendirirken; düzey 2'deki öğrenciler başarıyı daha çok anlamlı öğrenme, zor konularda daha fazla vakit geçirme ve öğretim kalitesine dayalı olarak değerlendirmiştir. Bu bulgular, öğrencilerin matematik dersine yönelik değer algılarının, bilişsel gelişim düzeylerine paralel olarak şekillendiğini ortaya koymaktadır. Sonuç olarak, öğretmenlerin öğrencilerin düşünme düzeylerine uygun şekilde öğretim yöntemlerini farklılaştırmaları, daha etkili bir öğrenme ortamı oluşturulmasına katkı sağlayabilir.

Anahtar kelimeler: Geometrik düşünme düzeyleri, Van Hiele, Matematik değerleri, ortaokul öğrencileri

MATHEMATICS VALUES OF STUDENTS STUDYING IN RURAL AREAS: AN EXAMINATION BASED ON GEOMETRIC THINKING LEVELS

Abstract

The Van Hiele model of geometric thought is a widely recognized framework for understanding how students comprehend geometry, particularly during the post-primary education period. This model not only categorizes students' levels of geometric thinking but also offers educators a framework to design instructional strategies that align with students' cognitive development. Despite its extensive use, there is a gap in the literature regarding what students prioritize in mathematics classes in relation to their Van Hiele thinking levels. Therefore, the present study aims to explore the value tendencies toward mathematics among middle school students from rural areas, based on their Van Hiele thinking levels. A qualitative research design, specifically a case study approach, was employed, with the concept of mathematical values examined as the focus of the case. The study sample consisted of 43 middle school students from a rural area, including 27 female students. Data were collected through semi-structured interviews developed by the researchers and analyzed using content analysis. The findings reveal that the importance students place on mathematics differs significantly according to their Van Hiele thinking levels. Students at level 0 and level 1 generally evaluate success based on the teacher's lesson delivery and practicing, while students at level 2 evaluate success more based on meaningful learning, spending more time on challenging topics, and the quality of teaching. These findings indicate that students' value tendencies of mathematics are shaped in parallel with their cognitive development levels. As a result, teachers can contribute to creating a more effective learning environment by differentiating their teaching methods according to students' geometric thinking levels.

Keywords: Geometric thinking levels, Van Hiele, Mathematics values, middle school students

CONSIDER THE ROLE OF SOCIAL WORK WITH ARTIFICIAL INTELLIGENCE IN PREVENTING DEVIANT BEHAVIOR AMONG ADOLESCENTS

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Abstract

This article examines the role of social work in preventing deviant behavior among adolescents, a key issue in contemporary society. It analyzes the causes of deviant behavior and its impact on adolescents and society as a whole. The article presents the main objectives of social work, effective methods and approaches, and practical recommendations aimed at reducing adolescents' propensity for deviant behavior. It also analyzes the role of Artificial Intelligence (AI) in social work to prevent deviant behavior among adolescents. It emphasizes that deviant behavior among adolescents is a significant problem in the field of public health and social well-being, thus justifying the need to seek and implement innovative approaches to develop and implement effective prevention measures. Important tasks of social work such as early intervention, consultation, social skills development, ensuring access to resources, community work, and family work are highlighted. In addition, effective methods of social work, such as group and individual work, social projects, and mediation, are discussed. Artificial Intelligence assists social workers in preventing deviant behavior by analyzing data, assessing risks, developing individual support plans, and improving prevention programs. The possibilities of AI technologies in identifying, predicting, and preventing deviant behavior among adolescents are explored. Ethical aspects of AI systems, including issues of personal data protection, fairness, accountability, and transparency, are discussed. The importance of upholding core values of social work when utilizing AI technologies is underscored. In conclusion, recommendations for expanding the role of AI in social work are presented, aimed at improving the well-being of adolescents and enhancing societal literacy.

Keywords: Artificial intelligence, social work, deviant behavior, adolescents, ethics, social adaptation, integration.

SOSYAL BİLGİLER EĞİTİMİ ALANINDA YAPILMIŞ MEDYA OKURYAZARLIĞI İLE İLGİLİ TEZLERİN ANALİZİ (2007-2025)

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Özet

Bu çalışmanın amacı, Türkiye’de 2007-2025 yılları arasında medya okuryazarlığı konusu üzerine yapılmış lisansüstü tezleri analiz etmektir. Çalışmada bu amaçla Yüksek Öğretim Kurumu (YÖK) Ulusal Tez Tarama Merkezi veri tabanında erişime açık olan, 2007-2023 yılları arasında hazırlanmış tüm medya okuryazarlığına ilişkin tezler arasından sadece sosyal bilgiler eğitimi üzerine yapılmış olanlar araştırma kapsamında incelenmiştir. Araştırmada nitel araştırma yöntemlerinden biri olan doküman analizi yöntemi kullanılmıştır. Veri analiz yöntemi olarak nitel veri analiz tekniklerinden olan betimsel analiz tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre 2007-2025 yılları arasında yapılan 156 tezin sadece 25 tanesi (%16) sosyal bilgiler eğitimi anabilim dalındadır. Bu 25 tezin 22’si yüksek lisans, 3’ü doktora olup; en fazla tez 2023 yılında yapılmıştır (6). 2023’ü sırayla 2024 (3), 2022 (3), 2021 (2), 2019 (2), 2018 (2), 2014 (2), 2010 (2), 2016 (1), 2013 (1), 2011 (1) izlemektedir. YÖK Ulusal Tez Tarama Merkezi veri tabanında 2007 yılından itibaren medya okuryazarlığı konusula ilgili tezler bulunduğu görülmektedir. Bu durumda 2007, 2008, 2009, 2012, 2015, 2017, 2020 ve 2025 (Haziran) yıllarına ait sosyal bilgiler eğitimi üzerine yapılmış hiçbir tez yoktur. Tezlerin yapıldığı üniversiteler incelendiğinde en fazla çalışmanın Atatürk üniversitesinde olduğu (4), Atatürk Üniversitesini Marmara (3), Kütahya Dumlupınar (3), Bolu Abant İzzet Baysal (3) üniversiteleri izlerken; Fırat, Zonguldak Bülent Ecevit (Zonguldak Karaelmas), Erzincan Binali Yıldırım, Giresun; Ordu, Manisa Celal Bayar, Mersin, Adıyaman, Balıkesir, Pamukkale, Gazi ve Anadolu Üniversiteleri 1’er tez ile takip etmektedir.

Anahtar kelimeler: Sosyal bilgiler eğitimi, medya okuryazarlığı, Türkiye’de medya okuryazarlığı ile ilgili lisansüstü tezler.

ANALYSIS OF THESES ON MEDIA LITERACY IN SOCIAL STUDIES EDUCATION (2007-2025)

Abstract

The aim of this study is to analyze the postgraduate theses on media literacy in Turkey between 2007 and 2025. For this purpose, only the theses on social studies education among all theses on media literacy prepared between 2007 and 2023, which are open to access in the National Thesis Scanning Center database of the Council of Higher Education (YÖK), were examined within the scope of the study. Document analysis method, one of the qualitative research methods, was used in the study. As a data analysis method, descriptive analysis technique, one of the qualitative data analysis techniques, was used. According to the results of the research, only 25 (16%) of the 156 theses conducted between 2007 and 2025 are in the department of social studies education. Of these 25 theses, 22 were master's theses and 3 were doctoral theses; the most theses were conducted in 2023 (6). 2023 is followed by 2024 (3), 2022 (3), 2021 (2), 2019 (2), 2018 (2), 2014 (2), 2010 (2), 2016 (1), 2013 (1), 2011 (1). It is seen that there are theses on media literacy since 2007 in the YÖK National Thesis Scanning Center database. In this case, there are no theses on social studies education from 2007, 2008, 2009, 2012, 2015, 2017, 2020 and 2025 (June). When the universities where the theses were conducted are examined, it is seen that Atatürk University has the most studies (4), followed by Marmara (3), Kütahya Dumlupınar (3), Bolu Abant İzzet Baysal (3) universities; Fırat, Zonguldak Bülent Ecevit (Zonguldak Karaelmas), Erzincan Binali Yıldırım, Giresun; Ordu, Manisa Celal Bayar, Mersin, Adıyaman, Balıkesir, Pamukkale, Gazi and Anadolu Universities with 1 thesis each.

Keywords: Social studies education, media literacy, postgraduate theses on media literacy in Türkiye.

ÜRETKEN YAPAY ZEKÂ VE ÖĞRETMEN EĞİTİMİNDE KULLANIMI

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Özet

Bu araştırma, üretken yapay zekâ teknolojilerinin öğretmen eğitiminde kullanımını inceleyen bir derleme çalışmasıdır. Çalışmanın amacı, mevcut literatür doğrultusunda üretken yapay zekânın öğretmen eğitimi süreçlerindeki katkılarını, sınırlılıklarını ve uygulama olanaklarını değerlendirmektir. Bulgular, üretken yapay zekâ araçlarının öğretmenlerin ders planlama, materyal taraması, ölçme ve değerlendirme, içerik üretimi ve bireyselleştirilmiş öğretim gibi alanlarda etkin bir şekilde kullanılabildiğini göstermektedir. Ayrıca, üretken yapay zeka kullanımının öğretmenlerin dijital yeterliliklerini geliştirme ve pedagojik uygulamalarda yaratıcılığı artırma açısından da önemli fırsatlar sunduğu görülmüştür. Etik sorunlar, veri güvenliği ve pedagojik bağlamın göz ardı edilmesi gibi risklerin de dikkate alınması gerektiği gözden kaçırılmaması gereken önemli hususlar olarak karşımıza çıkmaktadır. Sonuç olarak, üretken yapay zekânın öğretmen eğitimi programlarına dikkatli ve bilinçli bir biçimde entegre edilmesi önerilmekte, bu süreçte etik ve pedagojik ilkelerin ön planda tutulması gerektiği ifade edilmektedir.

Anahtar kelimeler: Yapay zeka, üretken yapay zeka, öğretmen eğitimi, dijital yeterlilikler

GENERATIVE ARTIFICIAL INTELLIGENCE AND ITS USE IN TEACHER EDUCATION

Abstract

This research is a review study that examines the use of generative artificial intelligence technologies in teacher education. The study aims to evaluate the contributions, limitations and application possibilities of generative artificial intelligence in teacher education processes in line with the existing literature. The findings show that generative AI tools can be used effectively in lesson planning, material browsing, assessment and evaluation, content generation and individualized instruction. Moreover, generative AI has been found to offer significant opportunities for improving teachers' digital competencies and enhancing creativity in pedagogical practices. It is important to note that risks such as ethical issues, data security and ignoring the pedagogical context should also be considered. In conclusion, generative artificial intelligence should be integrated into teacher education programs carefully and consciously, and ethical and pedagogical principles should be prioritized in this process.

Keywords: Artificial intelligence, generative artificial intelligence, teacher education, digital competencies

PANDEMİ SONRASI ÖĞRETMENLERİN UZAKTAN EĞİTİME YÖNELİK GÖRÜŞLERİNİN İNCELENMESİ

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Özet

Bu araştırmanın amacı, pandemi sonrası öğretmenlerin uzaktan eğitime yönelik görüşlerini inceleyerek uzaktan eğitim sürecine dair algılarını, yaşadıkları sorunları ve geliştirdikleri çözüm önerilerini ortaya koymaktır. Nicel araştırma yöntemiyle gerçekleştirilen çalışmada, Ankara ilinde görev yapan farklı branşlardan öğretmenlere Google Drive aracılığıyla bir anket gönderilmiş ve elde edilen veriler betimsel analiz yöntemleriyle değerlendirilmiştir. Araştırmaya farklı disiplinlerden alan uzmanı olan 244 öğretmen katılmıştır. Araştırma bulguları, öğretmenlerin uzaktan eğitimi genel olarak teknolojik gelişmelerle uyumlu bir fırsat olarak gördüklerini, ancak öğrenci etkileşimi eksikliği, motivasyon düşüklüğü ve altyapı yetersizlikleri gibi sorunlarla karşılaştıklarını göstermektedir. Ayrıca, uzaktan eğitimin özellikle uygulamalı derslerde yetersiz kaldığı ve öğretmenlerin pedagojik yaklaşımlarını yeniden yapılandırma gereksinimi duydukları belirlenmiştir. Sonuç olarak, uzaktan eğitimde öğretmenlerin dijital pedagojik yeterliliklerinin artırılması, teknik altyapının güçlendirilmesi ve öğrenci katılımını artıracak yöntemlerin ilgili platform ya da derslere entegrasyonunun artırılması önerilmektedir.

Anahtar kelimeler: Covid-19, pandemi, uzaktan eğitim, öğretmen

EXAMINING TEACHERS' VIEWS ON DISTANCE EDUCATION AFTER THE PANDEMIC

Abstract

This study aims to examine teachers' views on distance education after the pandemic and to reveal their perceptions of the distance education process, the problems they experience and the solution suggestions they have developed. In this quantitative study, a questionnaire was sent via Google Drive to teachers from different branches working in Ankara province, and the data obtained were evaluated using descriptive analysis methods. A total of 244 teachers who are field experts from various disciplines participated in the study. The study's findings show that teachers consider distance education an opportunity compatible with technological developments. Still, they face problems such as lack of student interaction, low motivation and infrastructure inadequacies. In addition, distance education was found to be inadequate, especially in applied courses, and teachers needed to restructure their pedagogical approaches. As a result, it is recommended that the digital pedagogical competencies of teachers in distance education be increased, technical infrastructure strengthened, and methods that will improve student participation in the relevant platforms or integrated courses.

Keywords: Covid-19, pandemic, distance education, teacher

TÜRK DEVLETLERİ TEŞKİLATI VE TÜRK DÜNYASI JEOPOLİTİĞİ

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Özet

Türk Devletleri Teşkilatı (TDT), Türkistan'dan Anadolu'ya kadar uzanan geniş bir coğrafyada Türk dili konuşan ülkeleri bir araya getirerek, bölgesel iş birliği ve entegrasyonu güçlendirmeyi hedefleyen çok taraflı bir yapı olarak öne çıkmaktadır. Bu teşkilat, hem kültürel ortaklık hem de jeopolitik önceliklerin kesişim noktasında, Avrasya'nın istikrarında kritik bir rol oynamaktadır. Çin'in Kuşak Yol projesi, Rusya'nın Avrasya Ekonomik Birliği politikaları ve Batı'nın enerji güvenliği gibi büyük güç rekabetlerinin gölgesinde, Türk Dünyası'nın jeopolitik konumu yeniden anlam kazanmaktadır. 2009 yılından itibaren Türk Konseyi olarak anılan yapı 12 Kasım 2021 tarihinde kabuk değiştirerek Türk Devletleri Teşkilatına dönüştü. TDT'nin kurumsallaşması, sadece kültürel bir birlikteliğin değil, aynı zamanda stratejik bir jeopolitik vizyonun da göstergesidir.

Hazar havzasında yer alan Azerbaycan ve Türkistan'daki Türk devletleri için (Kırgızistan hariç) enerji, jeopolitiğin temel belirleyicisidir. Trans Hazar iş birliğinin daha büyük bir coğrafya ve daha çok sayıdaki ülke açısından önemi açık olmakla birlikte Türk devletleri açısından özel önem taşıdığı ve bu ülkelerin politikalarında özel yer tuttuğu görülmektedir. Türk cumhuriyetleri açısından Trans Hazar iş birliği hem sadece kendi çıkarları bağlamında, hem de birbirleriyle iş birliği açısından önem taşımaktadır. Trans Hazar enerji iş birliği Türkiye açısından; enerji kaynaklarını çeşitlendirme ve daha uygun fiyatla enerji kaynaklarını elde etme stratejisi, enerji transiti olma, güvenlik, AB'ye karşı elinin güçlenmesi açısından önem taşımaktadır. Azerbaycan açısından; enerji pazarını çeşitlendirme, kendi enerji stratejisini oluşturma, enerji transiti olma, güvenlik ve AB nezdinde stratejik önem kazanmaktır. Kazakistan ve Türkmenistan açısından; Rusya'ya bağımlılıktan kurtulmak ve Batı ile ilişkileri geliştirmek, güzergah çeşitliliğine sahip olmak, ek ticari fırsatlar (Çin'e doğru gerçekleştirilen boru hattı projeleri de Rusya'ya bağımlılığı azalttı), Rusya, Çin ve İran arasında sıkışmamak için Türkiye ve Batı ile enerji iş birliği yapmak oluşturmaktadır. Burada Özbekistan'da önemli bir doğal gaz üreticisi olmasına rağmen mevcut projelerin Sovyet döneminden kalmış olması alternatif pazarlara yönelmesini sınırlandırmaktadır. Özbekistan'ın eski lideri İslam Kerimov da daha önce bir Azerbaycan ziyareti sırasında ülkesinin Trans Hazar boru hatlarına katılmak istediğini ifade etmiştir. RF, Çin gibi komşu bölgesel aktörlerin kısıcında yer alan, ABD ve AB gibi güçlerin pazardan pay almak istediği önemli bir jeopolitik kavşakta yer alan Hazar havzasının geleceğinin şekillenmesinde Türk Devletler Teşkilatı'na önemli görevler düşmektedir.

Anahtar kelimeler: Türk Devletleri Teşkilatı, Türk Dünyası jeopolitiği, enerji, Hazar havzası

ORGANIZATION OF TURKIC STATES AND GEOPOLITICS OF THE TURKIC WORLD

Abstract

The Organization of Turkic States (OST) stands out as a multilateral structure that aims to strengthen regional cooperation and integration by bringing together Turkic-speaking countries in a vast geography stretching from Turkestan to Anatolia. At the intersection of both cultural commonality and geopolitical priorities, this organization plays a critical role in Eurasian stability. In the shadow of great power rivalries such as China's Belt and Road project, Russia's Eurasian Economic Union policies and the West's energy security, the geopolitical position of the Turkic World is gaining new meaning. Since 2009, the structure known as the Turkic Council has changed its shell and transformed into the Organization of Turkic States on 12 November 2021. The institutionalization of the CSTO is an indication not only of a cultural unity but also of a strategic geopolitical vision.

For Azerbaijan and the Turkic states of Turkestan (with the exception of Kyrgyzstan) in the Caspian basin, energy is a key determinant of geopolitics. While the importance of Trans-Caspian cooperation for a larger geography and a larger number of countries is obvious, it is of particular importance for the Turkic states and occupies a special place in their policies. For the Turkic republics, Trans-Caspian cooperation is important not only in terms of their own interests but also in terms of cooperation with each other. For Turkey, Trans-Caspian energy cooperation is important in terms of diversifying its energy resources and obtaining energy resources at more affordable prices, being an energy transit, security, and strengthening its hand against the EU. For Azerbaijan, diversifying its energy market, creating its own energy strategy, becoming an energy transit, security and gaining strategic importance in the eyes of the EU. For Kazakhstan and Turkmenistan, getting rid of dependence on Russia and improving relations with the West, having route diversity, additional commercial opportunities (pipeline projects to China have also reduced dependence on Russia), energy cooperation with Turkey and the West in order not to be squeezed between Russia, China and Iran. Although Uzbekistan is a major producer of natural gas, the Soviet-era legacy of existing projects limits its ability to tap alternative markets. Uzbekistan's former leader Islam Karimov also expressed his country's interest in joining the Trans-Caspian pipelines during a previous visit to Azerbaijan. The Organization of Turkic States has an important role to play in shaping the future of the Caspian basin, which is located at an important geopolitical crossroads where neighboring regional actors such as the RF and China are in the grip of neighboring regional actors and where powers such as the US and the EU want a share of the market.

Keywords: Organization of Turkic States, geopolitics of the Turkic World, energy, Caspian basin

OKUL YÖNETİCİLİĞİNDEN ÖĞRETMENLİĞE DÖNÜŞ: BİR SİSTEMATİK DERLEME ÇALIŞMASI

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Özet

Okul yöneticiliği eğitim ve öğretim hizmetlerinde son derece kilit bir role sahiptir. Yönetimin oluşturduğu eğitim kültürü en üst birimden alt birimlere kadar etkisini göstermektedir. Eğitim sisteminde en önemli öge öğretmenler olmasına karşın onların performanslarını olumlu veya olumsuz etkileyecek unsurların düzenlenmesi, öğretmenden maksimum verim alınmasında okul yöneticileri çok önemli bir role sahiptir. Öğretmenler iş arkadaşlarıyla, veliler ve çevreyle olan ilişkilerini okul yönetimine göre düzenlemektedir. Okulda büyük oranda yönetimin etkisiyle oluşan örgüt kültürü ve örgüt ikliminin çalışanları motive edici ve ortamı düzenleyici bir etkililikte olması gerekmektedir. Okul iklimi daha kısa süreli ve değişimsel özellikler gösterir. Okul kültürünün yerleşmesi ise uzun zaman sonucunda gerçekleşebilmektedir. Okul yöneticilerinin bu nedenle belirli sürelerde görevlerinden ayrılmamaları, yaptıkları işi profesyonel bir zeminde sürdürmeleri gerekmektedir. Türkiye’ de okul yöneticiliğini bırakma nedenlerine baktığımızda okul yöneticilerinin standart sürelerde görevlerinde kalmadıkları, yapılan işin profesyonel bir sisteme dayanmadığı, okul yöneticiliğinden öğretmenliğe dönüşte işin kapsamı, aile düzeni, mevzuat, ekip uyumsuzluğu, kişisel nedenler, kadınlara özgü nedenler, bürokratik işleyişin yavaşlığı, üst amirlerin baskıları, öğretmenliği meslek anlamında özlemek gibi bir çok olgu etki etmektedir. Atama veya görevlendirme yoluyla göreve başlayan okul yöneticileri sık sık görevini bırakıp öğretmenlik mesleğine dönmektedirler. Konunun diğer boyutuna bakacak olursak yaşanan deneyimin öğretmenliğe dönmekle sınırlı kalmadığı, ilk zamanlarda derslere giren öğretmenlerinin çeşitli uyum sorunu yaşadıkları, öğrencileri motive etmekte zorlandıkları, öğretmenlik ve yöneticilik görevleri arasında ikilemde kaldıkları, okul yönetiminden gelen işleri yapmakta zorlandıkları görülmektedir. Öte yandan yöneticilik görevinin bırakılması nedeniyle bir takım sorumluluklardan kurtulmanın psikolojik rahatlama etkisi yapması, ders anlatmayı özleme ve keyif alma gibi yaşantılar ortaya çıkabilmektedir. Bu çalışma, Türkiye’deki ve dünyadaki okul yöneticiliğinden öğretmenliğe geri dönüşle ilgili yapılmış çalışmaların tespit edilmesi, çalışmalara ulaşılması ve çalışmalardan elde edilen verilerin sistematik biçimde incelenmesi amacıyla gerçekleştirilmiştir.

Anahtar kelimeler: Yönetim, okul yöneticisi, öğretmen, kariyer,