

4th International Conference on Humanities and Educational Research

**Istanbul 8 – 10, 2017, Istanbul, Turkey
Hosted by Maltepe University**



**CONFERENCE PROCEEDINGS
ISSN 2469-7486**

CO-EDITORS

Murat Tas, PhD, Alamo Colleges

Michael Schulte, PhD, Bařkent University

HONORARY BOARD	
Prof. Şahin Karasar	President, Maltepe University
Prof. Louis Agnese Jr.	President, Texas Health and Science University
Prof. Ramazan Korkmaz	President, Caucasus University Association
Prof. Darhan Kuandıkoğlu Kıdıralı	President, International Turkic Academy
Prof. İsa Habıbbeyli	Vice President, Azerbaijan National Academy of Sciences
SCIENTIFIC ADVISORY BOARD	
Prof. Murat Tas	Texas Health and Science University
Prof. Gurkan Dogan	Maltepe University
Prof. Patricia Watkins	Texas A&M University
Dr. Michael Schulte	Başkent University
Prof. Sorin Vāsile Purec	Constantin Brancusi University in Targu Jiu
Assoc. Prof. Norman St. Clair	University of the Incarnate Word
Assoc. Prof. Fayq Al Akayleh	Al Yamamah Univesrity
Assist. Prof. Deniz Dağseven Emecen	Maltepe University
SCIENTIFIC COMMITTEE	
Dr. Thomas Philip Corbin, Jr.	American University in Dubai
Dr. Olivia Panganiban Modesto	Texas A&M University-Kingsville
Dr. Satyanarayana Ayinagadda	Midwestern State University
Dr. Tugsan Tezil	National Cancer Institute
Dr. İbrahim Al Saadi	King Abdulaziz University
Dr. Jiyoon Yoon	University of Texas Arlington
Dr. Refia Gülin Öğüt Eker	Hacettepe University
Dr. Alejandra Luna	University of Guadalajara
Dr. Savas Egilmez	Ataturk University
Dr. Deniz Dagseven Emecen	Maltepe University
Dr. Ching-Ying Maru	Tokyo Institute of Technology
Dr. Atsusi Isumi	Hiroshima City University
Dr. G. Marc Turner	Texas State University
Dr. Zeng Xiangneng	Sun Yat-Sen University
Dr. Erkal Arslanoglu	Sinop University
Dr. Jan Henrik	University of Hamburg

LEGAL DISCLAIMER

- The research being published should have been conducted in an ethical and responsible manner and should comply with all relevant legislation.
- Researchers should present their results clearly, honestly, and without fabrication, falsification or inappropriate data manipulation.
- Researchers should strive to describe their methods clearly and unambiguously so that their findings can be confirmed by others.
- Researchers should adhere to publication requirements that submitted work is original, is not plagiarised, and has not been published elsewhere.
- Authors should take collective responsibility for submitted and published work.
- The authorship of research publications should accurately reflect individuals' contributions to the work and its reporting.

PREFACE

Complexities surrounding the globalization and the interconnectedness of nations are creating challenges for nation-states as well as other newly formed political structures. Innovative social, political, and economic structures are being formed and existing structures are being reformed to adapt to the forces of globalization. With all these changes (and thus innovations), scholars and practitioners are trying to understand how they fit within these complexities and what the future will be like if we do not respond effectively.

Through this conference we brought experts from around the world to share their research and experiences in humanities and educational research. Our conference sparked some exceptional conversations around the very meaning of culture and cultural competencies.

Here, we present some of our scholarly discussions that took place during our conference in a more detailed manner and hope that these scholarly conversations continue to inform us all as we work towards an even more globalized world in which we can celebrate its unity.

Respectfully

On Behalf of the Advisory Board

Prof.Murat Tas

TABLE OF CONTENTS

Teaching College-Level English Language Learners: A Retrospective Stance

Olivia Panganiban Modesto / 6

TS EN ISO 17100 with Regards to Ethics of Translation

Serhat Arslan / 7

Elements of Performance Skills in Instrumental Music Education

H.Zeynep Çilingir / 8

New Approach of Quality in Public Services

Amalia Venera Todoruț / 9

Romania and The Great Powers During World War I. A Historical and Theoretical Synthesis

Adrian Gorun / 10

Healthy Life Style Behaviors of Sports Management Department Students

Mehmet Şirin Güler, Ergün Çakır, Cansel Arslanoğlu / 11

The University and The Regional Identity

Sorin Purec / 12

The Acute Effects of Salt Consumption on Chlorine Levels of Athletes After Exhaustive Exercise

Ahmet Mor, Gökhan Ipekoğlu, Erkal Arslanoğlu / 13

Utilitarianism vs. Pragmatism

Tufan Çötök, Serhat Arslan / 14

The Problem of Stage Fright and Coping Strategies in Music Performance Education

H.Zeynep Çilingir / 15

Investigation of Folk Dances on Cholesterol Levels in Sedentary Women

Kemal Sarğın, Fatih Eriş, Levent Tanyeri / 16

An Implementation on Teaching Reading and Writing in a Syrian Student Abstract

Nurhüda Sözen / 17

An Investigation on the Effect of Montessori Teacher Training on Practitioners

Neriman Aral, Müdriye Yıldız Bıçakçı, Aybüke Yurteri Tiryaki, Ezgi Fındık Tanrıbuyurdu,

Saliha Çetin Sultanoğlu, Ece Özdoğan Özbal, Esra Beker / 18

Islamic Transformative Figures Movement in Minangkabau; The Liberation of Women From Marginality

Silfia Hanani / 19

Utopias for Future Universities: University Instructors' Opinions

Suna Özkan, Betül Balkar / 20

Flipped Learning in the English as a Foreign Language Classroom: Teachers' Benefits and Challenges

Saman Yousefifard / 21

An Examination of Teachers' Attitudes for In-Service Training in line with Their Opinions of Professional Competency

Betül Balkar, Rabia Öztuzcu, Şeyda Civelek Yiğit / 22

Physical Activity and Depression in Adolescent.

Mouissi Farid / 23

Evaluation of Environmental Sensitivities of University Students in Terms of Critical Thinking Trends and Emotional Intelligence Levels

Bahanur Malak Akgün, Mustafa Akgün, Necla Barlık / 24

Assessing Language Teachers' Technological Pedagogical Content Knowledge (TPACK): Students' Perspectives.

Saman Yousefifard / 25

A Ray of Light; The Impact of Cooperative Learning in Developing the Oral Performance

Narimen Hamdini / 26

Does Board Diversity Lead to Corporate Culture? The Role Congruity Approach

Mehmet Emirhan Kula / 27

Tropes-Based Difficulties Encountering Algerian EFL Students in Interpreting Literary Text

Souad Benguega / 28

The Investigation of Forms and Causes of Symbolic Violence: Patient Safety

Bahanur Malak Akgün / 29

In India, The Turkish (Babur's) Rulers' Outlook on The Art of Picture and Evaluation of It

Müslüme Melis Çelikle / 30

The Explanation of Changes in Values and its Relationship with Subjective Welfare (Case Study of Three Generations of Iranians from 1951 through 1995)

Mahdi Tamizifar, Reihaneh Tamizifar / 31

The Effect of Different Pitches on Performance in Young Football Players

Ergün Cakir, Levent Tanyeri, Erkal Arslanoğlu / 32

Effects of Physics Teaching Pattern Combination of Teachers on Physics Problems Solving Efficiency of the Thai Students

Sarayut Khemngern / 33

The Possibility of Coexistence within the Context of Psychology: Mirror Neurons

Orhan Gürsu / 34

The Role of Cinema in Transferring Moral Values to the Youth: A Philosophical Reading of the Film the Breath of the Beloved (Maşukun Nefesi)

Rifat Atay, Merve Bozan-Kesenci / 35

Current Trends in Computer And Instructional Technologies Education (Ceit) Msc And Phd Thesis in Turkey (2005-2014)

Candan Tümer, Aslıhan Tüfekci / 41

An Analysis of German and French Clarinet Systems in Terms of the Differences in Tone and Playing Techniques

İlkay Ak / 52

The Projected Viruses and The Education Crisis

Adrian Gorun, Horațiu Tiberiu Gorun / 60

Regulation of The Use of Force in Contemporary Law - Present and Perspectives

Ina Raluca Tomescu / 67

The Effect of Carl Maria Von Weber E Flat Op. 26 Clarinet Concertino on The Performance of Clarinet

İlkay Ak / 73

The Place of Manaqibnama in The Education of the History of Islamic Sects

Ömer Faruk Teber / 79

The Greatest Threat and Betrayal of Turkish History; "Fetö"

Savaş Eğilmez / 84

Evaluation of Yunus Poets in The Context of a Social Unification Process

Fatih Şayhan / 97

A Research On Smart Board Use Qualities of Music Teacher Candidates

Murat Yakut and Ali Korkut Uludağ / 103

Examining the Causal Effects of the Two Predominant Factors on Critical Thinking Disposition: A Multiple Group SEM

Tuncer Akbay and Lokman Akbay / 110

Multilingualism and Identity Conflicts: the Role of Pedagogical Support

Shakiba Razmeh/119

ESL Training for American Pre-Service Teachers: from SLA Theories to Field Experiences

Amin Davoodi/120

The Perceptions of Iranian EFL Teachers towards Innovative Methods of Teaching Foreign Languages

Sajad Sadeghi/121

The Role of Podcasts in Motivating EFL Students to Improve their Proficiency

Sajad Sadeghi/122

Teaching College-Level English Language Learners: A Retrospective Stance

Assist.Prof.Olivia Panganiban Modesto, Texas A&M University-Kingsville,
olivia.Modesto@tamuk.edu

ABSTRACT

It is documented that a higher percentage of post-secondary English Language Learners (ELLs) in Texas were found to be in need of remediation than non-ELL students. Many ELLs are underprepared to address college level academic demands and are placed in ESL (English as a Second Language) courses as prerequisites to taking credit-bearing courses. In this presentation, I will expound on how I worked with a group of young adult, post-secondary ELLs enrolled in an intermediate and, subsequently, advanced ESL courses at a small community college in South Texas. I taught ESL courses in reading, writing, conversation, and grammar as prerequisites to credit-bearing college courses. What I learned was that forming a strong community of learners within the class fosters interest, confidence, and academic engagement. Specific activities, assignments, and motivational strategies used in the class will be presented. The following topics will also be discussed in the presentation, as I situate my experience against a broader research landscape: the categories, characteristics, and needs of college ESL students based on current research. At the end of the presentation, participants will be able to have a clear perspective of the college-level ELLs that I taught and the practical ways on how I supported this unique but often marginalized population.

KEYWORDS: College English Language Learners, Community College ESL, Postsecondary ESL

TS EN ISO 17100 with Regards to Ethics of Translation

Dr.Serhat Arslan, Sakarya University, serhata@sakarya.edu.tr

ABSTRACT

Ethics of Translation both in verbal and written translation areas gains importance day by day, because translators face ethical dilemmas in practicing their profession and they have to make certain decisions. It has been observed that government agencies and private institutions try to create ethical codes related to the profession of the translator since the ethical norms did not reach a certain standard yet. In 2015 DIN EN ISO 17100 has been revised by TK 38 Social Services Technical Committee and replaced with EN 15038:2009, it was translated into Turkish by Turkish Standards Institution and published under title of “Translation Services- requirements for translation services”. This standard was designed to determine the requirements of the whole translation process that directly effect the output and quality of translation services. In the framework of this study, the ethical norms determined within TS EN ISO 17100 was examined and evaluated in the context of ethics of translation.

KEYWORDS: Ethics of Translation, Ethical Norm, Translator Qualifications

Elements of Performance Skills in Instrumental Music Education

Assoc.Prof.H.Zeynep Çilingir, Anadolu University, zcilingir@gmail.com

ABSTRACT

In instrumental music performance education, students can develop at different rates. While some students gain certain skills naturally at the very beginning of their education, it can take a long time and a lot of effort for others to develop the same skills. This situation brings the following question in mind: "Are instrumental performance skills naturally gained elements depending on aptitude? Or are they elements that can vary depending on the amount of practice?"

In a recent study, done with 70 trumpet players, participants were given a quantitative performance skills test, which measured 6 different skills needed for performing this instrument (tone quality, articulation, flexibility, range, intonation, endurance). Also, in a questionnaire that was given prior to the skills test, students were asked about performance skills that they had difficulties with or were naturally good at, as beginner trumpet players. When the results of the test and the self-evaluation was compared, it was observed that the students received higher scores at skills that they reported to be naturally good at as beginner trumpet players and received lower scores at skills they had difficulty with as beginners. Consequently, it was concluded that instrumental performance skills are more likely to be elements that are gained naturally, depending on aptitude, and even though performance skills do develop in time, the ranking of different skill levels do not change much.

In this presentation, the elements of instrumental performance skills will be discussed, and the results of the mentioned study will be shared.

KEYWORDS: Music Performance Education, Musical Skills, Music

New Approach of Quality in Public Services

Prof. Amalia Venera Todoruț Constantin Brâncuși University from Târgu Jiu

ABSTRACT

In this paper I have approached aspects of the importance and necessity of quality in the public services. The main objective of the paper is to rethinking this concept in a new context and show the cultural dimensions of quality in public organizations. Thus, I tried building a quality concept that captures, as faithfully and with high accuracy, the profound transformational changes both in society and in each and every organization. I approached quality as a process, as a cultural condition and I showed that performance can be achieved only where the quality policy is essential to public organization life. I highlighted the impact of leadership to change the culture of quality and create the new values in the new society.

KEYWORDS: Quality, Values, Innovation, Public Services.

Romania and The Great Powers During World War I. A Historical and Theoretical Synthesis

Associate Professor. Adrian Gorun, Constantin Brâncuși” University from Târgu Jiu, Romania

ABSTRACT

Our communication is a short analysis of Romania's relations with the two alliances of World War I, mainly with the Entente. We tried to emphasize the main features of the Romanian foreign policy, using some important concepts belonging to the international relations' field. Romanian Kingdom had to behave and perform as an independent and respected actor in the international arena. States tend to fulfill their foreign policy goals either consolidating their own internal capabilities, either by joining the alliance systems. Therefore, the decision makers from Bucharest had to strengthen the military training and to improve the supply with war material, weapons and ammunition. In terms of participation in the war, the Romanian authorities should have chosen the alliance that supported the achievement of Romania's national interest. The national interest involves the perpetuation of state, the territorial integrity of the state but also maintaining the state independence so it enjoys prestige on the international stage. Also, as rational actors of international relations, the states are pursuing a policy designed to maximize their advantages.

KEYWORDS: Romania, Foreign Policy, National Interest, Entente, World War I.

Healthy Life Style Behaviors of Sports Management Department Students

Mehmet Şirin Güler, Kafkas University, mehmet0910@hotmail.com

Ergün Çakır, Kafkas University, ergn_cakir@hotmail.com

Cansel Arslanoğlu, Sinop University, canseloglu@sinop.edu.tr

ABSTRACT

Aim: The basis of many diseases is based on childhood and youth, so the foundation of having a healthy lifestyle, can be obtained through the introduction of healthy living habits at an early age. Furthermore, negative health behaviors that are gained in university would continue in the life of the future. The aim of this study is to determine the Healthy Lifestyle Behaviors of Sports Management Department Students.

Method: The study population and sample consisted of 198 (118 male, 80 female) volunteer students at 1st, 2nd, 3rd. and 4th year grades from Sports Management Department at Kafkas University School of Physical Education and Sports. Healthy Lifestyle Behaviors Scale-1, which was developed by Esin (1999) and personal information form were used to collect data. The scale was applied to the participants in 2015-2016 academic education term. Data were analyzed with SPSS 21.0 and descriptive statistics were used.

Findings: There are six subscales of Healthy Lifestyle Behaviors Scale-1. The mean of total score of scale is 117.85 ± 17.6 . In this study, while the highest average score of the subscale is Exercise ($39,45 \pm 4,01$) and the lowest score of subscale is nutrition ($10,33 \pm 3,16$). Self-Fulfillment is the second high score ($36, 22 \pm 3, 22$) of six subscales. The 4th grade students of Sports Management Department scored higher in 4 of 6 subscales and 1st grade lower than the others in 5 of 6 subscale. It has been observed that, with the increase of grade level, Healthy Lifestyle Behaviors also increase.

Results: The students healthy life style behavior scores were found to be moderate level. While the “Exercise” score is higher than the other subscales, “nutrition” is the lowest level. The Sports management students who will work in the sport sector must understand the importance of healthy life style behavior and develop their knowledge level.

KEYWORDS: Sports Management, Healthy Life Style Behavior, Student.

The University and The Regional Identity

Prof. Sorin Purec, Constantin Brâncuși” University from Târgu Jiu

ABSTRACT

The university is the most important regional development factor. The greatest wealth of the regions is related to the superior qualifications of the workforce. Larger or smaller regions enjoying the existence of local universities have the chance of long-term development and preservation of a specific regional identity. They can also provide skilled expertise to neighboring regions. There are multiple examples of regions where no university is active and they demonstrate that the lack of a university leads to long-term poverty but, above all, to the loss of regional identity.

KEYWORDS: University, Higher Education, Development, Region, Identity, Poverty, Crisis.

The Acute Effects of Salt Consumption on Chlorine Levels of Athletes After Exhaustive Exercise

Ahmet Mor, Sinop University,
Gökhan Ipekoğlu, Sinop University,
Erkal Arslanoğlu, Sinop University, erkaloglu@sinop.edu.tr

ABSTRACT

Objective(s): This study aimed to examine the effect of acute salt consumption after exhaustive exercise on chlorine levels, which is an important electrolyte in blood and it can include positive effect on performance and recovery in athletes.

Material and Method: 16 volunteers, in shape, male athletes with ages between 19-26 participated into the study. Athletes were divided into two groups as experiment (n=8) and placebo (n=8). The study was conducted as a single blind application. After the exercise until exhaustion (shuttle run test), salt (with water) supplement was given to the experimental group while the placebo group received an equal amount of placebo (only water). The supplementation was prepared before exercise and as a single dose that includes salt 1300 mg. Blood was taken from the athletes three times as basal, post exercise (PE) and 2 hours after ingestion supplement (PS); chlorine values have been analyzed.

Results: Statistically significant differences in chlorine levels were found when comparisons of in-group basal, PE and PS time courses of two groups were reviewed. There was a significant difference between the basal and PE chlorine levels in the experiment group ($p<0.05$). In the placebo group, a statistical significance was found between PE and PS chlorine levels ($p<0.05$). There was no statistically significant difference the other phase in both groups when chlorine levels ($p>0.05$). When inter-group comparisons of chlorine levels were considered, no statistically significant difference was found at any phase ($p>0.05$).

Conclusions: It was observed that salt consumption after exercise has positive effect on athletes' which inhibits to decrease chlorine levels after exhaustive exercise.

KEYWORDS: Nutritional Supplement, Salt, Electrolyte, Chlorine, Exercise, Recovery.

Utilitarianism vs. Pragmatism

Prof. Dr. Tufan Çötök, Sakarya University, tcotok@sakarya.edu.tr

Dr. Serhat Arslan, Sakarya University, serhata@sakarya.edu.tr

ABSTRACT

The principle of utility is the basis of utilitarianism, which is often confused with hedonism. Utilitarianism's consequentialist ethical understanding aims ultimately to achieve the greatest happiness for the maximum number of people. In other words, the ethical value of an action depends on the benefit provided for society. On the other hand, pragmatism is defined as "a form of thinking that ignores the first states of matter, principles, consequences and avoidable necessities, and focuses on the benefits of these". Some even argue that pragmatism is the continuation of utilitarianism, which is thought to have come to an end. Ultimately, Utilitarianism and Pragmatism, one of the foremost schools of the present day, are confused by being evaluated by the terms "benefit" and / or "utility". The aim of the study is to examine both doctrines in terms of similarities and differences in the context of ethics. In this manner, a comparison will be made between the two schools by starting from the works of two founders, J. S. Mill's Utilitarianism and W. James' Pragmatism.

KEYWORDS: Utilitarianism, Pragmatism, Ethics

The Problem of Stage Fright and Coping Strategies in Music Performance

Education

Assoc.Prof.H.Zeynep Çilingir, Anadolu University, zcilingir@gmail.com

ABSTRACT

Stage fright is an important problem, which is experienced by every musician at different rates. In its advanced stages, it has the potential to seriously threaten the musician's performance career or even end it. Even though the roots of this problem are psychological, in most cases, it brings along various physical symptoms such as sweating of hands, dry mouth, dizziness, lack of control of muscles, thus makes stage performance very difficult. It is observed that, musicians use different strategies, such as meditation, visualization, focusing, medication and alcohol use, in order to cope with stage fight.

Stage fright may begin at the early stages of music performance education. Thus, in order to minimize this fear and develop coping mechanisms in student, as well as to improve the education process and career of the student, it is vital to take the necessary precautions in the education process, and to convey harmless coping methods.

In this presentation, after brief information about stage fright, strategies for minimizing stage fright in music performance education, and coping methods will be shared.

KEYWORDS: Music, Music Education, Stage Fright

Investigation of Folk Dances on Cholesterol Levels in Sedentary Women

Kemal Sarğın, Van Yüzüncü Yıl University, sargi_kemal@hotmail.com

Fatih Eriş, Van Yüzüncü Yıl University, fferis@hotmail.com

Levent Tanyeri, Kafkas University, ireynat10@hotmail.com

ABSTRACT

This study was conducted with the aim of examining cholesterol levels effects of sedentary individuals who regularly participate in folk dance exercises. 10 trials who have no health problems to work with and do not exercise regularly (age: $31,21 \pm 3,64$, height: $163,12 \pm 4,11$, weight: $65,41 \pm 3,71$, BMI: $21,18 \pm 3,64$) were included in the study, 2,11) and 10 control groups (age: $32,4 \pm 2,71$, height: $162,50 \pm 5,11$, weight: $64,27 \pm 9,18$, BMI, $20,63 \pm 2,21$). A total of 20 sedan women individuals participated. Individuals were informed about the work before the work schedule and basic play techniques were taught for 2 weeks. The study group was asked not to participate in any exercise program during the study program. During a 8-week study program, the experimental group performed folk dancing exercises with a pulse rate of 140-160 beats per minute for 45x2 minutes three days a week, during which time the control group continued in their daily lives. Very Low Density Protein (VLDL) and Colesterol blood enzyme parameters were taken from the participants at the beginning and end of the 8-week study program. The "paired t" test was applied to the pre-test and post-test performance comparisons of experimental group and the control group. All of the statistical processes related to the study were carried out in the SPSS 23.0 package program. Significant differences were found between the control and experimental groups for the experimental group ($p < 0.001$) for the Very Low Density Protein (VLDL) and Kolesterol blood enzyme parameters taken at the beginning and end of the study program.

As a result, it has been concluded that regularly played folk dances lead to positive changes in the cholesterol levels aspects of sedentary individuals.

KEYWORDS: Folk Dances, Colesterol, Very Low Density Protein (VLDL)

An Implementation on Teaching Reading and Writing in a Syrian Student

Abstract

Nurhüda Sözen, Gazi University, nurhudasozen@hotmail.com

ABSTRACT

Primary school children in first reading and learn to write. Then they try to develop these skills. The study aimed to improve the reading skills of first-year students who have difficulties in acquiring literacy skills because of their different mother tongue, even though they do not have speech problems (such as stuttering, palate, or underbelly) and have no visual or auditory problems. The study was carried out in primary school Cumhuriyet in the district of Güngören in Istanbul in 2017-2018 academic year. The study group of the study has created a primary school student named Ali who is studying in the first grade. Throughout the research process, students were addressed by their own name. During the writing phase of the research, the student code was given for ethical principles. This study, which was prepared with sample case study from qualitative researches, tried to describe the literacy teaching process. Research data; Were collected by means of different qualitative data collection tools such as "health control tests", "books for reading and writing", "auxiliary resources", "reading texts", "reflective diary" and "video records". The data will be analyzed by descriptive analysis method and the obtained findings will be defined and interpreted.

KEYWORDS: Native Language Differences, Literacy Teaching, Comprehension

An Investigation on the Effect of Montessori Teacher Training on Practitioners

Prof. Neriman Aral, Ankara University, aralneriman@gmail.com

Assoc. Prof. Müdriye Yıldız Bıçakcı, Ankara University, mudriyebicakci@gmail.com

Dr. Aybüke Yurteri Tiryaki, Ankara University, ayurteriii@gmail.com

Ms. Ezgi Fındık Tanrıbuyurdu, Ankara University, ezgifindik@gmail.com

Ms. Saliha Çetin Sultanoğlu, Ankara University, cetins@ankara.edu.tr

Dr. Ece Özdoğan Özbal, Ankara University, ece-ozdagan@hotmail.com

Ms. Esra Beker, Ankara University, esraacikel_83@hotmail.com

ABSTRACT

This study aimed to investigate the effect of Montessori teacher training provided to preschool teachers on their level of competency in the Montessori approach. The study group comprised 56 preschool teachers with 28 participants each in the experimental and control groups. A pretest-posttest experimental design with control group was adopted in the study. The Montessori Teacher Training Assessment Instrument developed by the researchers as the data collection tool was administered as pretest and posttest. After the administration of the pretest, experimental group teachers attended a 160-hour Montessori teacher training course provided by an educator who received training at the Association Montessori Internationale (AMI) and has worked at national and international levels for approximately 30 years. The assessment instrument consists of 89 items in three subscales - namely opinion (30 items), behavior (28 items) and knowledge (31 items) - concerning the Montessori philosophy and its effect on the teaching experience. Pretest-posttest data of the assessment instrument were analyzed with non-parametric tests after the training period. The Mann-Whitney U test results revealed no significant difference between the pretest scores of experimental and control group participants; however, there was a significant difference between their posttest scores ($p=.000$ for opinion, behavior and knowledge subscales). In addition, according to the Wilcoxon test results, there was a significant difference between the pretest and posttest scores of the experimental group ($p=.000$ for opinion, behavior and knowledge subscales) while no significant difference existed between the pretest and posttest scores of the control group ($p=.891$ for opinion, $p=.752$ for behavior and $p=.722$ for knowledge). In view of the study results, the researchers recommend increasing the prevalence of Montessori teacher training courses in order to improve the quality of teacher experiences and to increase the impact of the Montessori philosophy in the classroom.

KEYWORDS: Montessori method, Montessori education, Teacher training, Early years education.

Islamic Transformative Figures Movement in Minangkabau; The Liberation of Women From Marginality

Silfia Hanani, State Institute for Islamic Studies Bukittinggi, silfia_hanani@yahoo.com

ABSTRACT

Islamic transformative figures in Minangkabau have made the prevention of violence against the women through journalistics and women school. Both of them could be called as a form of resistance to the injustice reality against women. Journalisticsmedia serves as agent to criticize the elite's attitude and community because these groups are easy to do violence against the women or act unjustly against women, meanwhile schools become women empowering media to escape from the injustice. Both movements, turned out to have positive implications on the wealthy life in which women can escape from marginality condition and the community can interpret it as the equality life, therefore women are neither no longer in vulnerability to sexual violence nor physical, economic, and psychological violences. Moreover, the movements carried out by the Islamic transformative figures are also the beginning of custody of the women movement in Minangkabau

KEYWORDS: Islamic Transformative Figures, Liberation, Women's Marginality.

Utopias for Future Universities: University Instructors' Opinions

Suna Özkan, Gaziantep University,

Assoc. Prof. Betül Balkar, Gaziantep University, b.balkar@gmail.com

ABSTRACT

The purpose of the study is to determine the utopias of university instructors on future universities. The study was conducted through phenomenological pattern. "Future university" was considered as a phenomenon and meanings attributed by the participants to the phenomenon of future universities were tried to be revealed. The participants of the study consisted of 10 instructors working at Gaziantep University. The participants were determined by using maximum variation sampling method and on a volunteer basis. Variety was provided in terms of area of expertise and age groups. Semi-structured interview technic was used in order to collect the data of the study. Questions regarding teaching processes, the profile of instructors, the campus and the system of being accepted to universities were asked to the participants at semi-structured interviews. Collected data were analyzed through content analysis. Content analysis was performed under the themes and sub-themes. According to the findings of the study, instructors mostly dream a campus with advanced technology, an online campus with intelligent buildings, libraries full of e-books, computers, tablets and even chips which can easily be loaded to students' brains. Yet, they mostly mentioned that there is a real campus with concrete buildings which are either transparent or architecturally beautiful, and which are mostly located in a green area such as forest with ponds around. As for the teaching process, they all mentioned that there might be still face to face education, though students might choose to be at home and attending the class virtually. The education and the assessment processes are mostly product or project based, where students gather mostly to have discussions and share their ideas. The main purpose of higher education is just for self-development not for raising the labor force needed by the society or industry. As for the instructors, they don't have to be in the class they can be anywhere while their virtual image is in the class debating with student. To be able to get into university, there is no paper-based entrance examination. Students can apply to any department they want to study, they are again evaluated on project or product based. While they are studying, they can change their departments if they like since the only purpose of higher education is self-fulfillment. In conclusion, we believe that the utopias of the instructors might be regarded as feasible solutions for the problems which are held in today's Turkish higher education. The utopias of an institution's own staff might suggest the most feasible alternatives for shaping its future. To improve the higher education which is described as 'in ruins' by many scholars of today, we believe it might be extremely vital to take the opinions of its members into consideration. In this regard, we should consider the utopias not in the sense of applicability, but with regards to an attempt to take the society a step further by building a bridge between the reality and the idea one.

KEYWORDS: Future Universities, Utopias, University Instructors

Flipped Learning in the English as a Foreign Language Classroom: Teachers' Benefits and Challenges

Saman Yousefifard, University of Tehran, saman.yousefifard@gmail.com

ABSTRACT

Flipped learning (FL) has been the point of discussion among many researchers and practitioners in different disciplines, particularly in the field of education. The flipped classroom model of instruction and teaching can create an ideal venue promoting a more stimulating, inquiry-based learning environment. There is a growing body of literature on the potential impacts and benefits of flipped learning models of instruction in second and foreign language learning settings such as higher learner's motivation, promotion of collaborative learning, enhancement of higher-order thinking skills. However, few studies have been conducted to address English as a foreign language (EFL) teachers' perspectives on the potential benefits and challenges flipped language classrooms cause. To that end, structured interviews were conducted in this qualitative study to explore EFL teachers' perspectives about the perceived benefits and challenges they face in flipped language learning classrooms. The interviews were recorded and transcribed via content analysis. Results of the data analysis of the current study indicated how EFL teachers defined flipped learning, how instructionally effective a flipped classroom could be and what benefits and challenges teachers would face in flipped learning environments.

KEYWORDS: Flipped Language Learning, Teacher's Perspective, EFL Teacher, Flipped Learning Benefits and Challenges.

An Examination of Teachers' Attitudes for In-Service Training in line with Their Opinions of Professional Competency

Assoc. Prof. Betül Balkar, Gaziantep University, b.balkar@gmail.com

Ms. Rabia Öztuzcu, Gaziantep University, mhtrb_2008@hotmail.com

Ms. Şeyda Civelek Yiğit, Gaziantep University, seydacivelek@hotmail.com

ABSTRACT

The aim of this study is to examine the attitudes of teachers for in-service training and their opinions of professional competency. In this way, it is also aimed that attitudes of teachers for in-service training are interpreted in line with their opinions of professional competency. The study was conducted through parallel mixed method design. The study group of qualitative and quantitative parts of the research consisted of 122 teachers who received in-service training in Gaziantep province in 2017. The issues which were focused during the in-service training were regarding curriculum and learning outcomes, teaching methods and technics, teaching materials, social-cultural activities, classroom management and academic achievement, assessment and evaluation and professional development. Criterion sampling which is one of the purposeful sampling methods was used to determine the study group and participants of the study group were also determined on a voluntary basis. The criterion used to sample in the study was that teachers should attend to a continuing in-service program. The in-service training program took 2 weeks and 40 hours. The quantitative data of the study were collected through the scales of teacher competency and attitudes for in-service training. Interview form consisted of five open-ended questions was used to determine the teachers' opinions on in-service training and professional competency in the qualitative part of the study. In the quantitative part of the study, means of teachers' scores related to the professional competency and in-service training scales were calculated and were also used to determine the levels of attitudes and competencies. Content analysis was used to analyze the qualitative data. Content analysis was performed under the themes and sub-themes. While themes were determined in line with the questions included in the interview form, sub-themes were determined in line with the teachers' answers to the questions. Collected qualitative data were coded depending on the themes of reasons for the need of in-service training, field of training needed, strengths in terms of professional competency, weaknesses in terms of professional competency and contributions of in-service training to professional competency. According to the findings of the study, while teachers appraise themselves as quite competent in terms of professional competency, they appraise in-service training as beneficial. It is understood that teachers have a high level of professional competency perception, but they have expectations for developing in-service training programs. In-service training is considered necessary to increase teacher motivation for teaching and profession. Fields of training that are needed by teachers range from educational issues to bureaucratic issues widely. Teachers remarked their personality traits which are not suitable for teaching profession regarding weaknesses in terms of professional competency. It is thought that in-service training contributes to teachers' professional competencies by improving collaborations between teachers and giving viewpoint of different disciplines. As a result of the study, positive professional competency perceptions of teachers provide that teachers appraise in-service training as more beneficial and appraise in-service training as more favorable in terms of effectiveness.

KEYWORDS: Teacher Competency, In-Service Training, Professional Competency

Physical Activity and Depression in Adolescent

Mouissi Farid, University Hassiba Benbouali of Chlef, mouissif@yahoo. fr

ABSTRACT

Our study aims to clarify the relationship between physical activity and depression in adolescents. The research sample was 165 adolescents with mean age 16. A questionnaire was used to estimate the level of physical activity and depression was measured using the Beck Depression Inventory. Results of the study indicated that there is an inverse relationship between the level of physical activity and adolescent depression. Also confirmed that the physical activity is so important by participating in reducing the rate of depression, given that people who practice a physical activity continuously according to a special pace, have shown less depression results, as well as, the results have shown the existence of differences between the two sexes in depression degrees.

KEYWORDS: Physical activity, Adolescent, Depression.

Evaluation of Environmental Sensitivities of University Students in Terms of Critical Thinking Trends and Emotional Intelligence Levels

Assist. Prof. Bahanur Malak Akgün, Ardahan University, bahanurmalakakgun@ardahan.edu.tr

Mr. Mustafa Akgün, Ardahan University, mustafaakgun@ardahan.edu.tr

Assist. Prof. Necla Barlık, Ardahan University, neclabarlik@ardahan.edu.tr

ABSTRACT

Introduction: The developments in the world, of course, brought with it some problems. One of these problems is environmental problems. Students assess environmental problems with feelings or thoughts and in this process emotions and thoughts are related to each other. It has been revealed that critical thinking and emotional intelligence should be developed in order to get the accurate decisions. In addition, environmental sensitivity can be defined as the willingness to take positive initiatives against environmental problems or to solve environmental problems. **Objectives:** This study aimed to evaluate environmental sensitivities of university students in terms of critical thinking trends and emotional intelligence levels. **Methods:** Students were asked to respond Information Form, California Critical Thinking Disposition (CCTDI-R), Revised Schutte Emotional Intelligence (RSEIS) and Sensitivity for Environmental Problems Scales (SEPS). This study was carried out between 01 January and 01 July 2017 in accordance with the cross-sectional descriptive study design. 240 of 3279 undergraduate students volunteered to participate in the study. **Results:** 92 of the students (38.3 %) stated that were trained in the environment and also 148 of the students (61.7 %) stated that were not trained in the environment. 88 of the students (36.7 %) are smoking and also 152 of the students (63.3 %) are not smoking. 158 of the students (65.8 %) stated that mass media constitutes environmental awareness. The average score of CCTDI - R was 207.82 ± 25.64 . On sub-dimensions of this scale, open-mindedness level was found to be 45.87 ± 9.14 , analyticality level was found to be 45.77 ± 8.22 , accuracy level was found to be 24.46 ± 6.21 , curiosity level was found to be 39.09 ± 7.59 , self-confidence level was found to be 27.79 ± 6.05 and systematicity level was found to be 24.83 ± 5.31 . The average score of RSEIS was also 98.62 ± 13.95 . On sub-dimensions of this scale, optimism / mood state regulation level was found to be 44.67 ± 5.47 , the use of emotion level was found to be 19.22 ± 3.87 and evaluation of emotion level was found to be 34.73 ± 6.95 . There was no difference between the mean scores of SEPS according to the age, gender, graduated school, region and class of the students ($p > .05$). Correlation was not found between SEPS with CCTDI-R total score. And also correlation was not found between SEPS with RSEIS total score ($p > .05$). Strong positive correlation was found between CCTDI-R total score with RSEIS total score. Weak negative correlations were found between curiosity, self-confidence, systematicity with SEPS. And also Weak positive correlation was found between open-mindedness with SEPS. Weak negative correlation was found between optimism / mood state regulation with SEPS. And also weak positive correlation was found between the use of emotion with SEPS ($p < .05$). **Conclusions:** In order to increase students' critical thinking disposition, emotional intelligence and environmental sensitivity levels of students, it has been proposed that training programs can be planned, the educational curriculum can be updated by following the current literature on environmental problems.

KEYWORDS: Environmental Sensitivity, Critical Thinking, Emotional Intelligence

Assessing Language Teachers' Technological Pedagogical Content Knowledge (TPACK): Students' Perspectives.

Saman Yousefifard, University of Tehran, saman.yousefifard@gmail.com

ABSTRACT

Technological Pedagogical Content Knowledge (TPACK) has been recognized as a valuable frame for describing and understanding technology integration into different educational settings, including English as a foreign language (EFL) classrooms. There is a growing body of literature on TPACK among teachers engaged in different areas of education. However, few studies have addressed the assessment of TPACK through students' perspectives in EFL settings. To that end, data from a survey-based study that adopted a previously developed and validated TPACK questionnaire (n=148) was collected. A total of 148 Iranian EFL students participated in the study and completed the "TPACK" scale. Results of the survey revealed that most EFL students believe that their EFL teachers excel at four components of the TPACK scale such as technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), pedagogical content knowledge (PCK), but they were perceived to be relatively less proficient in three components of the TPACK scale such as technological content knowledge (TCK), technological pedagogical knowledge (TPK), technological pedagogical content knowledge (TPACK). The results indicated that Iranian EFL teachers need further training in these components of the TPACK scale to gain the required proficiency to integrate technology into their language classrooms.

KEYWORDS: English as a Foreign Language; Technology Integration; Technological Pedagogical Content Knowledge; EFL Students' Perspectives.

A Ray of Light; The Impact of Cooperative Learning in Developing the Oral Performance

Narimen Hamdini, Kasdi Merbah University, narimenhamdini@gmail.com

ABSTRACT

The present study attempts to investigate the effect of cooperative learning strategies on developing the learner's oral performance through its integration in oral classes. Algerian college students have deficiency in speaking skill due to lack of opportunities. A quasi-experimental study with a pretest-posttest group research design was implemented. The sample consists of three groups selected randomly from a population of second year students of English. The experiment group was taught through cooperative learning activities while the control group received traditional instructions for eight weeks. To achieve the desired objectives, the study adopted an orally scored pre-posttest, student's questionnaire, and an interview with the teachers. The pretest and the posttest are used to determine the effect of the strategy. The questionnaire attempts to discover factors leading to oral deficiency as well as the learner 'needs. Finally, the interview was conducted to treat the subject from another angle that is the teacher's point of views and arguments concerning the application of cooperative learning strategy as a challenging teaching practice. The findings confirmed that the experiment group outperformed significantly the control group in the measurement of oral performance. Based on the finding, Cooperative learning has a positive effect on the teaching and learning practice which develops not only the learner's oral performances but also motivation and social skills. Consequently, it is recommended to be implemented in the oral expression classes and other study subjects.

KEYWORDS: Oral performance, Cooperative Learning, Motivation, Social Skills.

Does Board Diversity Lead to Corporate Culture? The Role Congruity Approach

Mehmet Emirhan Kula, Erzurum Technical University, emirhan.kula@erzurum.edu.tr

ABSTRACT

Diversity matters because we gradually live in a global and competitive world that has become extremely interconnected and interrelated. It should come as no surprise that more diverse companies, organizations and societies are accomplishing better performance through a corporate culture. Most companies, have work to do in taking full benefit of the occasion that a more diverse leadership team characterizes more work to do on the ability cylinder: attracting, emerging, mentoring, supporting, and retaining the next generations of global leaders at all levels of the organization. Culture on the other hand is a broad concept and represents the implicit and explicit contracts that govern behavior within an organization. Corporate culture is traditionally considered to have an important influence on an organization's effectiveness. It is widely believed that corporate culture plays an important moderating role in linking board diversity and past performance. Within this study, the theory of board diversity and corporate culture has been examined from the role congruity approach.

KEYWORDS: Board Diversity, Corporate Culture, Role Congruity Approach

Tropes-Based Difficulties Encountering Algerian EFL Students in Interpreting Literary Text

Souad Benguega, Kasdi Merbah University, souadmohammed28@gmail.com

ABSTRACT

The aim of English Language Teaching (ELT) is to develop the students' communicative competence which requires not only the mastery of English language forms, but also the ability to interpret a discourse in its socio-cultural context. For this reason, there is a tendency to teach EFL students literature. However, Algerian EFL students lack enthusiasm toward learning literature because they are unable to interpret the meaning of literary text due to the use of figurative forms affecting language form (schemes) or meaning (tropes). This study aims at investigating tropes-related difficulties that Algerian EFL students encounter when interpreting the meaning of literary text. To achieve this goal, a questionnaire involving three parts administered to 30 students studying literature at English department- Kasdi Merbah University. The findings of this research show that Algerian EFL students encounter tropes based difficulties when trying to interpret the meaning of literary text. These encouraging results provide us with a viable starting-point for teaching EFL students tropes in order to increase their interpretation of literary text.

KEYWORDS: EFL students, Literary text, Interpretation, Tropes- Based Difficulties

The Investigation of Forms and Causes of Symbolic Violence: Patient Safety

Assist. Prof. Bahanur Malak Akgün, Ardahan University, bahanurmalakakgun@ardahan.edu.tr

ABSTRACT

Introduction: According to Regulation on the Ensuring the Safety of Patients and Employees, patient safety is the measures and arrangements to be taken with regard to all kinds of procedures that may lead to patient harm in health service. All of health professionals are responsible for these measures and arrangements. Especially, these is very important for nurses who have the most interaction with the patient twenty-four hours in the clinic. Nightingale, the founder of modern nursing, stated that the first rule in the hospital is not to harm the patient. “First do no harm” is considered one of the primary ethical principles of nursing practice. In addition, the role of nurse’s patient advocacy also requires establishing patient safety. Various measures are taken on patients safety in medical practices. However, symbolic violence, which is very important in patient safety, is very difficult to prevent due to its occurrence. Bourdieu uses the symbolic violence to refer to the ideological basis of domination. Symbolic violence as leading to social suffering and consequently negative effects on health and welfare. It is committed when sick and disabled individuals internalize the sense of worthlessness that the institution convey to them. **Objectives:** This study was conducted to investigate the forms and causes of symbolic violence applied to patients by nurses. And also, the social context of the reasons for not providing patient safety will be investigated. **Methods:** In the written press, journalistic practices such as news texts, photo selection is important that symbolic violence can be demonstrated through news discourse and language. For this reason, newss related to this issue of five newspapers, including hürriyet, sabah, sözcü, posta and, habertürk, which were among the top sellers in the newspaper sales circulation between 01 January 2011 and 30 October 2017, were examined. The analysis of the news was done by content analysis method. The data obtained from photographs and written presses were processed in data tables prepared in computer environment. **Results:** The cases are related to 2 infants and 10 adult patients. These cases occurred of 1 in England, 1 in Italy, 1 in Switzerland, 1 in the United States, 1 in the Philippines, 2 in Russia and 5 in Turkey. Three themes have been reached. Those are the forms and causes of symbolic violence and doxas in the field of nursing. Sub-themes of the forms of symbolic violence are “violation of privacy”, “violation of autonomy”, “disregarding patient safety”, “violation of the principle of respect for life” and “violation of the principle of primum non nocere”. Sub-themes of the causes of symbolic violence are “not displaying to emotional labor due to depersonalization”, “unable to obtaining professional habitus”, “symbolic interaction”. Sub-themes of the doxas in the field of nursing are “the authorized and social media impose sanctions”. **Conclusions:** It is recommended to find the forms and causes of symbolic violence that is applied to patients by nurses. The reasons for not obtaining a professional habitus in nursing education should be determined and the training curriculum should be renewed.

KEYWORDS: Symbolic violence, Patient safety, Nurse

In India, The Turkish (Babur's) Rulers' Outlook on The Art of Picture and Evaluation of It

Assist.Prof. Müslüme Melis Çeliktas, Karadeniz Technical University, m.celiktas@ktu.edu.tr

ABSTRACT

The Turkish presence in the Indian lands, whose occurrences date back to the beginning of the millennium, reached the summit in the time of the Babur State, which took its name from its founder. In this period, cultural elements such as paintings, music, literature belonging to Babur's are very rich. This period, ruled by the Babur state, is mentioned as the golden age of the Turks in India. Babur rulers, who have not only their leadership but also many writers, poets, historians and philologists, have also been very interested in painting. Miniature paintings, which are a style of painting art, are seen in abundance in this age. During the reign of the Babur state, the art of painting is a reflection of the combination of Turkish, Indian and Iranian styles. The themes of this Turkish state in Indian geography include paintings of war, garden paintings, ceremonies, legendary stories, portraits. General information about the painting art of the Babür state which constitutes one of the great Turkish states in our work will be given and the painters who mentioned their names in this period will be mentioned by evaluating the views of the princes.

KEY WORDS: Babur Paintings, Painters of Babur's' Reign, Babur Miniatures, Babur Rulers and Painting Art.

The Explanation of Changes in Values and its Relationship with Subjective Welfare (Case Study of Three Generations of Iranians from 1951 through 1995)

Mahdi Tamizifar, Imam Sadiq(A.S), tamizi.mt@gmail.com

Reihaneh Tamizifar, Imam Sadiq(A.S)

ABSTRACT

This study investigated the procedure of the changes in values and welfare in Iran, which was conducted among three generations in Tehran. The key question is "what differences are found in value changes and subjective welfare of different generations of the population under study; and how are these differences associated with the occurred social changes in Iran?" The sample (n=384) consisted of three generations of Tehran residents: the generation who has lived before Revolution (those who were born between 1946 and 1959), the generation who has lived in the time of Revolution and the war between Iran and Iraq (those who were born between 1960 and 1979) and the generation of after Revolution (those who were born between 1970 and 1995). Findings indicated that the tendency towards changes and conservativeness is significantly different among the generations. The average tendencies towards values that showed achievement of personal aims are significantly different among generations. There is a relationship between the first generation's emotional well-being, and the second and third generations' subjective welfare. But the tendency towards self-transcendence is of no significant difference among generations and these values are only related to the second generation's subjective and cognitive welfare. Overall, it can be said that the tendency towards different values and the feeling of subjective welfare is different among generations, but this difference is not that big to be named a "gap".

KEYWORDS: Value, Subjective Welfare, Generation, Generation Changes

The Effect of Different Pitches on Performance in Young Football Players

Ergün Cakir, Kafkas University, ergn_cakir@hotmail.com

Levent Tanyeri, Kafkas University, ireynat10@hotmail.com

Erkal Arslanoğlu, Sinop Universityerkaloglu@sinop.edu.tr

ABSTRACT

This study aims to determine the effect of different pitches on performance in young football players. The sample group of the study was composed of 15 football players (age: $18,21 \pm 1,64$, Height: $174,32 \pm 4,11$, BMI: $20,18 \pm 3,64$) who play in the Turkish Regional Amateur League. The subjects voluntarily participated in this study.

30-meter sprint test, 20-meter shuttle run test, coordination - quickness test and illinois agility test were applied in two different pitches (natural grass and artificial turf) and the results were evaluated. For analyses of the data, SPSS 23 software package was used. The mean, standard deviation, maximum and minimum values of age, height and BMI of the sample group of the study were calculated. One-way analysis of variance was used for comparison of data obtained on different pitches. Tukey's test, one of the multiple comparison methods, were also used to determine differences between the groups at the significance level of 0.05.

As a result, statistically significant differences ($p < 0.01$) were found between the test applied on different pitches. In all tests applied in the natural grass pitch higher than artificial turf. Therefore, it was observed that performance of the athletes is higher in the natural grass.

KEYWORDS: Natural Grass, Artificial Turf, Performance, Football.

Effects of Physics Teaching Pattern Combination of Teachers on Physics Problems Solving Efficiency of the Thai Students

Sarayut Khemngern, Chulalongkorn University, sarayutk@outlook.co.th

ABSTRACT

100 students in upper secondary education were divided into groups of 20 students using appropriate grouping criteria such as grade level or level of pre-testing points. The five groups were taught differently pattern combination in physics, with some focusing on theories and definitions, but some groups focus on teaching the exercises. Based on the findings, 75% of theoretical physics teaching, along with 25% of instructional practice, will result in the ultimate solution to the problem of physics. Doing the exercises alone or studying physics theory alone does not affect learners' ability to solve problems.

KEYWORDS: Physics, Education, Learning, Science

The Possibility of Coexistence within the Context of Psychology: Mirror Neurons

Assist.Prof. Orhan Gürsu, Akdeniz University, orhangursu1@gmail.com

ABSTRACT

It is precisely in the present world that Huntington offered the thesis of the *Clash of Civilizations* that it is precisely in this sense that there is an increase in the wars and colonial activities, and that religious and sectarian conflicts are on the agenda. Furthermore, elements such as unfairness, injustice, and the abyss at the level of income on the world scale fuel the current conflict, making it difficult for peace, brotherhood and coexistence to last for the longing of humanity. The methods of solution such as mutual understanding, empathy, compassion, and altruism which the sacred religions suggest for the experience of coexistence are supported by modern psychological findings. In this sense, mirror neurons brought to the agenda by neuropsychologists are thought to contribute to mutual understanding, empathy, and therefore cohabitation.

The purpose of this study is to discuss how mirror neurons, studied by psychology general and neuropsychology in particular, may have an influence on co-existence culture. As for the method of the study, the field will be scanned and the psychological evaluation of the obtained data will be presented. The effect of mirror neurons in developing understanding and empathy will be conveyed by presenting examples from experimental studies. In this context, the psychological effects of mirror neurons on communication and interaction will constitute the limits of the study. It is anticipated that mirror neurons will probably act directly or indirectly on the culture of cohabitation.

KEYWORDS: Mirror Neurons, Psychology, Religion, Coexistence.

The Role of Cinema in Transferring Moral Values to the Youth: A Philosophical Reading of the Film the Breath of the Beloved (Maşukun Nefesi)

Prof. Dr Rifat Atay, Akdeniz University, rifatay@gmail.com

Merve Bozan-Kesenci, Akdeniz University, merve.bozan91@gmail.com

ABSTRACT

The widespread and lasting impact of the art of cinema on society, especially the young mass, is an indisputable fact. It is possible to describe a fact that we will have difficulty in telling with hundreds of pages in a few hours, perhaps a minute, film. The younger generation has been transformed into a vastly watching mass rather than reading, thus, the influence of the cinemas has increased a lot nowadays. Naturally, it is possible to do many things with such an effective tool.

Mawlid tradition is not just an ordinary tradition. It is a musical school in itself, moreover a moral value education school. Moreover, this is a fundamental tradition not only in Turkey but also in the Balkans, the Indian Ocean, which many Muslims have adopted. At least with its decline in Turkey, Turkish classical music has weakened, which has begun to hit the ears most often in mosque services, and people are often complaining about the bad practices of the adhan, and Qur'anic recitations. Moreover, thanks to Mawlid performances, it is possible to convey both the development of religious feelings and moral values in young people.

The Breath of the Beloved is a production of Kaplan Film, one of the successful examples of the documentary-drama group that emerged in the audience in such an environment. The film is about the process of making a Mawlid mashq (learning how to sing) by kneeling in front of a master who follows the traditional method. The film tells the tradition of classical Turkish music, which has been practiced for centuries, with the help of real performers in authentic settings, aims to bring together both the revival of a tradition and a series of moral values education with the audience.

In this paper, by examining the Breath of the Beloved through a philosophical reading, the contribution of the film in transferring moral values to young people will be tried to be revealed.

KEYWORDS: Cinema, Youth, Moral Values, Moral Values, Mawlid tradition, mashq

Introduction

Cinema is a phenomenon that emerges as the most powerful indicator in the modern era. For this reason, a phenomenon, thought, ideology and message have become indispensable ways of effectively communicating to masses. In Turkey, cinema has attracted considerable attention and has survived many different periods. Of course, it will go even further.

Films shot with religious and spiritual concerns in Turkish cinema stretch back to the 1970s (3). We can say that the first serious experiments were collected under the name of National Cinema. The aim of the films in the National Cinema was to recreate the lost values, especially to young people to remind them of these values and to build a consciousness that possesses their culture (4). We can say that the adventure of the National Cinema ended at the peak of its height. After the 1990s it was unable to produce a strong work and ended. But this does not mean that such topics will not be reproduced in the cinema. As a matter of fact, there are films which are about these values and even better than them. The Breath of the Beloved is exactly that kind of film.

The Breath of the Beloved film deals with the tradition of the lost values, that is the mashq tradition (learning how to sing in classical way). This tradition, which dates back to about two hundred years ago, is still very little practiced and almost about to disappear nowadays. Director Murat Pay, who wants to bring this situation to the agenda, has been carrying out the tradition of Mawlid mashq in the film of The Breath of the Beloved.

The Film has an interesting opening story. When Murat Pay was browsing old bookshops with his wife, they come across to the Mawlid book of Suleiman Chalabi and start to read it. They realize that they have different peace of mind with the effect of the book. He then consults another director, Semih Kaplanoglu, for why he should not do the film of it. The idea makes Kaplanoglu very happy, who assumes production and starts shooting (5). In the film, the leading roles are played by people who actually perform that profession in real life. Perhaps this is another sign to show us that the tradition of mashq is not a work that can be imitated as part of role playing. Who knows?

The Breath of the Beloved deals with the interest of Abdurrahman, a senior student of the conservatory in his final year, about Mawlid mashq. Hadi Hodja is his mentor while Mustafa Hodja will become his mashq teacher later. The film revolves around a moral education process within the context of mashq. The events take place in Istanbul and Bursa. We will review the scenes in specific chapters to examine their moral effects.

Moral Elements in the Film

1. Patience-Determination

Abdurrahman who is interested in music is also a janissary band member (*mahtaran*). One day he mentions about this request to his teacher Hadi. His mentor said that the tradition of mashq was almost gone and forgotten. When Abdurrahman insists, Hadi recommends Mustafa Başkan, the muazzin of Süleymaniye Mosque, and guides him. Abdurrahman's first task is to go to Başkan's house by conveying his mentor's respects. However, even without opening the door, Başkan says through the megaphone to him "Come back next week, my son."

The process of coming back to the door of Başkan is repeated three times. On the other hand, there are other events in the film that continue with the same repetitions do not run out of sight. Here, it would be necessary to give some information about the place of three digits in Islamic culture. The repetition of events three times and three consecutive events come to fruition is meaningful for Islamic religion. As it is known, one (1) belongs only to Allah. Two (2) represent conflict and opposition. Whereas three (3) expresses inclusiveness, "good things happen three times" (6). Therefore, the events are inclusive and lead to reach One (1), that is Allah. For Abdurrahman, who has not begun mashq yet, these events will gain meaning in the future and he will learn that if he wants to attend mashq, he should be patient.

The second recurring event is his seeing a work related to Mawlid in the old bookshops. Asks for the price and learns that it costs 70 TL for it was signed by the author. Despite the fact that the owner of the bookshop reduces the price to 60 TL Abdurrahman thinks it is too much and leaves the shop without buying the book. Even though it is standard practice for the shop owners in Turkey, the price discount of the book can be considered that Abdurrahman is on a good cause in his learning of Mawlid mashq.

The third and another parallel event is that the lamp of the room is not lit. He tries to repair the lamp but the first experiment will fail. After these recurring failing events, he goes back to the teacher's door again and returns with the same negative answer "come back next week my son". Now, Abdurrahman starts changing the course of events. First, he will go and buy the book. He does not give up repairing the lamp but cannot be successful.

He does not give up on going to the door of Başkan at the same time every week, and for the fourth time he secures a meeting with a teacher in a mosque. This shows us the first step of mashq tradition. If knowledge is demanded, even if one is returned from the door, it is necessary not to give up without getting the final result. Today, realizing this possibility is almost equal to zero. But science, especially the mashq, requires love, that is to say, requesting with love. It may be that the hodjas exhibit such an attitude for they want to know if one is really serious on one's insistence on anything.

2. Submitting a Job to the Expert

Abdurrahman, who made an appointment with Mustafa Hodja, returns to his house after the first meeting and the lamp in the house is still not working. This time he brings a mechanic to fix the lamp. It is lit, which means metaphorically that the joy of learning is also fired in his heart. In

this process, Abdurrahman learns to deliver what he cannot do and what he is not capable of to the experts. If he is studying for a mashq with a teacher, the other works in his life should be left to their teachers. When we look at the events from this perspective, mashq is an education that permeates every area of our life.

3. Humility

On the other hand, Hadi Hodja is preparing the young children for Mawlid reading. On the first day, he explains them what mashq is all about. He says: "We first read for Allah's consent, then read for the intercession of the Prophet Muhammad. Never forget this and whatever stage of your life you come to, never forget where you come from. Envy, arrogance and pride are things that we should not have in our business. You are not reading and you are being read. Who are you read by? By the writer, by whom it was written for. Do not forget these things ".

From the sayings of Hadi Hodja, we understand that the mashq is the one that controls our life, our moral stance, and our submissive sense of faith. Hadi Hodja, who draws attention to what is done for the elderly person, relates this tradition to the divine dimension and emphasizes its seriousness. Let's say that the teacher says, "It will not be in our profession", it must be someone who is sure of the honest, modest and faithful person who is aware of the seriousness of his work, away from pride and pride.

4. Master-Apprentice relationship

Abdurrahman and Mustafa Hodja often come together to do mashq. Master Mustafa was born blind at birth. During mash, he also gives many advices to Abdurrahman. One day he says to Abdurrahman, "you will be so much preoccupied by studying Mawlid just as the food is cooked in the oven". He brings in Mimar Sinan's case in terms of artistic maturity. At the age of 35, he built a masterpiece like Süleymaniye Mosque (in Istanbul) which he considered a foreman's work and at the age of 83, he constructed Selimiye Mosque (in Edirne) as masterpiece of maturity. In other words, Sinan did not perceive himself matured until the age of 83. Likewise, Abdurrahman should consider himself as competent until the end of his life. For to be considered competent in the science means not to need to learn again. As a matter of fact, the scholars emerge out of the individuals who collect the science until they die. As a matter of fact, life will end again but science will continue.

5. Professional Ethics

At this time, Abdurrahman both meets with Hadi Hodja and meets Mustafa Hodja to do mashq. One day Hadi Hodja commenting for the mawlid says to him, "There are many ways of remembering our master, but the real aim is to practice his commands and the Mawlid should be

continued for his intercession." He advises Abdurrahman to continue the mashq with Mustafa Hodja.

This rhetoric brings to my mind the saying of the Prophet, "The actions are valued according to the intentions." Certainly, Mawlid was written to praise the Prophet Muhammad are the sources of praise and is read to commemorate Him. However, as we read, if our intention is to follow commands better and earn His favour, we do not only have to be educated, we move much further, and we learn to be aware of the real cause of the mashq practice.

One day they stuck somewhere while they were doing mashq. Mustafa Hodja cannot remember which of the two readings of the words "nuru-nura", and first asks Abdurrahman to look at the notes in the notebook, then to switch on the record to listen to it carefully. They search for it until they find the correct reading for it. It seems to be a very small detail, but this shows the meticulousness of this work. They do mashq from memory and the teacher is very careful not to make any mistakes about it.

One day Abdurrahman and Hadi Hodja come together when Hadi reads a Mawlid to him and comments, "I have been singing for 20 years and never forgot it. Because I learned this through mashq." He then adds, "musical note has killed this tradition." He emphasizes mashq's permanence, but now this tradition is about to be over.

Perhaps the subtlest idea in the film is where Mustafa Hodja tells Abdurrahman to visit the grave of Suleiman Chalabi in Bursa in order to get his permission as the author before reading Mawlid. He sends Abdurrahman, also saying that praying in the Great Mosque of Bursa would be a good idea. It is worth remembering that the film deserves to be shot even for this scene since it reminds the audience of asking for permission of an author, who passed away ages ago, in order to read his book. As a matter of fact, it is the work of mawlid written by Suleiman Chalabi which is the occasion initiated the tradition of mashq, and thus, he is accepted as the master of this tradition. A young man asking permission from someone who died long ago while we do not even care about each other also shows us what we lost.

When the mashq comes to the end, Mustafa Hodja tells that the end is actually a new beginning; quoting the example of Qur'anic recitation, he says: "We read the Surah Nass, but after that we read the Surah al-Fatiha again; thus, we start again". As we know, according to Islamic belief, even death is a new beginning. Just as Ismet Özel said in one of his lines, "we are dead, so that we will live." (7) Death is a transition to a new life and it is everlasting. Everything that ends will continue as the beginning of another thing that will also come to an end. The cycle continues until it reaches to the everlasting One.

Mustafa Hodja gives his rosary to Abdurrahman as a testimony of mashq, a tradition he learned from his teacher, but Abdurrahman somehow loses it and cannot find where ever he looks for it. One day he goes to visit the footsteps of the Prophet Muhammad in Topkapi Palace, and as he leaves the place while walking backwards, he sees his rosary on the floor. In this scene, the rosary placed in such a way that if he had left the place as one normally would do, that is, walking forwardly, he would not have been able to find his rosary. But he was able to see it as he was leaving backwardly as a sign of respect to the Prophet. Here, one more thing may have

caught our attention. The fact that he chooses to visit the footprints Muhammad rather than another sacred custody suggests that we should go and follow Him. Indeed, the tradition of mashq is another way of going through the footsteps of a master.

At the end of the film, the audience see Abdurrahman reading a Mawlid in a mosque (8).

Conclusion

Cinema is a modern language used to convey ideas to us. We can even say that it is the most effective one in doing that. We read it at the same time as we watch it. The director wants to tell us something, but after the film was shot and served to the audience, the real reader is the audience. What the viewer understands and takes as the reader from the film, the film means to him only what he makes of the film (9). We too actually wrote what we read and understood from the film while we were writing *The Breath of the Beloved*.

As we have seen throughout film, Abdurrahman's each attitude prepares the next thing that will be encountered. The better the behaviour, the better the things he meets. As it was explained in the hadith, the servant takes the first step, then Allah opens the path (10). We see in the film that the tradition of the mashq begins at childhood. Abdurrahman is actually in a late age for this job. If it were not for Abdurrahman's request and determination, the mashq would probably not be possible for him.

The goal of examining the mashq tradition in a film actually contains much more than memorizing a mawlid and reading it mutually. The student learns the methodology of mashq from the beginning of the lesson with the teacher, the attitude of the teacher, the example of the teacher, and his advice alike. Like a master-apprentice relationship, the student is embroidered bit by bit. The apprentice sits next to his master's knee and does everything he can to find out the best way to learn without questioning. After a while, he looks like his master not only in his job but also in manners. When this relation is based on a work like mashq, coming from the Sufi tradition, the manifestations of it in the life of the learner come out as patience, diligence, modesty, stability and respect.

REFERENCES

- (6) Bazin, Andre, *Sinema Nedir?*, çev., İbrahim Şener, Doruk yay. İstanbul, 2013.
- (10) Buhari, "Tevhid".
- (5) Korkmaz, Merve, "Bir Mevlithan Belgeseli: Maşukun Nefesi", Bereket, 2014.
- (3) Lüleci, Yalçın, *Türk Sineması ve Din*, Es yay., İstanbul, 2008.
- (9) Monaco, James, *Bir Film Nasıl Okunur?*, çev., Ertan Yılmaz, Oğlak yay., İstanbul, 2014.
- (7) Özel, İsmet, Erbain, İklim Yay., İstanbul, 1987.
- (8) Pay, Murat, *Maşukun Nefesi*, <https://www.youtube.com/watch?v=Kysl6vLxnDg> (erişim, 10.9.2017).
- (6) Schimmel, Annemarie, *Sayıların Gizemi*, çev., Mustafa Küpüşoğlu, Kabalcı yay., 2000, İstanbul.
- (4) Uçakan, Mesut, *Türk Sinemasında İdeoloji*, Düşünce Yay., İstanbul, 1997.

Current Trends in Computer And Instructional Technologies Education (Ceit) Msc And Phd Thesis in Turkey (2005-2014)

Candan Tümer, Ardahan University, candantumer@ardahan.edu.tr
Assoc.Prof. Aslihan Tüfekci, Gazi University, asli@gazi.edu.tr

ABSTRACT

In our age in which scientific and technological development is faster than ever, an increase of innovations and current needs without restraint; unavoidably push us into this velocity and the search for novelty. In order to keep up with these developments, and seize the technology, education has undoubted roles. Especially the field of educational technologies undertakes substantial duties in this assignment. The aim of this study which grounds on the survey of postgraduate and doctoral dissertations in the field of educational technologies released between 2005 and 2014; is to show us the point we reached and the target we can approach in educational technologies. The dissertations taken into the research were examined according to their keywords, research method, data acquisition means, data analysis techniques, and the group studied on. The research aimed at approaching the whole target population of the study. However, because some of the dissertations were limited in publishing and usage; a number of postgraduate thesis sampled was 402, and doctoral dissertation number was 85. In this thesis in which document review technique was used, the dissertations reached via HEC (Higher Education Council) database, were gathered in detail according to the aim; transferred to MS Excel tables, qualified according to their years and types by means of SPSS 15.0 software. Frequency analysis and descriptive analysis were carried out, and they were categorized and tendency graphics were created. Analysis of the dissertations via the content analysis and tendency analysis techniques was aimed at making a contribution to the scientific field.

KEYWORDS: Educational technologies, current tendencies in educational technologies, tendencies in postgraduate and doctoral dissertations

1. Introduction

Parallel to the technological developments, the significance of knowledge is rapidly increasing today, and in the era, we live in, the phenomenon of change gains momentum with each passing day. Particularly the changes in information and communication technologies have made the world smaller through globalization while making the information databases bigger[1]. Individuals are becoming able to use the information and technology as it develops, and this fact will make positive contributions to both their personal growth and society. This future can only be made possible by giving sufficient importance to the educational technologies. Educational technology, the accelerating trend of the recent years, is an amalgamation of all methodologies and techniques created for the application of educational principles. Educational technology also

includes all sorts of systems, techniques and assistance that created in order to improve the learning process. The intensive use of the information technologies in all the areas of society has created a need for qualified individuals in the information society. In order to fulfil this need by way of training qualified individuals, modern education departments have been established, existing ones have been improved and the education system has been synchronized with the new technology [2]. The teachers of the Department of Computer Education and Instructional Technology have an important role in education and technology.

The main purpose of this study is to provide a general view of the characteristics (i.e. writer, university, thesis advisor and publication year) of the theses prepared in the Departments of CEIT, keywords, research methods, data gathering tools, data analysis techniques and the study groups ; and acquire knowledge about the current situation of the country by way of doing so.

2. Literature

When we examine the literature, we can see that the studies on some topics have begun; these topics are, how to teach information technologies to the children and adolescents, how to integrate the common technologies with the education process of different classes, how to teach information technology skills to teacher candidates more efficiently and how to use the technology in educational and administrative works [3]. The computers, computer technologies and education-related studies - which are the foundations of information technologies - are the significant components of these studies. In many countries and particularly in the USA, one of the purposes of the academic studies that had been conducted was to understand the tendencies of these countries. The methodological analysis of these studies that have been carried out in the field of educational technologies dates back to the 1950s. If we were to examine the previous studies, we would find out that there aren't many examples. John Moldstad conducted the first content analysis on the doctoral theses written in the field of educational technology, and it was updated and published in four different issues of the Audio-Visual Communication Review between 1956 and 1961. It is known that the oldest doctoral thesis in Moldstad's compilation (1956) was completed in 1921 [4]. After Moldstad, Che-Tsao Huang took over; in addition to the previous studies, he analyzed the content of the doctoral theses written between 1960-70 and studied the theses of Kirschner, Mapes and Anderton (1975) written between 1969-1972. Caffarella and Sachs (1988) began with studying the doctoral theses written between 1977-1986. Caffarella (1991) examined the theses written in 1987-88, and Caffarella (2000) put forward the assessment of 2689 theses written between 1977-1998. Caffarella updated them through the years and gathered all the doctoral theses, written between 1977-2006, in the Cortland University library. A similar study was carried out by Donald P. Ely (1992). Ely conducted a content analysis by studying the postgraduate theses from 5 different American universities on the topical trends of educational technologies between 1988 and 1991[5]. In this case, it is safe to assume that all of the doctoral theses written in the USA from 1921 to 2006 have been compiled and their contents have been analyzed [6,7]. In 2007 Hew, Kale and Kim examined 3 issues of

the journal and tried to ascertain the point to which the educational technology had reached regarding the topics and method and research sample. By analyzing 340 papers, they addressed the many common topics of 2000 and 2004, such as media study and psychology of learning. These kinds of great efforts generally have been made in higher education studies [8].

Similar studies have been carried out in Turkey. A study named "Current Tendencies in Educational Technology Studies in Turkey" was carried out by Simsek et al. (2008) and the current tendencies of the time were determined by reaching a total of 64 doctoral theses written in the field of educational technologies in the last decade in our country [9]. In another study, Simsek et al. (2009) examined 259 post graduate theses done in the field of educational technology in our country between 2000-2007 [10]. With their study on the papers published in The Turkish Online Journal of Educational Technology (TOJET) between 2003-2007, Alper and Gulbahar (2009) reached a similar conclusion as that of Simsek et. al (2008) did [11]. In their other studies regarding the tendencies of educational technologies, Alper and Gulbahar (2009) examined the papers published in the last three years in Turkey, and as a consequence, they emphasized that, parallel to their previous studies, e-learning and distance education were the most researched topics; however, patterns of descriptive literature review were also observed in the papers [11]. Our findings show that similar to Alper and Gulbahar's (2009) studies, the tendency towards the topics of e-learning and distance education has increased. This situation shows that the topics of e-learning and distance education are still considerably relevant. One of the studies carried out in the field of educational technology in Turkey is Erdogmus and Cagiltay's (2009) analysis on the theses published by the universities with the masters and doctoral programs in the department of computer education and educational technology. In the study called "Research Tendencies Observed in the Postgraduate and Doctoral Theses in the Field of CEIT in Turkey: A Document Analysis", which was prepared as a postgraduate thesis, 215 postgraduate theses and 32 doctoral theses written in Turkey had been examined and had extensively been discussed regarding the topical trends [12]. After examining the postgraduate theses written in the field, Akca Ustundag (2009) emphasized in her postgraduate thesis that while the interest in distance education had been increasing, the interest in computer-assisted instruction had been decreasing [13]. Sert (2010) examined 173 papers - whose target readers were chosen from Turkey - by conducting content analysis; the essays were indexed in Social Science Citation Index (SSCI) and published in Turkey between 1989-2009. According to the result of the study, the most researched topic was 'learning outcomes' [14]. At the same time, with their study named "Tendencies Observed in Educational Technology Researches in Turkey: Content Analysis of the 2000-2009 Papers", Goktas et al. (2012) intended to reveal the descriptive characteristics, methodological aspects and general tendencies observed in the educational technologies researches carried out in Turkey. The researchers were published between 2000-2009 in international journals as part of SSCI 2010 [15].

In Turkey, there are many completed postgraduate and doctoral theses written in the field of educational technologies. All of the studies that have been carried out aimed to reveal the situation of its country, develop relevant projects and make suggestions.

3. Method

This study has been structured by using qualitative research methods and techniques. Document analysis has been used as the data gathering method. As the first step of the analysis, the postgraduate and doctoral theses, which are among the determined sample group, were obtained from the CoHE Thesis Center. Chosen theses had been saved on a computer from the CoHE Thesis Centers' website in the pdf format. After the necessary coding and analysis, they had been transferred to the MS Excel program.

The data obtained from the documents were subjected to content analysis. Then the data were arranged, grouped according to the topics and, if appropriate, revealed after being digitized. Finally, the findings were interpreted. Frequency and percentages were generally used in interpreting the data gathered from the content analysis.

Population and Sample

The theoretical universe of this research is made up of the postgraduate and doctoral theses published in the field of educational technology. However, the operable universe - determined with regard to the topicality of the research and the developments in methodology - is made up of 450 postgraduate and 107 doctoral (CoHE, 2014) theses written in the field of educational technology in the Department of Computer and Instructional Technology. The distribution of public theses by year is as follows: 2005 ($\eta=21$, 4.31%), 2006 ($\eta=37$, 7.60%), 2007 ($\eta=43$, 8.83%), 2008 ($\eta=51$, 10.47%), 2009 ($\eta=61$, 12.53%), 2010 ($\eta=88$, 18.07%), 2011 ($\eta=67$, 13.76%), 2012 ($\eta=68$, 13.96%), 2013 ($\eta=43$, 8.83%) and 2014 ($\eta=8$, 1.64%). The aim was to access the whole operable universe without resorting the sample selection during the study. However, since the publication and use of the certain theses are limited, the research was only limited to the accessible theses. As a rule, it is important to reach a sufficient number so as to provide a reliable result regarding the sample size, which is represented by η or N in studies.

4. Findings

When we examine the findings, we can see that the maximum amount of postgraduate theses was published in 2010 ($n=79$), while the maximum amount of doctoral theses was published in 2012 ($n=15$). The minimum amount of postgraduate theses is published in 2014 ($n=6$), and the minimum amount of doctoral theses is published in 2006 ($n=1$). According to the general distribution of the theses, since 2005, there has been an increase in the number of published theses.

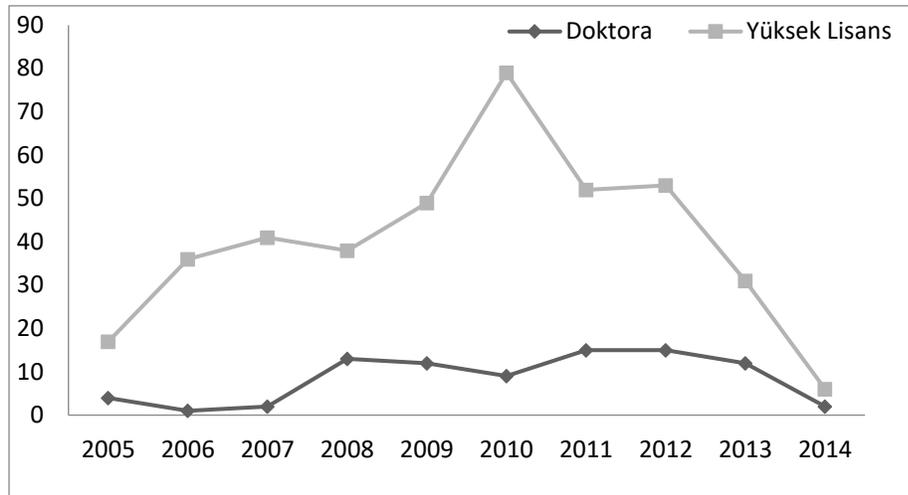


Figure 1. The tendency graph of the theses by years

The frequency tables and statistic tendencies of the classified theses were created with regard to the key words, a method of the research, data gathering methods, data analysis and study groups. The most frequently used keywords in postgraduate theses were Computer-assisted Education (n=25), Computer-assisted Instruction (n=24) and Distance Education (n=21). The studies of Erdogmus and Cagiltay (2009), Akca Ustundag (2009) yielded similar results. Among the examined theses, 37 of them do not include keywords. We can quickly learn the topic and the scope of theses thanks to keywords and they assist us in finding theses. All these aspects considered, the absence of the keywords is a serious defect. The most frequently used keywords in the doctoral theses are Online Learning (n=6) and Vocational Development (n=5). Over the years, parallel to the research topics, the use of keywords have also diversified. The tendency of keywords used in both the postgraduate and doctoral theses are similar regarding the use of “blended learning and teacher candidates” words. As is the case of the postgraduate theses, some of the doctoral theses (n=22) do not contain keywords. This situation is an indicator that the importance of using keywords in theses has not been understood.

After the research methods of the theses were examined, they have been grouped as qualitative, quantitative, blended, meta-analysis and other methods. Among the commonly used research methods, the most commonly used in all the theses have been quantitative research and its use has gradually increased over the years. In the postgraduate research methods, quantitative research was the most frequently used method in 2005-2014 and it seems it will continue to be used more frequently in the future. In the doctoral theses, the blended (n=32) and quantitative research methods (n=26) are used more commonly.

When the theses are examined from the aspect of data analysis, descriptive statistics is more prominent. The data analysis technique used in postgraduate theses appears as t-test (n=159) trend analysis technique. Descriptive statistics (n=157) and ANOVA/ANCOVA (n=153) are among the other commonly used analysis techniques in the postgraduate theses. The trending analysis method used in doctoral theses is descriptive statistics (n=40). At the same time,

ANOVA/ANCOVA (n=39) and the t-test (n=23) are the most frequently used data analysis techniques used in the doctoral theses.

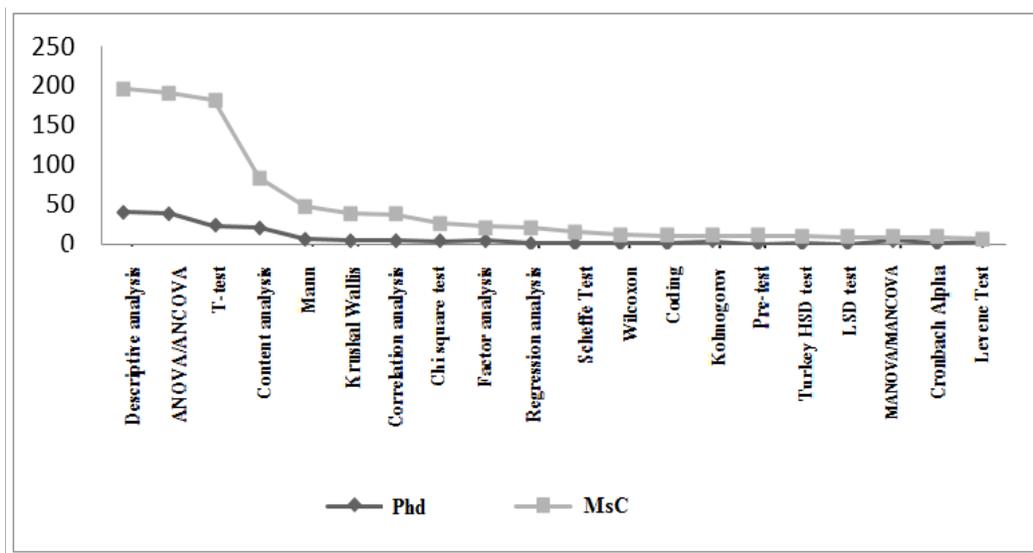


Figure 2. The tendency graph of the data analysis techniques

Regarding the data analysis techniques used in the studies, both the postgraduate and doctoral theses show similar tendencies. As shown in the table, the first five popular data analysis techniques are similar in terms of their tendencies.

Among the data gathering tools used in the study, the most preferred ones are scales, questionnaires, interviews, achievement tests and personal information forms. Even though they weren't frequently preferred in 2005, the use of questionnaires and scales has been increasing thanks to their usage and assistance in data gathering in recent years. The data gathering tools show similarities with regard to the types of postgraduate and doctoral theses. According to the results, the most trending data gathering tools are scales (n=198) and questionnaires (n=196).

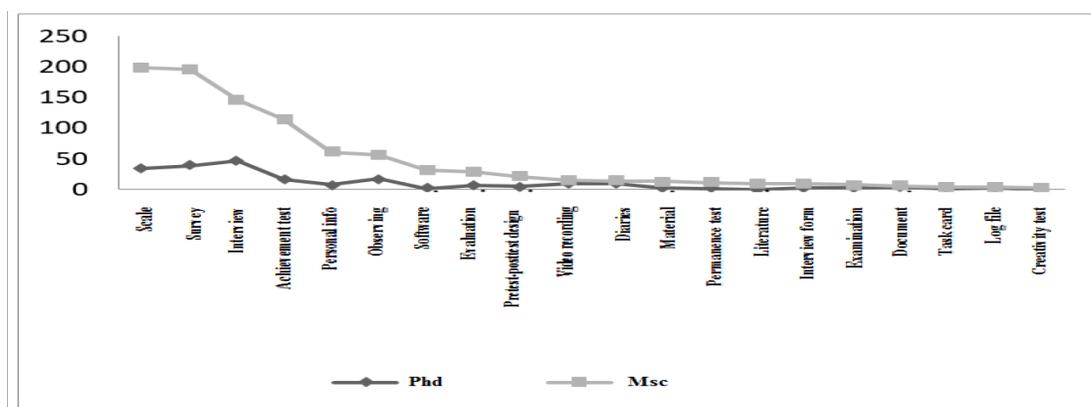


Figure 3. The tendency graph of the data gathering tools

Another topic examined in the study is the study groups. In terms of study groups, the slice consisting of 31-100 people with the rate of 41.27%, represents the maximum amount of individuals who made contributions to the study. The slice consisting of 101-300 people with the rate of 20.33% follows. The next maximum amount of people are represented by the slice consisting of 301-1000 people with the rate of %12.53. As not presented in Figure 3.6, the group which had been introduced with the rate of 3.90%, is the group that the researchers of 19 theses did not state.

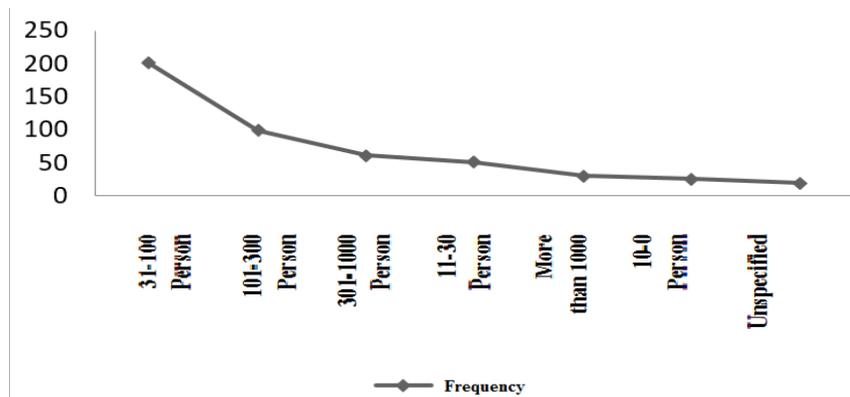


Figure 4. The tendency graph of the study groups

According to the graph, 31-100 people participated in the study for 201 theses, while 101-300 people participated in the study for 99 theses. There are 19 theses in which the number of the participants had not been stated. As it is widely known, the number of the participants of the study group is important for the reliability of the study.

In the examined theses, the majority of the participants of the study groups are the university students. The university students have been preferred as the primary study group because it is easy to do so and they're being relevant to the content of the study.

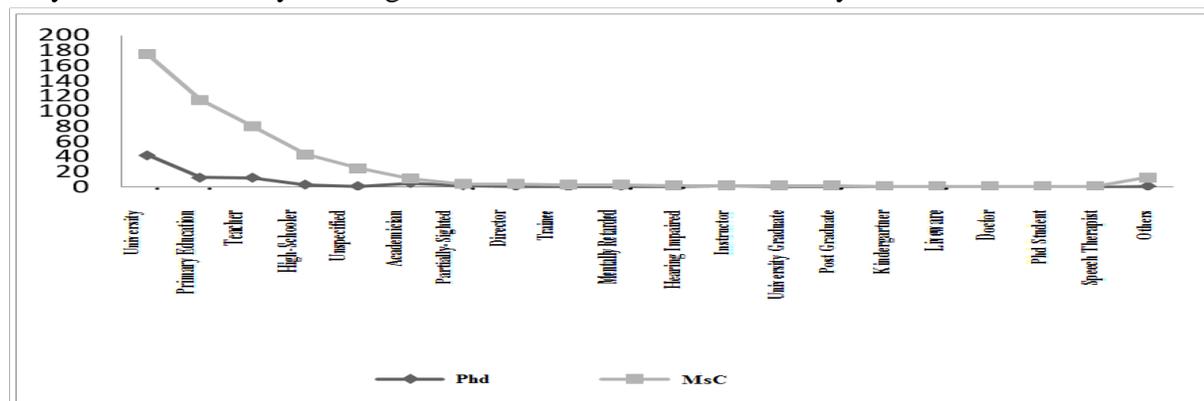


Figure 5. The tendency graph of the study groups

As shown in the tendency graph, the trending study group for both doctoral and postgraduate theses is the university students (n=175). Elementary school students (n=115) is the most trending group after the university students. The next popular study group is made up of teachers (n = 80). One of the reasons why the top rankings belong to the university and elementary students and the teachers is because there are related educators to the examined theses doing master degree and doctorate in the Department of CEIT. When the findings are evaluated in terms of years, we can predict that the trending study groups will be the primary subject groups for the future theses.

If we examine the universities that publish the maximum amount of theses; Gazi University (n=74) is in the first place, Hacettepe University (n=62) is in the second and METU (n=59) is in the third. In total, 6 universities have published doctoral theses. The maximum amount of doctoral theses were published in METU (n=42), Anadolu University (n=25) and Ankara University (n=11). For the postgraduate theses, the first place belongs to Gazi University (n=63), the second belongs to Sakarya University (n=58). The third place belongs to Hacettepe University (n=53).

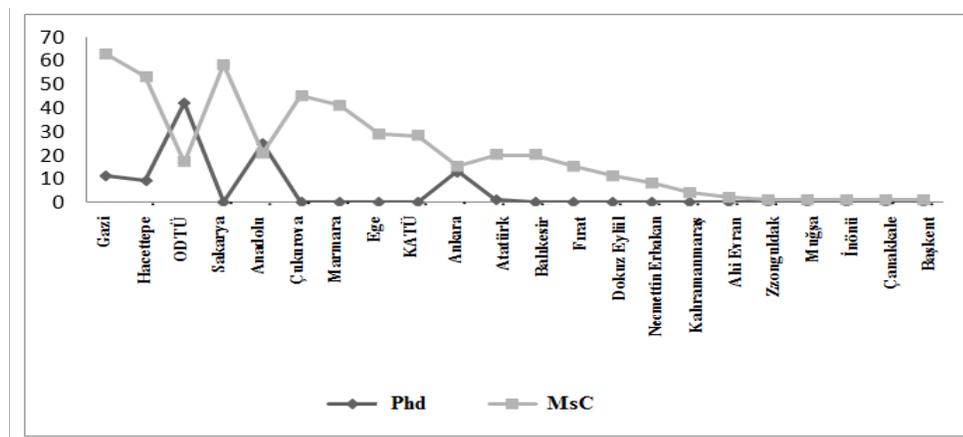


Figure 6. The tendency graph of the universities that publish theses

Among the main reasons for the tendency to go mostly toward the doctoral theses are that the doctorate take longer than the graduate study, and theses are published once in 4 years or longer.

THE CONCLUSION AND RECOMMENDATIONS

In the 21st century, technology is one of the important elements for the development of countries. In addition, societies are expected to associate science with technology, and not to make do with the abstract things but take concrete steps [17]. Besides technology and science, education appears as the third component that is being studied in theses. It is impossible to think education as a separate entity from science and technology.

It is thought that this study will help our students and teachers while choosing research topics and research projects, and gathering information. In this study, the current tendencies observed in

the theses is determined by examining 487 public theses out of 556 theses published in the department of Computer Education and Instructional Technologies. Because of the limitations, the theses belonging to the years 2011, 2012, 2013 and 2014 could not be examined. At the same time, the only available theses were the ones in the CoHE system regarding the years between 2005 and 2014, the theses which did not exist in the system could not be reached. Since accessing all the theses were not possible, how the sample group represents the whole universe is based on assumptions. Among all the studies that have been carried out until now, this study is the one that involves the examination of the maximum amount of theses.

In the study, the keywords have been examined under topics such as "data gathering methods, data analysis techniques, the method of the research, the study groups, advisor, university, year and type". According to the findings, the examined topics have revealed the trending results. The trending topics of the keywords are "computer-assisted education, computer-assisted instruction and distance education". Education and training are an inseparable whole. In the century we live in, the concept of technology supports these two concepts. In this context, the prominent keywords are "computer usage and support". The computer usage in education and training have been increasing in the recent years. The most prominent indicator is that, governments prioritize the support for the students to use technology starting from the elementary education to higher education. The keywords of the postgraduate theses "computer-assisted education, computer-assisted instruction and distance education" have been effectively handled. However, they weren't preferred in the years 2012, 2013 and 2014. The studies on the topics "information technologies, academic achievement and teacher candidates", have continued as of 2012.

"Online learning" is one of the most frequently used keywords in the doctoral theses. As of 2011, the studies on the topics "vocational development, integration of ICT, teacher candidates and integration of technology" have continued to be carried out. The key words are more frequently used in postgraduate theses compared to the doctoral theses. The reason for this is that doctoral theses are more specific and authentic compared to postgraduate theses. The statistical study on the keywords shows what kinds of fields studies are done in the field of CEIT and what kinds of fields it is associated with.

Quantitative, qualitative, meta-analysis and blended methods have been used as research methods. Compared to the other methods, the quantitative research method was more frequently used as a trend in the postgraduate theses in 2005-2014. The researchers have mainly preferred to work on quantitative data by basing their studies on academic statistics. The qualitative and mixed methods, among the methods used in postgraduate theses, have increasingly been preferred over the years. The most prominent research method used in doctorate studies is the blended method. As has been the case with the postgraduate theses in recent years, the quantitative research method has begun to be used generally in the doctoral theses as of 2008. In the study, there are theses whose research method couldn't be determined. These kinds of theses have been put under the title of 'others' so as to be classified.

Trending data gathering tools used in the postgraduate and doctoral theses are “scales, questionnaires, interviews and achievement tests” have been preferred in all years. The usage of these tools had increased in the years between 2005 and 2015 and it is predicted that they will continue to be used to the maximum degree possible. The reason for this is that the usage and interpretation of data gathering tools are practical and open to development by the writer. The trending data analysis technique for the postgraduate theses, published in the field of CEIT in 2005-2014, is t-test. Descriptive statistics is more frequently used in the doctoral theses. Over the years, ANOVA/ANCOVA, t-test and content analysis have increasingly been used for the data analysis.

The trending study groups for the examined postgraduate and doctoral theses are "university students, elementary students, teachers and high school students". The most studied group is "university students". The reason why mostly university students have been preferred is that they appeal to the study and they are eager to participate. Compared to the elementary and high school students, university students are more mature, single-minded and have a direct effect on the results of the study.

Among the theses that have been analyzed in-depth, there are theses whose keywords are unknown. This situation creates a limitation both for the theses which were published in this condition and the researchers that would like to use them in their academic studies. It is widely known that keywords are the most basic clues about the main subject and the content of studies. That is why adding the keywords is one of the basic rules of writing a decent thesis, and no matter what, it should not be considered as unimportant.

Not allowing the other researchers to access one's own thesis, means limitations of sources for them. This circumstance also influences future study analyses negatively. It is evident from this study that, the trending topics of the recent years could not be discussed owing to recent theses with limitations. At the same time, most of the theses published between 2005 and 2007 remain printed in university libraries and had not been added to the CoHE thesis database. The researchers could add their previously published theses to the relevant database, and the future studies would benefit greatly from them. Moreover, enabling access to the previously inaccessible theses, would assist other researchers in conducting more reliable studies. The repetitive information in the study has been handled as trending topics. The study specifically gives accurate information about the direction of the research tendencies. This study will both be an example and a formative study for all future studies about the topics handled in studies, methods, data gathering tools and analysis techniques and it will shed light on the formation of these studies.

As a recommendation, a study can be carried out in order to find out if theses are written with the correct statistical methods. By keeping the time frame short, other studies can be carried out on the variables. In the light of the data obtained, from where the results and tendencies - which are brought to light by learning about the opinions of academicians - are derived and why those topics are being researched can be studied. The results can be supported by comparing

universities. The differences can be revealed by comparing the studies that are carried out in Turkey and abroad.

REFERENCES

- [1] Kılıçer, K. (2011). Bilgisayar ve Öğretim Teknolojileri Eğitimi Öğretmen Adaylarının Bireysel Yenilikçi Profilleri, Doktora Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- [2] Kılıçer, K. ve Ferhan, O. (2006). Bilgisayar Öğretmenliği: Etik Bunun Neresinde? In 6th International Education Technology Conference Proceedings, KKTC, 19-21.
- [3] Deryakulu, D. (2008). Bilişim teknolojileri öğretimi ve meslek seçimi. Bilişim teknolojileri öğretiminde sosyo-psikolojik değişkenler içinde, 125-150.
- [4] Moldstad, J. (1956). Doctoral dissertations in audio-visual education. [1921-1956]. Audio-Visual Communication Review, 4(2), 291-333.
- [5] Ely, D. P. (1992). Trends in Educational Technology. New York: ERIC.
- [6] Caffarella, E. P. (1991). Doctoral research in instructional design and technology: A directory of dissertations 1987-1988. Washington, DC: Association for Educational Communications and Technology.
- [7] Caffarella, E. P. (2000). Doctoral Dissertation Research in Educational Technology: The Themes and Trends from 1977 through 1998. Educational Media and Technology Yearbook: 2000. edited by R. M. Branch and M. A. Fitzgerald. Englewood, CO: Libraries Unlimited.
- [8] Hew, K. F., Kale, U. and Nari, K., (2007). Past Research in Instructional Technology: Results of a content analysis of empirical studies published in three prominent instructional technology journals from the year 2000 through 2004. Journal of Educational Computing Research, 36(3), 269-300.
- [9] Şimşek, A., Özdamar, N., Becit, G., Kılıçer, K., Akbulut, Y. ve Yıldırım, Y. (2008). Türkiye'deki eğitim teknolojisi araştırmalarında güncel eğilimler. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19, 439-458.
- [10] Şimşek, A., Özdamar, N., Uysal, Ö., Kobak, K., Berk, C., Kılıçer, T. ve Çiğdem, H. (2009). İki binli yıllarda Türkiye'deki eğitim teknolojisi araştırmalarında gözlenen eğilimler. Kuram ve Uygulamada Eğitim Bilimleri, 9, 941-966.
- [11] Alper, A. ve Gülbahar, Y. (2009). Trends and issues in educational technologies: A review of recent research in TOJET. The Turkish Online Journal of Educational Technology, 8 (2), 124-135.
- [12] Erdoğan, F. ve Çağiltay, K. (2009, Şubat). Türkiye'de eğitim teknolojileri alanında yapılan yüksek lisans ve doktora tezlerinde genel eğilimler. Akademik Bilişim 2009 Konferansı'nda sunulan bildiri, Harran Üniversitesi, Şanlıurfa, Türkiye.
- [13] Akça-Üstündağ, D. (2009). Türkiye'de bilgisayar ve öğretim teknolojileri alanında yapılan yüksek lisans tezlerinin içerik ve yöntem açısından değerlendirilmesi. Yüksek lisans tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- [14] Sert, G. (2010). Öğretim teknolojileri eğitiminde yayınlanmış Türkiye adresli makalelerin içerik analizi. Yüksek lisans tezi, Hacettepe Üniversitesi, Fen Bilimleri Enstitüsü, Ankara.
- [15] Göktaş, Y., Arpacık, Ö., Küçük, S., Yıldırım, G., Aydemir, M., Reisoğlu, İ. ve Telli, E. Kuram ve Uygulamada Eğitim Bilimleri. Educational Sciences: Theory & Practice - 12(1). Kış/Winter. 177-199.
- [16] McMillan, J. H. and Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston: Brown and Company.
- [17] Avcı, Ü., Kurtoglu, M. ve Seferoğlu, S. S., (2010). Türkiye'de Planlı Kalkınma ve Teknoloji Politikaları, XII. Akademik Bilişim Konferansı (AB10), Muğla Üniversitesi, Şubat, Muğla, Bildiriler Kitabı.

An Analysis of German and French Clarinet Systems in Terms of the Differences in Tone and Playing Techniques

İlkay Ak, Anadolu University, iakkoca@anadolu.edu.tr

ABSTRACT: People who had significant contributions to the present state of clarinet were inventor of the instrument German producer Johann Christoph Denner, Ivan Müller, Antoine Joseph Adolphe Sax, Oskar Oehler, Louis Auguste Buffet and Hyacinthe Eleonore Klose' who maintained this tradition. These producers looked for the ways of solutions for the technical problems of clarinet during the development process of clarinet and tried different methods related to the subject. By means of the contributions of these producers, two different clarinet systems emerged. Today these two systems are used. One of these is French system called Boehm and the other is the German system called Oehler. These two systems have some technical and musical differences and due to these differences one of them is preferred by music cults in different countries particularly Germany and France. Additionally, clarinetists choose to use one of these two systems in accordance with their musical and technical preferences.

The aim of the study is to search for the differences in tone and playing techniques of German and French systems by analyzing them. Afterwards, these two systems are going to be analyzed in terms of playing techniques, mechanism and the accessories used.

KEY WORDS: Clarinet, Oscar Oehler, Oehler System, Thebald Boehm, Boehm System

INTRODUCTION

German producer Johann Christoph Denner (1655-1707) had developed the ancestor of blowpipe notably and created the first clarinet. Later, producers such as Ivan Müller (1786-1854), Theobald Boehm (1784-1881), Louis Auguste Buffet (1789-1864), Hyacinthe Eleonore Klose (1808-1880), Antoine Joseph Adolphe Sax (1814-1894), Carl Baermann (1810-1885), Georg Ottensteiner (ca. 1860-1879), Robert Stark (1847-1922), Anton Osterried (1879-1895) contributed to the improvement of clarinet significantly; thanks to them the number of pitches increased gradually and important changes were applied on its structure (Akkoca, 2004: p. 10-19).

One of the producers who provided the most important improvements to the clarinet mechanism is I. Müller produced 13-pitched clarinet in 1809 by adding 7 more pitches to the 6-pitched clarinet of that time. Especially his thirteen-pitched instrument became a model for his successor German and Australian clarinet producers even in 20th century (Rice, 2003: p. 70). Berliner producer O. Oehler applied significant innovations to the instrument developed by I. Müller. He perfected this developed clarinet by changing the shapes and positions of all the pitches and "Oehler Clarinet" which constitutes the German cult today occurred (Akkoca, 2004: p. 17).

Later, flute virtuoso and producer born in Bavaria in 1794 Theobald Boehm (1794-1881) presented his invention Boehm Flute which shattered the world of music. In the beginning of 19th century

Theobald Boehm improved the places of finger holes and pitch mechanism by developing a new finger system. T. Boehm had applied this system on flute first and getting inspired from him, some clarinetists and producers thought that this system of Boehm could be used for clarinet, as well. People who adapted Boehm's system to the clarinet in 1844 were H.E. Klose and L.A. Buffet. These two producers adapted the ring pitches and the details of some finger positions of "Boehm Flute" to clarinet, whose acoustic is totally different, in 1844 and in this way "Boehm Clarinet" which is also known as French clarinet today occurred (Akkoca, 2004: p. 15-16).

PARTS OF MODERN CLARINET

Since Denner, many instrument makers experimented on the construction of the clarinet. Although some of these experiments were unsuccessful, some others led to first examples of the parts and materials being used today. Modern clarinet has five main parts: mouthpiece, barrel, upper joint, lower joint, and bell (see figure 1). Other than these parts, there are smaller pieces and accessories such as reed, pads, corks, screws, and strings (Terlikol, 2006: p. 73).



Figure 1: Parts of the Clarinet

GERMAN CLARINET AND FRENCH CLARINET

The Oehler and Boehm clarinets show many differences in mechanical and musical aspects. The mechanical differences (such as measurement of different parts, placement of the keys, etc.) can be observed by examining the two instruments piece by piece:

Mouthpiece, Reed, and Ligature

Mouthpiece is one of the most important parts of the clarinet (see fig. 2) It affects many aspects of playing such as tone production, articulation, dynamics, register, and endurance. It is vital for a clarinet player to find a mouthpiece that they are comfortable playing with and works well with their instrument.

Sound is created in the mouthpiece where the reed is attached with the help of a ligature. The air blown into the mouthpiece puts the reed into vibration and produces the sound. Mouthpieces can be made of different materials such as glass, porcelain, ivory, and metal (Terlikol, 2006: p.75). However, today most of the clarinet players prefer ebony mouthpieces.

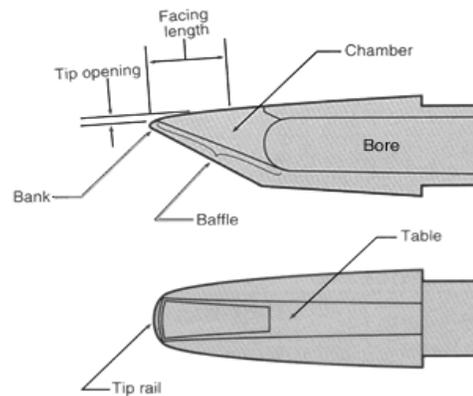


Figure 2: Clarinet Mouthpiece

Both the mouthpiece and reed of the German and French clarinets show some subtle differences. The mouthpiece of German clarinet is slightly longer and the exterior circumference at the bottom is a bit larger than the French. Generally, it also has a more concave baffle and a longer table (Feller, 1984: 25).

French players usually prefer to attach the reed to the mouthpiece with metal ligature (see fig. 3) which creates lighter pressure on the reed and produces greater resiliency. German players, on the other hand, prefer wrapping a string or twine around the reed (see fig. 4); they claim that this procedure allows a more even pressure on the reed and maximizes its resonating qualities (Feller, 1984: p. 26). The mouthpieces made exclusively for German string ligature have a shoulder and a row of notches on the conical outside of the lower half of the mouthpiece. These features make it easier to start the string winding process (Wendl, 2000).



Figure 3: Mouthpiece with Metal Ligature



Figure 4: Mouthpiece with String Ligature

Barrel

Barrel is the part of the clarinet that connects the mouthpiece and the upper joint (see fig. 5). The tuning of the instrument is done by opening or closing the gap between the barrel and the upper joint. Also for tuning, instrument makers produce barrels in different lengths. The barrels that

come with the instruments are made of the same material as the instrument; however, instrument makers also produce barrels of different materials such as hard rubber or plastic.

The sizes of German and French barrels mainly differ in length. The French barrels are generally between 62mm and 68mm in length (Hoeprich, 2008: p.3); on the other hand, the German barrels are usually between 54mm and 56mm long, but they can be up to 60mm. Since the exterior circumference at the bottom of the German mouthpiece is a bit larger than the French, consequently, the German barrels have a slightly larger opening at the top (Feller, 1984: 25).



Figure 5: Clarinet Barrels

Upper Joint

The main body of the clarinet has two parts: upper and lower joints. There are three tone holes that are used with the left hand fingers on the upper joint. There are four keys on the right hand side of the upper joint that are controlled with the right hand index finger. Register key, which is the key that allows the clarinet play a 12th higher, is operated by the thumb of the left hand.

This part of the clarinet is also different in Oehler and Boehm instruments (see fig. 6, 7). On the upper joint, the German clarinet has a total of ten keys, while the French clarinet has nine (Sındır, 2011: p. 70). The register key on the German clarinet is located on the upper left hand side; however, on the French clarinet it is located under side of the bore. The F/C tone hole in the German clarinet does not have a ring mechanism, and it is slightly closer to the register key than it is in the French clarinet. The third tone hole in the German clarinet has a ring mechanism and it is in line with the first and second holes; on the other hand, the same hole on the French clarinet is placed towards the left side of the player and it does not have a ring mechanism. Also, the distance between the first, second, and third tone holes on the German clarinet is larger than it is in the French clarinet, requiring a wider finger spread (Feller, 1984: p. 24).



Figure 6: Upper Joint in Oehler System



Figure 7: Upper Joint in Boehm System

Lower joint

Lower Joint in Boehm models (see fig. 8) consists of eight pitches and three rings. Four long pitches on the right hand side of the clarinet are controlled by right hand little finger. Two long pitches on the upper left hand side of the clarinet are controlled by left hand little finger. There is an additional G sharp pitch on this part on some Boehm models (Hoeprich, 2008: p. 3).

When Boehm model lower joint is compared to Oehler model (see fig. 9), there are two pitches and two rings on the right bottom part of Oehler model. Just like Boehm model, there are two pitches on the left hand side of Oehler model. However, two assisting pitches are added to these pitches on some models. Both Boehm and Oehler Clarinets have crutch on the back to carry the clarinet (Sındır, 2011: p.70).



Figure 8: Lower Joint in Boehm System



Figure 9: Lower Joint in Oehler System

Bell

This part of the clarinet is quite significant in terms of the performance. Bell is like a conical (see fig. 10) and functions to extend the instrument. It prevents metallic resonance of low pitch sounds of the clarinet. There is an additional pitch, developed by Oskar Oehler and controlled by thumb, to sharpen the lowest pitched F and D notes on some German Clarinets (Hoeprich, 2008: p. 212). This part of the German clarinet is produced longer than the French clarinet.



Figure 10: Clarinet Bell

One of the most important characteristics that distinguish German Oehler system model from French Boehm system model is it has more pitches (see fig. 11). However, due to having more pitches, German system has a lot of sliding and fork finger using methods. Grabbing the pitches is easier in Boehm system and it has more finger using methods when compared to German system. Generally, right and left hand little fingers are used alternatively in Oehler system just like Boehm instruments (Barrett, 1999).

Since the place of the reed of Oehler system mouthpiece is more closed and narrower, reeds used on Boehm clarinets are lighter and larger than the reeds used on Oehler clarinets. When we compare the tone holes; the holes on the Boehm clarinet is smaller than the holes on Oehler clarinet (Akkoca, 2004: p.18). Additionally, Oehler system finger holes are placed more distantly than the finger holes on Boehm system.



Figure 11: Oehler Clarinet/Boehm Clarinet

CONCLUSION

There are two clarinet systems occurring as a result of the works of instrument makers as German and French used in present day. Ivan Müller's in German system and Louis Auguste Buffet and Hyacinte Elenore Klose's instruments in French system were accepted as the base. Boehm system, especially preferred by the professionals, has been a clarinet model performed in all over the world outside Germany and Australia due to the technical conveniences provided by clarinet mechanism and methods of finger using. When many of the resources are analyzed, it can be seen that Boehm mechanism can easily be understood by the player. Boehm mechanism enables the player to play a musical scale by moving his/her fingers in sequence. German Oehler system clarinet is a hard instrument to play because of its complicated pitch structure. Due to complicated pitch structure of this system, fork and sliding finger methods become hard to use. Despite all these difficulties Oehler system clarinet players has continued to use this system to protect their traditions. In today's classical music, only German Oehler and French Boehm models are used. However, Boehm

French system is preferred almost all over the worlds due to its advantages. Both of the systems today are created in the same quality.

In this study, differences in the tone and playing techniques of German and French systems are mentioned and the mechanism, playing techniques and the accessories of these two systems were analyzed. It has been thought that this research is going to present a perspective for the musicians, especially the clarinetists of present day.

REFERENCE

Akkoca, İ. (2004). *Klarnet Ailesi ve Repertuarı*. Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi.

Barrett, G. (1999). *Development of the Clarinet*. Available online at: <http://www.niu.edu/gbarrett/resources/development.shtml> (December 01, 2017).

Feller, D. (1984). *Comparison of the Oehler and Boehm clarinet fingering system*. *Clarinet*; Summer, Vol. 11 Issue 4, p24, Periodical Article. Available online at: <http://connection.ebscohost.com/c/articles/59662890/comparison-oehler-boehm-clarinet-fingering-systems> (April 12, 2017).

Hoeprich, E. (2008). *The Clarinet*. Birinci Basım. Norfolk: Yale University Press.

Rice, Albert. (2003). *Clarinet in the Classical Period*. Birinci Basım. Carry, NC: Oxford University Press

Sındır, E. (2011). *Alman ve Fransız Klarnet Sistemlerinin Gelişim Süreci*. Anadolu Üniversitesi Güzel Sanatlar Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi.

Terlikol, G. (2006). *Klarnette Boehm mekanizmasının Bulunuşu ve İşleyiş Biçimi*. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müzik Anasanat Dalı, Yayınlanmamış Yüksek Lisans Tezi.

Wendl, A. (2000). *The German String Ligature*. Available online at: <http://www.woodwind.org/clarinet/Uploads/strnglig.html> (December 01, 2017).

ILLUSTRATED REFERENCE

Clarinet. Available Online at: http://www.musicshowcaseonline.com/resources_instrumentCareWoodwind.asp (May 14, 2017).

Mouthpiece. Available Online at: http://www.mouthpieceexpress.com/specshub/anatomy_wv.html (April 27, 2017).

Mouthpiece. Available Online at:

https://www.google.com.tr/search?q=clarinet++Mouthpieces&dcr=0&source=lnms&tbn=isch&sa=X&ved=0ahUK Ewi_3rz5907XAhVFWRoKHfvXCMoQ_AUIDCgD&biw=1064&bih=667#imgrc=z7tYIczkzI2UIM: (December 04, 2017).

Mouthpiece. Available Online at:

https://www.google.com.tr/search?q=French+players+usually+prefer+to+attach+the+reed+to+the+mouthpiece+with+metal+ligature&dcr=0&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjZ6bruzXAhXQaVAKHX6gCnQQ_AU ICigB&biw=1064&bih=667 (April 04, 2017).

Barrel. Available Online at: <http://www.jurareeds.com/accessories.htm> (April 27, 2017).

Upper Joint. Available Online at: <http://www.sfoxclarinets.com/immediate.html> (December 04, 2017).

Upper Joint. Available Online at:

<https://www.google.com.tr/search?dcr=0&tbn=isch&q=boehm+system+clarinet+upper+joint+lower+joint&spell=1&sa=X&ved=0ahUKEwjBmoaY75nYAhWEh7QKHdNCGAQBQgkKAA&biw=1064&bih=667&dpr=1#imgrc=bXOfdKxIW40EwM:> (December 04, 2017).

Lower Joint. Available Online at:

<https://www.google.com.tr/search?dcr=0&tbn=isch&q=boehm+system+clarinet+upper+joint+lower+joint&spell=1&sa=X&ved=0ahUKEwjBmoaY75nYAhWEh7QKHdNCGAQBQgkKAA&biw=1064&bih=667&dpr=1#imgrc=bXOfdKxIW40EwM:> (December 04, 2017).

Lower Joint. Available Online at: <http://www.sfoxclarinets.com/immediate.html> (December 04, 2017).

Bell. Available Online at:

<https://www.google.com.tr/search?q=clarinet+bells&dcr=0&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKE wjOLvexfDXAhWOGuwKHX3PB18QsAQIQAA&biw=1064&bih=667#imgrc=AFhH4vUYspwBPM:> (December 04, 2017).

Clarinets. Available online at: <http://www.the-clarinets.net/english/clarinet-keys.html> (April 27, 2017).

The Projected Viruses and The Education Crisis

Prof. Adrian Gorun, Constantin Brâncuși, University from Târgu Jiu, Romania

Prof. Horațiu Tiberiu Gorun, Constantin Brâncuși, University from Târgu Jiu, Romania

ABSTRACT

The cultural crisis is also the cause and the effect of the education crisis. It is a cause, because the devaluation of the cultural universe has led to the devaluation of the educational capital. This is because, in a succession relationship, the loss of substance of the educational capital - based on mainly cultural (or at least predominantly cultural) values, generates medium and long term neurotic forms of the cultural crisis. If the relation between the crisis of culture and the crisis of education is a reciprocal one (it can be said that in this relation the crisis of culture manifests itself as a genetic primordiality and the crisis of education as a functional primordiality), it is important to know to what extent the projected viruses projected are responsible for the crisis of education.

KEYWORDS: Culture, Education, Meme, Virus of The Mind, Culture Crisis, Projected Viruses.

The crisis of culture is also the cause and the effect of the crisis of education. It is a cause, because the devaluation of the cultural universe, as explained in the previous chapter, has generated the devaluation of the educational capital. It is an effect because, in a succession relationship, the loss of substance of the educational capital - based on eminently cultural (or at least predominantly cultural) values, generates medium and long term neurotic forms of cultural crisis.

If the relationship between the crisis of culture and the crisis of education is a biunique relationship (it can be said that in this relation the crisis of culture manifests itself as a genetic primordiality and the crisis of education as a functional primordiality), it is important to know to what extent the projected viruses are responsible for the present-day crisis of education. *Concise specifications about the crisis of education in general, about the identity crisis of education in particular*¹

As I said in many earlier works, since the 1970s, the school has gradually lost its potential of monopoly on education, the educational market has become a market with perfect competition - being invaded by a plurality of actors. These actors, exclusively formally legitimized - unlike school which was originally traditionally legitimized and only afterwards legitimized legally - are trying through a quasi-general offensive to fill their legitimacy deficit by appealing to artificial forms of charismatic legitimacy. They build their myths from the "savior" area, invent fetishes, and assume their inalienable right to supremacy, taking advantage of the persistent crisis of education.

Many voices state (not without interest) that scholastic education is in crisis today. It should be noted that this is not just a crisis of scholastic education (carried out in schools and universities), but an endemic crisis of education in general. A crisis juxtaposed with the current crisis of culture and exacerbated relativism, a crisis that has a serious impact on the existential matrix almost all over the world today.

¹ Also see Adrian Gorun, *Contributions to the Reconstruction of the Identity of National Education*, Syntheses, „Academica Brancusi „Publishing House, Targu-Jiu, 2015

The shock of globalization - as a process in which internationalization has reached its maximum - is increasingly felt at the level of Romanian education too. Not only was this shock not absorbed, but it generated forms without substance - through the repeated and exaggerated appeal to imitation. What has made education an unstable, incoherent and heterogeneous field. With many dysfunctions, with lesser authority of epistemic knowledge and too few self-regulation mechanisms. Educational power is worryingly diminishing, the educational potential being in a major deficit.

The current Romanian educational universe is dominated by instability, lack of horizons, entropic tendencies and an accelerated loss of confidence. A term has been attached to education, being considered indispensable: the term *reform*. This is nothing but a projected virus. By spreading and multiplying this virus in the minds of more and more people, contaminating them with the memes of "reform", education has come to be neither conceived nor perceived except *in* and *through* reform, the phrase "reform in education" used since Diogene's time (a cultural virus), transforming itself into "education reform" (the induced metamorphosis of the cultural virus in a projected virus). Semantic differences are major, the eluding of the preposition *in* totally changing the angle of approach, public policies being concerned with the shift from innovation to some sub-domains of education to *the permanent change of education as a whole*, as a system with its own structures and functions.

The use and abuse of the term *reform* - the reproduction and multiplication of the designed virus of the reform - and its attachment to education as a whole has serious operational consequences. Two are the (obvious) consequences we point out here:

- the deficit of credibility of the term "reform", resulting from the loss of content valences;
- the perception of education as being an absolutely unstable domain, permanently subject to rectifying interventions.

So, the current Romanian educational universe has this coordinate, which has become - through reproduction of the designed virus - *immanent*, both from a structural and transversal point of view: *continuous reform*. From an *obsessive invocation*, it tends to become a *potential reality*, just as obsessive. Subject to a brief radiography, *the reform of Romanian education* outlines a picture that leaves no room for many comments.

a) What were the initial stakes?

It is known that any community / society has a *vision* of education, a vision derived from the prototype of desirable man. The change of the Romanian regime (1989) naturally claims a new vision of education, directly reflected in *the educational ideal* of the new society, an ideal in which universal values *coexist* with (and does not suppress) the traditional, national values. The school / university redefines its *mission* according to the educational goals, derived from the educational ideal.

The initial stakes have been circumscribed to a process that increasingly proves both unilateral and inconsistent: the process of compatibilizing Romanian education with education in economically and politically advanced countries. *Compatibilization* becomes a *justifying argument* for the *reform of education*. *Compatibilization* - a projected virus too - is raised to the status of a panacea.

a) How has compatibilization been achieved?

b) In short:

- ✓ Through imitations, generating *too* many forms without substance and generating the consciousness of inferiority (from the induction of the perception of inferiority,

a repetitively induced perception, to the consciousness of inferiority, founded in artificial hierarchies);

- ✓ By taking over the models considered to be superior a priori;
- ✓ Through fragmented experiments, generating - for the most part - devaluations of the educational and social capital;
- ✓ By abandoning the traditional values that gave brilliance and identity to the Romanian education; compatibilization with the "others" has suppressed the compatibilization of education with itself.

c) What was expected?

In a maximum synthesis, it was envisaged:

- ✓ A new quality of education, namely superior attributes for all components, mechanisms and educational spheres, but also for the actors in education;
- ✓ New standards, criteria, indicators and indices in assessing the quality of education;
- ✓ Re-establishment of the school-community functional relationship and school involvement in the local community life;
- ✓ A reorganization of the curriculum: structuring the content to be taught from a competence-based education perspective; re-accreditation of some forms of "on-the-job" qualification education; interdisciplinary and transdisciplinary educational offer; flexible educational offer, adapted to the labor market (with us, hypothetical and far *too* uncertain); quantifying and capitalizing on the results of attending some formal / non-formal education programs;
- ✓ Few and credible examinations;
- ✓ Educational pluralism; educational alternatives;
- ✓ Convergence and educational cohesion;
- ✓ Decent financing of education and so on
- ✓ d) Where was it wrong?
- ✓ In a brief sentence, we consider that it was wrong to choose and promote educational policies that have eroded the education value system from within. Here are some points:
 - ✓ Lack of predictions about the effects caused by fruitful contamination;
 - ✓ Identification of changes of any kind with *reform*, of *reform with modernization*, but especially of *modernization* exclusively with *occidentalization* (not every change produces innovation, and the sphere of modernization goes beyond occidentalization: the cases of Japan, South Korea, China, India being notorious);
 - ✓ "Centering" of education exclusively on competences at the expense of "centering" on values (informal and formal);
 - ✓ Emptying education of its axiological content ; giving up goal values and promoting *close utility*;
 - ✓ Changing the framework and content of competition: moving from competition for individual *and professional status* within the organization, to competition between organizations, competition for the multiple contract;
 - ✓ Metamorphosis of imperatives in repetitive slogans;
 - ✓ Applying "social" programs, of integration programs, or for positive discrimination, equal opportunities, etc., not based on impact studies (almost all proved to be ineffective);
 - ✓ Loss of control over the consequences of change and so on.

f) What has been achieved?

A precise diagnosis can not be fixed without taking into account the items that have articulated the proposed architecture. It has "succeeded" in building an educational universe with *too* few legitimate valences and with *too* many failures, so many that they create the almost quasi-general perception of drifting education. Without indicating the successes and failures by appealing to normative sentences formulated in terms of "superior" - "inferior", "better" - "worse," we present schematically the matrix of the Romanian educational universe today.

What was aimed at vs. What was achieved

<i>Proposed Objectives</i>	<i>Achieved Objective</i>
1. A new quality of education	1. The involutive shock of quality
2. New criteria, indicators / indices and standards in quality assessment	Quantitative, irrelevant, false-hierarchy generating criteria
3. Re-establishing the relationship school-community and school involvement in the local community life	Apart from taking on financial and patrimonial obligations by the community regarding non-university education, the gap has widened; school has become self-isolated in initiatives and has become the receptacle for altered forms of community spirit
4. A reorganization of the curriculum	More and more atomized educational offer, circumscribed to sterile standards imposed by ARACIS and ARACIP, inflexible, increasingly irrelevant, centralized and detached from real life
5. Few and credible exams	Elimination of entry examinations, of the fetish of diplomas, extension of underground education (the private lessons" industry"), decreditibilizing the exams in higher education as a result of massification and financing / student in particular
6. Educational pluralism (educational alternatives)	Explosion of private institutions, generally oriented towards profit. Educational alternatives, with few exceptions, true forms without substance.
7. Convergence and educational cohesion	Institutional convergence. The divergent educational potential in terms of real convergence and nominal convergence in education.

8. Decent education funding

Chronic sub-financing. Use of institutional autonomy as an instrument for perpetuating precarious financing.

9. Instituting merit as the sole criterion for promotion in career

Excessive party politicization of the system; the party card has come to be considered meritorious in promotions to leadership, guidance and control positions; party activism and the transfer of party loyalties are almost sole vehicles in promoting to decision-making positions.

10. Education legitimized through performance

The major identity crisis of the Romanian education, materialized in a crises system: a) the crisis of ideals ; b) the value crisis; c) the crisis of epistemic authority, d) the crisis of confidence; e)the continuity and vision crisis; f) the identity crisis. Continuous devaluation of the educational capital, a process that deepens the identity crisis.

In conclusion, the current Romanian educational universe has absorbed all the problems faced by society in the last quarter of a century. Both prolonged transition and globalization have left their mark upon it. Unfortunately, predominantly in a negative way.

The domain regulations have proved to be too incomplete and too inconsistent, focusing primarily on form aspects and too little on content issues. The frequent changes in legislation have generated instability and uncertainty, which are presented and justified by invoking the ... reform. The poor management of the transition from the centralized system to the "democratization of the system" allowed the occurrence of exaggerated relativism, absolutized nihilism, utilitarian anti-intellectualism, and libertinism generating anomia.

The projected viruses from education

The finding regarding the school's monopoly over education is correct, being verifiable through immediate recourse to the present society. A society subject to globalization that restructures the process of knowledge in all its dimensions and aspects: producing knowledge, validating knowledge products, capitalizing on them in ever larger spaces and in more and more limited times. A major contribution to the loss of the school monopoly over education is caused by the projected viruses.

The states act everywhere for "modernizing" education, for adapting it to the demands of the future on the course. Which is normal and represents the unifying vector of educational policies. The differences come from the ways in which the dynamic balance between innovation and tradition is ensured. Where in the desire to "modernize" quickly, the tradition is canceled, it inevitably leads to anomia and to the construction of an artificial educational architecture where imitations play the primordial role. On the contrary, where innovation blends with time-validated traditions, perpetuating the set of values that has established a healthy education over time, the

architecture of the educational system is one that makes education a profitable investment in the long run.

Previously we have broadly presented the picture of our national education, a picture well known to school people, parents, pupils, students, various communities, to society as a whole. We can all see the multidimensional crisis of education. The news (both good and bad) is that we are not alone in this situation. With few exceptions - they also target those countries where the political composition of the education value system has not undermined the foundations of culture - education is undergoing a crisis process. But the intensity, depth and magnitude of the crisis differs.

The current crisis of education is the effect of its uprooting, and the uprooting of education *forms* and *re-forms* the uprooted man. The power of motivation through school has fallen alarmingly because the *educational power* has diminished (*the educational power* expresses the extent to which the values on which education is based are shared by the members of the community, who- by transforming them into acts of conscience - act for the preservation and development of the stock of social capital). As with cultural power, the educational power exerts a certain authority on the community. The educational authority is, however, dependent on the *political component* of the education value system, which *makes the difference between communities / societies, nations*.

In other words, *the differences* are generated by the relationship between cultural viruses and projected viruses: where the projected viruses did not aim at, or did not succeed in suppressing the cultural viruses, innovation did not cancel the tradition but completed it (the cultural virus reform in education). On the contrary, where the projected viruses have destroyed the cultural viruses, innovation has led to the uprooting of education (the projected virus *education reform*).

We have previously stated that, unlike the cultural viruses which evolve so that they are self-perpetuating, the viruses that are projected, once released, copy and channel people's lives to the ends of the viruses, being at the service of their creator.² " Virus makers use every opportunity to spread the memes they want to circulate, resorting to the established ways to infect minds: *conditioning(repetition), cognitive dissonance, Trojan Horse*. They justify their approach by invoking the contribution of the projected viruses to increase the quality of education and, as a consequence, contribute to raising the quality of life. Let us not forget, however, that most projected viruses are profit-driven viruses, spreading the memes that their creator considers to be profitable for him.

Why does the political component - public policies - of the education value system acquire imperative valences? Which resorts make it possible to apply policies in education?

Generally speaking, it can be said that these policies are respected and applied because they are legitimate in the eminently public character of the interest and purpose of education. This, however, is a necessary, but not sufficient, condition, because, however much the public interest is appreciated, those focused on educational activities do not sacrifice their individual interest for the sake of the public interest. Something else is needed, and *this is something* behind the strategy of capitalizing on memes spread through educational policies: the "golden handcuffs".

As in the case of companies, in the case of the education system too, the "golden handcuffs" are the way in which, regardless of the situation, people are kept within that field of activity. However, if the "gold" the "handcuffs" are made of in the case of companies is represented by the financial reward (usually shares) that is given to the employee in return for long-term residency in the company, the "gold" the „handcuffs" are made of in the case of education is *another kind*

² Brodie, *op.cit*, p 221

of reward. In education, the financial rewards for pupils, students, teachers are insignificant as compared to other forms of reward that we can designate as *professional reward*.

The "gold" from which "handcuffs" are made in education is the prestige to which aspire most people engaged in individual training through cultural transmission and social integration. There are thus chains of dependencies - direct or indirect - that have as a result series of complications in the spreading of the viruses that are projected. By using the "golden handcuffs" strategy, the creators of projected viruses will secure their profit by spreading those memes that in turn creates the illusion that they satisfy professional prestige and improve human condition and quality of life.

Many projected viruses have spread to education based on the "golden handcuffs" strategy, contaminating our minds with a series of memes that covered the interests of the creators of these viruses. And just reminiscent of projected viruses such as *competence-based education, adapting of the educational market to the labor market, dual education, compatibility of Romanian education with European education, ISI articles, peer review for teaching, internationalization of higher education, computer-assisted teaching*, etc. we can understand to what extent these viruses have benefited education or have been in the service of their creators.

Regulation of The Use of Force in Contemporary Law - Present and Perspectives

Assoc.Prof.Ina Raluca Tomescu, Constantin Brâncuși” University from Târgu Jiu,
ina.tomescu@gmail.com

ABSTRACT

War has been considered one of the main instruments of foreign policy of states. The UN Charter proclaimed the non-use of force or threat of use of force and the peaceful settlement of disputes as principles of international law. Under current international rules, the coercive instruments, with or without the use of armed force, may be used in collective measures taken by the UN, based on the Security Council decision.

KEYWORDS: Use of Force, Threat of Use of Force, International Rules, UN Charter, Security Council.

The war was considered one of the main foreign policy instruments of the states. The current state of international relations, as well as the recent events on the international scene, raised serious questions about the extent and content of the main pillars of the international legal order.

The most important and numerous questions relate to the lawful use of force in relations between states. Traditionally, under the UN Charter, the ban on the use of force and the threat of force was considered one of the essential foundations of the legal construction of the international society, being the result of a constant normative and historical evolution³. We can conclude that this evolution was practically parallel with the evolution of humanity, and *pursued the progressive limitation of the cases of force use and force threatening to the widest possible extent*.

In this complex world system built over several decades, the United Nations General Assembly, the Security Council and the UN General-Secretary have played together, complementarily or individually, major roles in the achievement of international peace and security, covering the main areas: achieving, maintaining and building peace⁴. The preamble to the Charter proclaimed the resolution of the Member States to join forces in maintaining international peace and security, to accept principles and to establish methods that "ensure that the armed force will only be used in their common interest."⁵

The UN Charter, in art. 2 par. 4, concerning the principles that should govern relations between states, presents the content of the principle of non-use of force or threat of force in international relations in the following terms: "All members of the organization will abstain in their international relations to resort to the threat of force or to its use, either against the territorial integrity or political independence of any state, or in any manner incompatible with the purposes of the United Nations."⁶

³ I. Gâlea, *Folosirea forței în dreptul internațional*, Editura Universul Juridic, București, 2009, p. 5.

⁴ O. Russbach, *ONU contra ONU. Dreptul internațional confiscat*, Editura Coresi, București, 1999, p. 152.

⁵ V. Crețu, *Drept internațional public*, Editura Fundației România de Măine, București, 2006, p. 251.

⁶ R. Miga-Besteliu, *Drept internațional public*, vol II, Editura CH Beck, Bucuresti, 2008, p. 158.

The provision is complemented by the exceptions provided in Art. 51 (the inherent right to legitimate defense) and art. 43 (measures imposed by the Security Council considering Chapter VII of the Charter).

The conventional provision in the Charter is reproduced in a series of UN General Assembly documents, OSCE documents, but also in bilateral and multilateral regional treaties. Thus, the rule is resumed in:

- The Declaration on the principles of international law relating to friendly relations and cooperation between states in accordance with the UN Charter (Resolution 2625 (XXV) of 24 October 1970);

- Resolution no. 3314 (XXIX) of 14 December 1974 of the General Assembly on the definition of aggression;

- Resolution 31/9 of 8 November 1976 of the General Assembly on the signing of a multilateral treaty on the prohibition of the use of force in international relations;

- Declaration on the inadmissibility of intervention and interference in the internal affairs of the States (Resolution 36/103 of 9 December 1981);

- Declaration on the peoples' rights to peace (Resolution 39/11 of 12 November 1984);

- Declaration on the strict respect of the principle of the prohibition of the use of force and the threat of force in international relations (Resolution 42/22 of 18 November 1987);

The general rule prohibiting the use of force in the regulation of relations between States allows two derogations, referred to in Chapter VII of the Charter, entitled "Action in case of threats to peace, peace infringement and other acts of aggression," chapter which also regulates the functions and the powers of the Security Council for the maintenance of peace and security in international relations if it finds that peace is threatened or violated or that it faces an act of aggression.

The first derogation is provided in Art. 39, according to which: "The Security Council shall establish the existence of a threat to peace, a peace violation or an act of aggression and shall make recommendations or decide what measures shall be taken, in accordance with art. 41 and 42 to maintain or restore international peace and security", which, of course, legitimizes the state, if there is a threat of peace, a peace violation or aggression against it, to take all necessary measures for the restoration of international peace and security.

In other words, the Charter leaves, through this derogation, the possibility of lawful use of force as a constraint measure provided by art. 42, for sanctioning aggressors, by a decision of the Security Council.

Unlike the recommendations that the Security Council may make on the basis of Chapter VI (Peaceful Resolution of Conflicts) of the Charter, which are optional, the recommendations referred to in Art. 39 have a warning character, as well as the recommendations of art. 40, which refers to temporary measures to prevent an aggravation of the situation. According to it, "The Security Council may, before making recommendations or deciding on the measures to be taken in accordance with art. 39, invite interested parties to comply with the temporary measures they consider necessary or desirable. Such measures shall not prejudice the rights, claims or position of

the interested parties. The Security Council will take due account of the failure to implement these temporary measures."⁷

The second exception referred to in the UN Charter is regulated in Art. 51: "Nothing in this Charter shall prejudice the inherent right of individual or collective self-defense if there is an armed attack against a Member of the United Nations until the Security Council will have taken the necessary steps to maintaining peace and international security. Measures taken by Members in the exercise of this right of self-defense shall be immediately brought to the attention of the Security Council under this Charter to undertake at any time the actions they consider necessary for the maintenance or restoration of international peace and security."⁸

In other words, the Charter leaves, through this derogation, the possibility of lawful use of force as a form of legitimate defense for the exercise of the right to individual or collective legitimate defense.

Therefore, in the Charter's view, these derogations give the right to legitimate defense two meanings⁹, for two different cases in which a country can use force against another country: a broad sense, which denotes the armed resistance to the actions of a state which, through the illegal use of force, violates the imperative norms of international law, which includes both the self-defense measures of the aggrieved state and the actions taken by the United Nations and the regional organizations in the event of a threat to peace, a peace violation or an act of aggression¹⁰.

In a narrow sense, the right to legitimate defense refers to the second derogation, the right to self-defense, individual or collective, regulated in art. 51. This is also the only legal situation when states have the right to resort to armed forces without the prior authorization of the Security Council, but under its control. This right, limited in time and conditioned in exercise, arises when the armed aggression is committed and ceases when the Security Council takes the necessary measures to restore and maintain international peace and security. This right can only be exercised in three situations, namely: in case of armed aggression; if the act of armed aggression is prior to self-defense measures and if the act of aggression is of some degree serious¹¹.

Although the Member States generally renounce the use of force against other countries as a means of settling disputes between them, both in the provisions of the United Nations Charter and in subsequent developments, there are still situations in which the use of military force is allowed.

The right to legitimate defense (individual or collective)

It is the legitimate right, but limited in time and constrained in execution, which can only be used when a state or a group of states is the object of an aggression of another state or group of states.

The right to engage forces in such a situation will continue until the Security Council will have taken the necessary steps to maintain peace and security. But the September 11, 2001 terrorist attacks on United States territory have brought a new element into international legal practice,

⁷ C. G. Balaban, *Securitatea și dreptul internațional. Provocări la început de secol XXI*, Editura CH Beck, București, 2006, p. 169.

⁸ R. Miga-Besteliu, *op. cit.*, p. 159.

⁹ I. Cloșcă, I. Suceavă, *Dreptul internațional umanitar la începutul secolului XXI*, ARDU, București, 2003, p. 615.

¹⁰ G. Geamănu, *Drept internațional public*, Editura Didactică și Pedagogică, București, 1983, p. 434.

¹¹ D. Ș. Paraschiv, *Sistemul sancțiunilor în dreptul internațional public*, Editura CH Beck, București, 2012, p. 75.

because instead of appealing to the Security Council to authorize the application of Art. 42 of the UN Charter, the United States has resorted to art. 51, the right to legitimate defense, whether individual or collective, triggering military action (by invoking the threat brought by Taliban terrorists in Afghanistan and the danger to the whole of humanity) against Afghanistan. Even the North Atlantic Council, meeting on September 12, 2001, made a similar decision, considering attacks on the United States as falling under Art. 51 of the North Atlantic Treaty. However, the NATO General Secretary Lord Robertson, at the opening of the NATO Defense Ministers Meeting on 26 September 2001, said the Alliance would not proceed until it would have received "clear evidence" from the US about the identity and guilt of the suspects, and "the first step will be to eliminate the term" if "in the declaration adopted by the NATO Council."¹²

It can be emphasized, in full agreement with the International Court of Justice, that the legitimate defense, either individual or collective, is justified only under well-defined conditions when measures proportional to the act of armed aggression are adopted, being necessary to end it¹³. In addition, as has been shown repeatedly, any action taken under Art. 1 of the UN Charter, it will last until the Security Council takes the necessary steps to maintain peace.

The collective use of force

This measure is aimed at restoring peace and can be taken against a state that would threaten international security only when other measures proved to be ineffective in removing the threat. A first case for passing on the collective use of force against a state under the above-mentioned conditions is the commitment of the United Nations against the DPRK in the context of the Korean War of 1950-1953. This measure, the first in the history of the UN, which provided for the application of art. 42 of the Charter was taken on the basis of the Security Council's decision and Resolution 377 / V adopted by the UN General Assembly on 3 November 1950¹⁴.

Entitled "United for Peace"¹⁵, that resolution provided: "In all cases where there appears to be a threat of peace or an act of aggression and where, owing to the fact that unanimity could not be achieved among the permanent members, the Council of security, being deprived of its primary responsibility for the maintenance of international peace and security, the General Assembly will immediately examine the issue in order to make recommendations to members on the collective measures to be taken, including the use of armed forces in case of need, to maintain or restore international peace and security. If the General Assembly is not in session at that time, it will be able to meet in an extraordinary emergency session within the next 24 hours, at the request for that purpose."¹⁶

Of course, this resolution does not dispute the rights and powers of the Security Council conferred by the Charter, with the aim of avoiding a veto. But it was strongly criticized, some criticisms being legally based.

Recognizing that the resolution in question empowers the General Assembly to decide on coercive measures with the use of the armed force, the exclusive competence of the Security Council, the specialists in the matter also invoked art. 11 paragraph 2, which provides that "any

¹² C. G. Balaban, *op. cit.*, p. 172.

¹³ I. Cloșcă, *A fost legală sau ilegală atacarea Irakului?*, în *Revista Română de Drept Umanitar*, nr. 1/2003, p. 11.

¹⁴ C. G. Balaban, *op. cit.*, p. 173.

¹⁵ Doc. ONU A/Rez.377/V.

¹⁶ M. D. Lungu, *Rolul organizațiilor internaționale în soluționarea pașnică a diferendelor internaționale*, Editura Universul Juridic, București, 2010, p. 249.

such matter requiring an action shall be referred by the General Assembly to the Security Council before or after its discussion"¹⁷.

Resolution 377 / V was also invoked in several difficult international situations, the specialized publications mentioning the Conflict of Suez, a conflict triggered in 1956 following the invasion of Egypt by the Anglo-Franco-Israeli forces as a retaliatory measure for nationalization by the Company of the Suez Canal¹⁸. A delicate international situation for which to solve, the Security Council convened an emergency session of the General Assembly on 30 October 1956 to make recommendations. As a consequence, on November 2, 1956, the Extraordinary Emergency Assembly called for an immediate ceasefire, and later on November 5, decided to create a "UN Emergency Force" based on Resolution 377 / V and not art. 42 of the Charter¹⁹. Resolution 377 / V was also invoked following US and British military intervention in Lebanon and Jordan.

If we were to try to conclude on the nature, evolution and content of the principle of forbidding the use of force and force threatening, the idea that would result would be under the influence of two opposite factors: on the one hand, the evolutions in the sense of strengthening the prohibitive rule and the coverage of a wider range of acts involving the use of force - a sense in which the *soft law* instruments adopted over time in the UN and regional organizations could be observed - and, on the other hand, a trend of some states, reflected in practice and doctrine, to create certain breaches in the legal system that allow the use of force in certain cases: either by restrictive interpretation of the general rule contained in Article 2 para. 4, either by extending the scope of the two "classic" exceptions from the prohibition rule, or by proposing theories on "new exceptions".

September 11, 2001, even though it is considered a turning point in contemporary international relations, has led to a change in international law through two elements: first, in that it has led to a fundamental change in the foreign policy of the main power at the level world; the second, September 11, 2001 has fundamentally altered the nature of global conflicts and threats, with classical state-state conflicts being replaced by "asymmetric" threats.

Some authors question the existence of new exceptions to the use of force²⁰. There is a tendency to create / modify the existing framework - either through the extensive interpretation of previous norms - as in the case of legitimate preventive defense or through the establishment of a new rule - as in the case of the "humanitarian" right of intervention. Both proposed rules are the result of pressure on the international legal system. At the practical level, the pressure comes from the divergence between the way in which the world legal order was conceived at the end of the Second World War and adapted to a situation of "equilibrium" between the two major political-military blocks, on the one hand, and the structure of the contemporary international system, on the other hand, dominated by the power of the United States of America. Ideally, the pressure comes from invoking a discrepancy between the norms of ethics or morals and the rule of law.

In the evolution of the right to use force, the influences that contemporary values have on the formulation of the norms of law must not be neglected. One of them may be humanity.

¹⁷ C. G. Balaban, *op. cit.*, p. 173.

¹⁸ S. Scăunaș, *Drept internațional public*, Editura CH Beck, București, 2007, p. 336.

¹⁹ I. Cloșcă, *op. cit.*, p. 8.

²⁰ I. Gâlea, *op. cit.*, p. 273.

Certainly, current international law contains clear tendencies towards the wider protection of human rights, a legal expression of the values of humanity²¹.

However, applying the idea of humanity, respect for human rights in the use of force, can hardly lead to a concrete result, due to the possibility of generating two opposite tendencies. Thus, on the one hand, the values of humanity would determine that the use of force in the world would appear in as few cases as possible. We were talking about the "ascendant" evolution of the principle of forbidding the use of force and of the force threat in contemporary international law as a result of its historical construction and of the level reached by international society. On the other hand, the values of humanity, transposed at the level of law regarding the respect of human rights and freedoms, may justify exceptions or derogations from the prohibition of the use of force.

Even though states are attached to the idea of *rule of law* internationally, in its various forms of expression, the reality of the contemporary international system does not allow its full respect. This does not mean that the idea should not be postulated, given its legal and ethical fundamentals. Moreover, this does not mean that the international system will not evolve to the awareness of the need to respect the rule of law. This evolution can occur in a reasonable future (even one generation) through one of the following two variants²²:

- the general evolution of states' "conscience" in the sense of designing the value of respecting *the rule of law* from a local to an international level. Thus, just as human rights have become a globally accepted value, it is possible, given the positive internal developments in different states, for the *rule of law* to become an international value;

- the possibility of rebalancing the global power system. An ascent of a power pole in Asia, centered around China, is increasingly plausible and is mainly based on economic development in this region.

Balancing the global power system would not be an ideal solution, as the first option, but would be a realistic and pragmatic solution. The respect for the rule of law would work. In such situations, not necessarily because of the states' conscience regarding the fairness and ethical foundation of the concept of rule of law, but as a result of the fact that there will be no possibility for an international actor to act ignoring the behavior of the other actors - which, as a consequence, will determine the need to respect the rule of consent or the will of states, the basis of the rule of law in the international system.

The rules regarding the ban on the use of force remain one of the foundations of international law, although there have been evolutions of the rule of law on the use of force after the end of the Cold War and, particularly, after the events of 11 September 2011.

²¹ M. Voiculescu, *Drepturile omului și problemele globale contemporane*, Casa editorială Odeon, București, 2003, p. 269.

²² I. Gâlea, *op. cit.*, p. 281.

The Effect of Carl Maria Von Weber E Flat Op. 26 Clarinet Concertino on The Performance of Clarinet

İlkay Ak, Anadolu University, iakkoca@anadolu.edu.tr

ABSTRACT: Solo and chamber music works for clarinet of Carl Maria von Weber create a quite important part of clarinet repertoire. These works which are also used for training repertoires are the works that provide technical and musical development for the students. Weber clarinet concertino is among these works. This concertino with single part consists of three parts in itself. These are Adagio ma non troppo, Andante and Allegro. There are more or less technical and musical difficulties of the concertino that changes from one clarinetist to the other. However, each teacher and student have his/her own methods to solve these difficulties. What is important is to be aware of these difficulties and to apply a correct way to study it.

In this study, first, some information about Romantic Period music is presented in a historical order, the place and the importance of Weber in the history of music are mentioned, and some methods are described in order to decrease the musical and technical difficulties in clarinet concertino.

KEYWORDS: Romantic Period, Weber, Clarinet, Baermann, Concertino

INTRODUCTION: ROMANTIC PERIOD

Romantic period is a period which covers entire 19th century. This period reaches out till the beginning of 20th century. This era is the era of Schubert, Chopin, Schumann, Liszt, Berlioz, Verdi and Wagner. However, Romanticism has not just experienced in romantic period but in every period through every artist (İlyasoğlu, 2001: p. 77). When observed generally, it is possible to say that all art is romantic. Therefore, Romanticism is not a phenomenon of a single period, however; it emerged in different forms and times (Taylor, 2013: p. 1). It is possible to see romantic elements even in some works of Middle Ages. When considered from this point of view, mysticism of Bach also could be romantic. It is also possible to say the same thing for Beethoven's revolutionary soul, his passion for nature and excitements. Although Mozart's operas are accepted as the examples of Classicism, Hoffmann talked about the romantic values in these operas. Each work of art has part in it that comes from Romanticism (Selanik, 2010: p.178). An important feature of Romanticism is that its wish to reach out to the past and to the future. Romanticism believes that an endless pursuit for passion and unobtainable is valuable (Taylor, 2013: p. 1). Romanticism has become an identity for Romantic period since it has been experienced densely in the works of this period (İlyasoğlu, 2001: p. 77).

Romanticism can be characterized as a rebellion against the normative limits of Classic movement. Art in 18th century was created for the joy of a specific class of society; however, it became a means of expression for the composer in 19th century. The work of the composer in Romantic period was the manifestation of subjective emotions. Therefore, the composer attached a great

importance to dramatic call through the richness of harmony and the colors of instruments (İlyasoğlu, 2001: p. 77).

Distant key relations in 19th century became an expectation rather than being weird. Main key or dominant axis was weakened by the subdominant direction and the melody was called as theme. Counterpoint was become less important in that period. Orchestral instrumentation was enlarged including piccolo, English horn, contrabassoon. Bass and sometime soprano (Eb) clarinets, trombone, tuba, harp and a long list of percussions (Taylor, 2013: p. 1). Septet and nine-up chords were frequently employed in Romantic period. Chromatism was used in a large scale (Selanik, 2010: p. 178).

The improvements in the expression in music led the developments of instruments. Composers wrote works where technical and musical difficulties existed densely. Virtuosos who performed these works were also trained. Music and poem combined and turned into a recital with a story in this period. The instruments which described the feelings of a romantic composer in the best way were piano and violin. Therefore, the most concertos for piano and violin were composed (Zantur, 2016: p. 7).

The artist in Romantic period got a new function via Beethoven. The artist was not a servant of small communities such as noble families, principedoms, any more; he/she became a hero who turned out to be the voice of large masses through his/her works and the composer had the freedom he/she wished in this period (İlyasoğlu, 2001: p. 78).

CARL MARIA VON WEBER

Carl Maria von Weber (1786-1826)



Carl Maria Weber who was born in the city of Eutin in Germany was the first great composer of German opera. He was born as a child of a musician family. His father Franz Anton Weber (1734-1812) was the choir master in the churches in Stadmusicus and Eutin. His mother, Genovefa Brenner (1764 - 1798) was Franz Anton Weber's second wife. Due to his parents' becoming the performers of a travelling opera company, he travelled a lot when he was young and he was a composer who met the music in different cities.

Weber's father had always wanted Weber to grow up as a prodigy just like Mozart. Franz Anton sang to him and taught him to play the piano in order him to learn speaking immediately (Alpay, 2005: p. 47). He received his first basic music lessons from Joseph Haydn's brother Michael Haydn. He learned counterpoint from Michael Haydn, and composition from J. N. Kalcher and then from Abbe Vogler in Munich. He was assigned as the musical director of Breslau Opera in 1804 with the support of Vogler. His opera called *Silvana* was performed in Frankfurt in 1810. He went to Darmstadt since Vogler moved to this city and continued his works in that city. Weber's opera called *Abu Hassan* had a great success in Munich in 1811. Weber who had been continuing to perform piano recitals, was assigned to his first important duty as the director of Prague German Opera House in 1813 (Yılmaz, 2006: p. 34).

Weber was assigned to the Dresten music directorate by the king of Saxonia in 1817. He met Friedrich Kind in this city and wanted him to write an opera reflecting the sensitivity of the German. Kind prepared the lyrics of the opera by utilizing the German fairy tale called *Der Freischütz*. After being worked on these opera lyric for 3 years, he composed his masterpiece *Freischütz*. After the premiere of the work, Weber revolutionized German opera. The first performance of the work was on 18th June 1821 (Yılmaz, 2006: p. 34).

Weber learnt that he had tuberculosis and did not have a long time to live in front of him in the period when he was composing *Euryanthe* opera. He was invited to London to compose operas in 1825. Weber accepted this offer a year later and his illness got worse in that period. *Oberon* opera which he composed for the English was performed in 1826 by the mastership of Weber and had a great success. Weber whose health had got worse died in London, away from his family, in 1826 (İlyasoğlu, 2001: p. 91).

SOLO AND CHAMBER MUSIC WORKS OF CARL MARIA VON WEBER FOR CLARINET

It can be seen from the works Weber composed that clarinet was one of the most favorite wind instruments of Weber. Due to being educational, the works composed for clarinet by Weber are among the essential works education repertoire. These works are as important as "Clarinet Concerto (K622)" of Wolfgang Amadeus Mozart (1756-1791), "Sonatas No.1 and 2" of Brahms (1833-1897) and "Clarinet Concerto Op. 57" of Carl Nielsen in clarinet literature.

Clarinet's distinctive, rich and soft tone especially in the chest register and its enabling structure for both romantic and dramatic expression affected Weber very much.

Weber's concertino and first two concertos were composed for leader clarinetist Heinrich Josep Baermann (1784-1847) of the orchestra called Bavaria in Munich. Weber was in cooperation with the leading virtuosos of the period for his career. Just like Weber, Baermann had been in a pursuit to obtain appropriate works for his career. The cooperation between Weber and Baermann became very successful due to Baermann's playing virtuoso and Weber's adaptation Baermann's music career very well. The concertino composed by Weber in 1811 was performed in Munich in the same year (Heidlberger, 2011: p. 262). Weber had offered Baermann to play in a concert for royal

family and when this offer was accepted he wrote his concertino for clarinet and orchestra in 3 days. The concert which went great intensified the friendship between Weber and Baermann, and their friendship continued throughout their lives (Alpay, 2005: p. 45). After the performance of concertino in a successful way, the same year King of Bavaria wanted Weber to write two concertos. Weber completed the works called “Premier Concerto” and “Deuxieme Concerto” in the same year.

Weber started to write “Introduction, theme and variation” for Baermann in 1811 and completed this work in 1813. Weber got the theme from opera “Silvana” No.10 Mechtilde’s Aria (Alpay, 2005: p. 45). Baermann wrote the Adagio variation of this work. Weber wrote clarinet part of Clarinet Quintet for Baermann. Solo and chamber music works for clarinet composed by Weber are listed below in respect to their opus number:

- Concertino for Clarinet and Orchestra Eb Major op. 26 (J109)
- 7 Variations on Silvana theme Op. 33 (1811)
- Quintet for Clarinet and String Quartet, Bb Major Op. 34 (J182)
- Grand duo Concertante, Eb Major, Op. 48 (J204)
- Clarinet Concerto No.1 F Minor Op. 73 (J114)
- Clarinet Concerto No. 2, Eb Major Op. 74 (J118)

Weber was a composer who increased the popularity of clarinet through the works he composed in Romantic period.

CARL MARIA VON WEBER: CLARINET CONCERTINO IN E FLAT MAJOR

The work has a single part however; it consists of three sections in itself. These are Adagio ma non troppo, Andane and Allegro. Adagio ma non troppo section was composed in 3/4 beat.

The orchestra starts the work with a strong minor tone through the tempo in the first part of the work. Then, this strong intro in minor tone fades away and the emotional intro of the clarinet is heard and it transforms the tonality into major. Next, the Andante part starts (Aktüze, 2007: p. 2620). Pianissimo and forte chords in the section till the Andante of the first part in the clarinet party are important in order to display musical expressions. When observed in terms of articulation, not being missed of legatos and staccatos in the ligatures of accents and being practiced of them as stated make musical sentences more understandable.

Andante section was composed in 4/4 beat. In addition to the articulations mentioned in the first section, piano chord till the Allegro section should not be missed.

After the clarinet presents more lively, pastoral atmospheric theme, the orchestra replies it by getting faster. Later, clarinet starts to play the live variations. The second variation in this section is more virtuosos for the clarinet. Semi-quaver notes in clarinet party in this part are a fluent

melody along with the rhythmical structure. After this section, the orchestra emphasizes the rhythm. The clarinet plays third variation in a slower (*lento*) tempo. After this *Allegro* section starts. It starts with through the leadership of the clarinet again. After the clarinet intro in a lively tempo, orchestra repeats that. After the clarinet develops the theme through arpeggios, the final starts. Clarinet performs virtuosos cadances and after a trill it enables orchestra to present last strong tunes (Aktüze, 2007: p. 2620). Semi-quaver notes are used most frequently in this section of clarinet part of the work and this part is composed in 6/8 beat.

Generally, tone mastery and having the breathe control are quite important elements for the work. Successive technical passages and having far distances of breathing parts can be challenging for the player in terms of providing a good diaphragm breathing and tone mastery. When faced with such a difficulty, the solution is a good diaphragm breath along with a good condition and long voice practices. Additionally, when the student pays attention to the places to breath helps music sentences not to be separated.

Parts containing semi-quaver notes throughout the work also can sometimes be challenging for the player since they necessitate a rhythmical movement of fingers on the clarinet. To start in a slow tempo is necessary in the practice for this kind of passages. Moving the fingers with on the fret rhythmically while practicing should not be forgotten until reaching the targeted tempo. Each stage of this practice should be accompanied by a metronome. This is because the practices accompanied by a metronome help fingers to get used to in shorter time and aforementioned articulations to be played in a rhythmical way. Scale, tiers, arpeggio and musical octave practices with different articulations can be practiced.

It is necessary to learn about the musical style, life of the composer and the period he/she lived first, to be able to overcome the interpretational difficulties while performing the Clarinet Concertino of Weber which has been played by almost all clarinetists. This helps the player to interpret the work easily.

The most important factor to help resolving the problems during the performances of clarinetists and all performers is practicing consciously. Conscious practice is very important for every player. To perform such practices helps resolving the problems in a short time and to reach the ultimate solution.

CONCLUSION

Clarinet repertoire in Romantic Period enriched with the works of Weber. The works of Weber for clarinet have never lost their importance from that day to present. After Weber's concertino for clarinet and orchestra had been performed, Weber received many orders to compose concertos. There are two clarinet concertos among them (Akkoca, 2004: p. 27-28). The expressional and color richness effect of Romanticism can clearly be seen in this work. The work also has a characteristic that assesses the technical knowledge. However, technical difficulties in the concertino can vary from clarinetist to clarinetist. What is important is that the student not only should follow the

methods taught by the teacher but he/she should also determine and use his/her own authentic methods to solve these difficulties.

The importance of articulations to express the musical characteristics of the work is inevitable. This work is such as to guide the clarinetists in terms of technical and interpretational integrity. Concertino has a significant place both in clarinet literature and among a lot of other works composed by Weber in musical history, and this is a factor for this study to be done.

The importance the works of Weber in clarinet repertoire was emphasized, technical, musical and form analysis of the concertino for clarinet and orchestra composed by Weber was performed and the effect of this work on clarinet performance was discussed. In the light of these studies, it has been thought that this study is going to present a new perspective for contemporary clarinetists.

REFERENCE

Akkoca, İ. (2007). *Klarnet Ailesi ve Repertuarı*, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi.

Aktüze, İ. (2007). *Müziği Okumak*, 5. Cilt, İstanbul, Pan Yayıncılık.

Çalışkan, V. (2006). *Carl Maria von Weber'in 1. Klarnet Konçertosu'nun Form, Analiz ve İcra Yönünden İncelenmesi*, Trakya Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi.

Heidlberger, F. (2011). *Carl Maria von Weber's Concertos for Clarinet and Orchestra: Sources, Edition, and Performance*. Available Online at:

https://www.google.com.tr/search?q=Carl+Maria+von+Weber%E2%80%99s+Concertos+for+Clarinet+and+Orchestra:+Sources,+Edition,+and+Performance++&ie=utf-8&oe=utf-8&gws_rd=cr&dcr=0&ei=D-MjWqLOF8yVsAfutpKwDg (Oktober 08, 2016).

Alpay, Y. (2005). *Carl Maria von Weber'in Klarnet Eserlerinin Analizleri*. Dokuz Eylül Üniversitesi Güzel Sanatlar Enstitüsü, Müzik Anasanat Dalı, Yayınlanmamış Yüksek Lisans Tezi.

Yılmaz, F. (2006). *C. M. v. Weber'in Clarinet Konçertolarının Yapısal ve Teknik Analizi*, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, Müzik Anasanat Dalı, Yayınlanmamış Yüksek Lisans Tezi.

İlyasoğlu, E. (2001). *Zaman İçinde Müzik*, 6. Baskı, İstanbul, Yapı Kredi Yayınları.

Selanik, C. (2010). *Müzik Sanatının Tarihsel Serüveni*, 2. Baskı, İstanbul, Doruk Yayıncılık.

Taylor, J. (2013). *Music Traits of the Romantic Period*. Available Online at:

<https://tr.scribd.com/document/161856666/Music-Traits-of-the-Romantic-Period> (November 12, 2017).

Zantur, Ö. Ö. (2016). *Fagotun Solo Enstrüman Olarak Kullanımı ve Romantik Dönem Eserlerinden Belirlenen Fagot Orkestra Sololarının Teknik ve Karakteristik Yönünden Analizi*, Hacettepe Üniversitesi Güzel Sanatlar Enstitüsü, Üflemeli ve Vurmalı Çalgılar Anasanat Dalı, Yayınlanmamış Yüksek Lisans Tezi.

ILLUSTRATED REFERENCE

Weber, C. M. v. Available Online at:

https://www.google.com.tr/search?q=CARL+MAR%C4%B0A+VON+wEBER&dcr=0&source=lnms&tbn=isch&a=X&ved=0ahUKEwii1djn8O3XAhWGVAKHeSoAsSQ_AUICigB&biw=1064&bih=667 (December 03, 2017).

The Place of Manaqibnama in The Education of the History of Islamic Sects

Prof. Dr. Ömer Faruk Teber, Akdeniz University, omerfarukteber@akdeniz.edu.tr

ABSTRACT

In the dictionary, manaqib is the plural of the word manqaba which means "good work, movement to be praised". It was used in this sense for the first time in the Hadith books written since the 3rd century to be used as the name of the sections containing the hadiths about the virtues of the Prophet's companions, Kitab al-Manaqib.

The existence of signs in the Manaqibnamas indicating that the main motifs of Turkish culture and the various geographies of the Turkish world are in the national, spiritual, cultural integrity is a scientific reality. Because manaqib are the human products recorded as inspirations from historical facts.

Manaqibnamas will be seen as a rich source of folklore and history when studied in academic research after they are analyzed critically by the field scientists. Through these works, information about historical events, historical personalities, socio-economic, cultural and religious aspects of the period and customs and traditions will be obtained.

Manaqibnamas, which have an important place in history studies, have to be first scientifically critiqued vis-à-vis some weak narratives and fabricated news contained within them. Then, when considered by methodological approaches, they can be regarded as the first-hand source of Islamic history in general and the history of Islamic sects in particular. Manaqibnamas are important historical documents in the study of political, cultural and social life and history of the environment in which they emerge and examine.

In this work, we will present a brief and concise evaluation of such works that came forward in Turkish Islamic thinking after mentioning the necessary points to be taken into account in the researches to be carried out in the field of History of Islamic Sects through Walayatnama and Manaqib books.

KEYWORDS: Manaqibnama, Islam, history, sects, education

Introduction

The word menqîbe in the singular form or menaqib in the plural form is "derived from Arabic verb "naqabe", which is used to denote to do or say just the right thing (Zebîdî, 1400: IV/301; İbn Manzûr, 1414: I/767), to tell about something, to give a news, defined in the dictionary as "the good works, movements and behaviors to be praised; gracious behavior; talents and virtues". The root of the word (naqabe) indicates that it extends beyond a time menâkibnâmes has not yet been introduced as systematic products. Naqabe contains the meanings of talking, communicating, conveying and narrating with a more accurate expression.

The menaqibnames, which are among the most original works of Turkish-Islamic literature, are collections of anonymous or authoritative works which are composed of verbal and

written sources which conveys the virtues, miracles and extraordinary events of the saints who lead a life of mysticism and zuhd, to the later generations. (Azamat, 1993: 7/432)

The term is also used to define the literary works written to narrate the curriculum vitae of the companions of the Prophet, Rashid Caliphs, the Ahl al-Bayt, imams of Islamic sects, and some of the important persons of religion dating from the time of Islam. In addition, the literary works expressing the distinguished qualities of communities, cities, or places, and artworks that mention the works of praise of a historical personality are considered in this category (Köprülü, 1966, 27-44).

Manaqibnama in the Education of the History of Islamic Sects

Narration of the stories of the people who have come to the forefront in society with some of their ingenuity or virtues, by the tradition of storytelling, which is inherited from the times when the oral culture is dominant, provide us with a wealth of information on that day's life. The forms of administrative and social organization belonging to the structure of society and the forms of belief and perception that support these structures can also be found in these accounts. These forms and structures are manifested in the background and between the lines of "physical fiction" which reflects the perception and interpretation of nature and "metaphysics fiction" which associates this fiction with the world of beliefs. The content and background consist of epic narrative of heroes.

The communities, connected to each other by migrations, wars, commerce, religions, begin to describe the same epic stories in their own language, with their heroes wearing their own identities, through centuries. For example, you can find Homer's "Cunning Odyssey" as "Sinbad the Sailor" in Arabian Nights. After a long enough time, the stories and heroes of the dark ages become the common property of mankind.

The most distinguishing function of the human mind is the information skills. The structures that will form the basis of social organizations have been created, by means of information skills. These skills, developing spontaneously and distinguishing human beings from the other forms by enabling them to control the nature, should also be the source of human narrative stories. Since sufism, who prefers an ascetic life and sees inspiration as a source of knowledge, became widespread in the Islamic world after the third (9th AC) century, the term *menkıbe* has also been used to express wise words and exemplary virtuous behaviors of Sufi men. (Ocak, 1997:27; Şahin, 2010:358).

It should be considered in this context that the wisdom and virtuous acts of the sufis such as Bâyezid-i Bistâmî, Cüneyd-i Bagdâdî, Abu Hafs al-Haddad are included in the written sources of spiritual courtesy and rules and the books of sufi classics (*tabaqat* and *teracim*). *Menakibnames* that have been written in Anatolia during the following ages also have similar aspects which are frequently emphasized as advices and admonitions. The following examples of *menâkıbnâmes*, which are regarded as important referential sources of the literature of Islamic

History, belonging to Turkish Islamic thought are remarkable:

- Hazinî, Cevâhiru'l-Ebrâr min Emvâc-ı Bihâr, (Azamat, 1993: 7/432)
- Elvan Çelebi, Manâkıbü'l-Kudsiyye fî Menâsibi'l-Ünsiyye, (Elvan Çelebi, 1984)
- Uşaklı Ali ibn-i Hacı Mustafa, Valâyetname Kolu Açık Hacı Sultân, (Uşaklı, 1993)
- Tâcü'l-arifîn Es-Seyyid Ebû'l-Vefâ Menakıbnama, (Tâcu'l-Ârifîn, 2006)
- Odman Baba Velâyetname, (Otman Baba,2007)
- Valayetname Şâhî Gö'çek Abdal, (Otman Baba,2002)
- Kaygusuz Abdal (Alâeddin Gaybî) Manakıbnama, (Güzel, 1999/a)
- Abdal Musa Velâyetname, (Güzel, 1999/b)
- Şücaeddin Baba Manakıbnama, (Elçin, 1984)
- Demir Baba Velayetname, (Noyan, 1976)
- Vîrânî Baba, Fakrname (Atalan, 2012)
- Hacı Bektâş-ı Velî, Manakıbnama (Gölpınarlı, 2016).

Besides the above mentioned general characteristics, menqıbes, belonging to our geographical and cultural narratives, play an educational role in the religious life of the society by displaying a normative structure. Historians of the Islamic sects, who evaluate these aspects of menaqıbes, use them as sources of reference in the analysis of religious movements emerging in the geography where these works are recorded (Teber, 2008:46-52). These works are primary sources in the analysis of the formation and development processes of sufi movements such as Mevlevi, Celveti, and Halveti as well as the Alevis-Bektashi cliques that emerged especially in the Anatolian geography. The stories described in Menqıbehs are merely symbols; the main aim is to take lessons from them. In these tales, the moral norms approved by the society are conveyed to the layers of society in their own language by means of storytelling, the most basic description of life experienced by people.

We see that each norm encompasses the norms or virtues of a certain person, as well as being a subject within the story. The experiences of the saints and the wives, who are the representatives of good morals or virtues, narrated in these works, become role models for the society. In this respect, the virtues and abstract behavioral patterns that are meant to be accepted collectively are transformed to epitomes through the practices of those saints narrated in menaqıbnames.

Although, the menaqıbnames primarily aim at the very societies they were narrated, the range of secondary and tertiary targets can be more far reaching and comprehensive (Köprülü, 1943: VII/27/384). Especially after the institutionalization of mysticism, menaqıbs have produced their own tradition as a guide and literary genre for their fellow members. In addition, it also has an important role in research on the history of Islam and Islamic sects (Ocak, 2005: 12-22).

The following should be taken in to consideration while referring to these works:

- Their appropriateness of religious and historical reality should be investigated,

- Avoiding anachronism,
- Compared to objective information,
- The works should be evaluated by historical criticism, regarding the period they were narrated and correctness
- The events, ideas and thoughts involved in the works must be verified by the sources of the period they were narrated
- The other copies should be compared with the original manuscript and the differences should be excluded
- Information contradicting with geographical reality should be assessed according to the methodology of mystic literature.

Conclusion

After Sufism became widespread in the 3rd (9th) century in the Islamic world, the term menaqıb has begun to include the wisdom and example behavior of the sufis, as well as the menaqıb chapter in the hadith literature. Such works appeared also in Anatolia, in the course of history. From these works, information regarding historical events, historical figures, socio-political status, religious and cultural aspects, and traditions and customs can be obtained.

The main feature of these works is to include admonition. As a matter of fact, the common point of humanity is morality. These works can become an important source of information for contemporary research besides being a wealth of folklore and history, as long as they are subjected to academic research through scientific criticism. Works of genre of Walayatnama and Manaıbnama have some functions such as to have members of brotherhood adhere tariqat more firmly and gain the tariqat prestige.

REFERENCES

- Atalan, Mehmet, (2012), *Vırânî Baba'nın Fakr-Nâmesi'nde Dinî Unsurlar*, TBBB Yay. İstanbul.
- Azamat, Nihat, (1993), "Cevâhiru'l-Ebrâr", *DİA*, (7/432), İstanbul, Türkiye Diyanet Vakfı.
- Demir Baba Vilâyetnâmesi, (1976), .haz. Bedri Noyan, İstanbul.
- Elçin, Şükrü, (1984), "Bir Şeyh Şücaeddin Baba Velâyetnâmesi", *Türk Kültürü Araştırmaları*, XXII/1-2, 200-218
- Elvan Çelebi, (1984), *Menâkıbü'l-Kudsiyye fi Menâsıbı'l-Ünsiyye*, Baba İlyas-ı Horasânî ve Sülalesinin Menkabevî Tarihi, Haz. İsmail E. Erünsal-Ahmet Yaşar Ocak, İstanbul.
- Güzel, Abdurrahman, (1999/a), Kaygusuz Abdal (Alâeddin Gaybî) Menâkıbnâmesi, TTK. Yay. Ankara.
- Güzel, Abdurrahman, (1999/b), Abdal Musâ Menâkıbnâmesi, TTK. Yay. Ankara.
- Hacı Bektâş-ı Veli, (2016), *Vilâyatname*, haz. Abdalbaki Gölpınarlı, İnkılap Kitapevi, İstanbul.
- Hazini, Sultan Ahmed, (1995), *Cevâhiru'l-Ebrâr min Emvâc-ı Bihâr*, Yesevî Menâkıbnâmesi, haz. Cihan Okuyucu, Kayseri.
- İbn Manzur, Ebû'l-Fazl Muhammed b. Mükerrrem b. Ali el-Ensari, (1414), *Lisânu'l-Arab*, Beyrut.
- İnalçık, Halil, (1993), "Derwish and Sultan: An Analysis of The Otman Baba Vilâyetnâmesi", *The Middle East and the Balkans Under The Ottoman Empire, Essays on Economy and Society*, Bloomington.
- Köprülü, Fuat, (1943), "Anadolu Selçuklu Tarihinin Yerli Kaynakları", *Bellekten*, VII/27, 379-522.
- Köprülü, Fuad, (1966), *Türk Edebiyatı'nda İlk Mutasavvıflar*, Ankara, TTK.,
- Ocak, Ahmet Yaşar, (1997), *Kültür Tarihi Kaynağı Olarak Menâkıbnâmeler: Metodolojik Bir Yaklaşım*, Ankara, TTK Yay.

- Ocak, Ahmet Yaşar, (2005), .Alevî ve Bektâşî İnançlarının İslâm Öncesi Temelleri, Bektâşî Menâkıbnâmelerinde İslâm Öncesi İnanç Motifleri, İstanbul.
- Odman Baba Velâyetnâmesi, Vilâyetnâme-i Şâhî Gö'çek Abdal, (2002), Haz. Şevki Koca, İstanbul, Bektâşî Kültür Derneği Yay.
- Otman Baba Velâyetnâmesi , (Tenkitli Metin), (2007), Haz. Filiz Kılıç, Mustafa Arslan Tuncay Bülbül, Ankara.
- Şahin, Haşim, (2004), “Menâkıbnâme”, DİA., C. 29, (pp.. 112-113). İstanbul, Türkiye Diyanet Vakfı.
- ŞAHİN, Haşim, (2010), “Alevi-Bektâşî Tarihinin Yazılı Kaynakları:Velayetnameler”, Anadolu’da Aleviliğin Dünü Bugünü, pp.356-366, Edit. Halil İbrahim Bulut, Sakarya.
- Tâcü'l-arifîn Es-Seyyid Ebû'l-Vefâ Menâkıbnâmesi, Yaşamı ve Tasavvufî Görüşleri, (2006), Haz. Dursun Gümüüşoğlu, İstanbul, Can Yay.
- Teber, Ömer Faruk, (2008), Bektâşî Erkânnâmelerinde Mezhebî Unsurlar, Ankara, Aktif.
- Uşaklı, Ali ibn-i Hacı Mustafa, (1993), Velâyetnâme-i Kolu Açık Hacim Sultân, Derleyen Derviş Burhan, Çev. Mustafa Erbay, Ankara, Ayyıldız Yay.
- Zebidî, Ebû'l-Feyz Murtazâ Muhammed b. Muhammed, (1400), Tâcu'l-Arûs min Cevâhiri'l-Kamûs, Daru'l-Hidâye, Beyrut.

The Greatest Threat and Betrayal of Turkish History; “Fetö”

Assist.Prof.Savaş Eğilmez, Ataturk University, egilmez@atauni.edu.tr

ABSTRACT

The organization, which has gained power day by day in a great discipline by regarding international and national balances for more than half a century, has tried to design the politics of the Republic of Turkey towards global powers and used every method to take the Turkish State to the point it intends. When Fetullah Terror Organization has started to lose its control on the Turkish State, it turned towards an armed coup attempt through its militants in police and Armed Forces. This attempt, made to split Turkish State and prepare for occupying the country, has failed and by developments experienced and facts revealed after this attempt, it is explicitly recognized how great damage the organization has given to the country economically and socially. In this study, we have tried to explain how Fetullah Terror Organization, trying to infiltrate with a target of making the State of the Republic of Turkey immobile almost in all fields from Armed Forces to jurisdiction, police forces, public and private capital institutions, non-governmental organizations and media institutions and captivating Turkish Nation, is established, how they have achieved such a powerful structure, who supports them in this process, whom they serve for and what their purpose is.

KEYWORDS: Terror, Fetullah Terror Organization, Turkey, 15 July

Introduction

Terrorism is one of the most important problems of Turkey and international people today. Turkey, being a significant power in the region in terms of its geographical characteristics, geopolitical position, economic, social and cultural factors and human resources, has faced many terrorism waves from the date of its establishment until today. Common point of all the terrorist organizations Turkish State comes up against is being externally supported organizations. Although names and ideological opinions of the terrorist organizations, which have been/are active, in Turkey are different, their goals and sources are the same. Common goal of the existing terrorist organizations is separation of Turkey, which is at the passage of the World's most precious region in terms of energy sources, or otherwise, avoiding development of the Turkish State.

Although Fetullah Terror Organization, Turkish State and citizens have faced against, is acting in line with the same goal with the others, it has used a different method in terms of structuring and development. It has succeeded to organize in every institution of the government, primarily in police and Armed Forces by exploiting religious feelings and beliefs of Turkish people under the cover of a community (“cemaat”) and by support and leading of the global powers and achieved incredible financial and bureaucratic power.

Organization Leader Fetullah Gulen

According to the official records, Fetullah Gülen, the Leader of Fetullah Terror Organization (FETÖ), was born on April 27, 1941, in Korucuk Village Pasinler (Hasankale) County of the Province of Erzurum.

In his preaches in Izmir, at Kestanepazarı Mosque in 1966, Gülen has frequently stated that he was born in 1938. He has replied the questions on his statements about his birth date by referring to Mustafa Kemal ATATÜRK, as “I was born when he died, on November 10, maybe on the same day”, and laid the foundations of so-called Messiah assertion.

There are different assertions about his family. In our conversations with the old villagers, we have learned that Gülen’s family was not local in the village, but there were assertions on that they have escaped from a place around Sivas due to vendetta and settled in Korucuk village. Although there are different allegations on from where and why they have come to Erzurum, the common idea among the oldest villagers was that Gülen’s grandfathers have come from Siirt or Bitlis to Erzurum. Besides, in the old rumors of the village, the assertions on Gülen being Armenian origin are widely stated.

In various interviews made in different dates on the origin of his family, Fetullah Gülen has told that his grandfather Halil had committed a murder after his sister was kidnapped and for this reason, he was expelled from Ahlat to Hasankale and to Korucuk Village. After his grandfather Halil was expelled, Fetullah’s father Ramiz was expelled from Alvar where he was the imam. Fetullah asserts that origin of his family is from Siirt before Bitlis. At that time, Bitlis was the region where Armenian gangs have started to nest and riot movements have laid the foundations against Ottoman. With this, one of the primary reasons for a family living Ahlat to be expelled may be either joining the riot against Ottoman government by collaborating with Armenian gangs or a murder as Fetullah has told. However, a crime as murder, which could not be ignored, was not possible to be exposed to a non-comparable punishment as exile in those days. Considering the subject from this point of view, it would not be wrong to think that Fetullah’s grandfather was not expelled for murder.

In his book “Küçük Dünyam” (My Little World), Gülen answers the leading question on whether both his father and mother are “Sayyid”, in other words, whether they are from descendant of the family of Muhammad:

“They may be, they told so. However, this subject has not been talked within the family, either by my mother or by my father. I’ve heard it twice from my mother for a necessity while both were talking about that the family tree was lost...”

Fetullah displays here an oriental slyness; although there is no document showing that they are Sayyid, he was telling the story of being Sayyid as his parents who have died years ago were telling so. He was giving the message, “I’m from descendant of the family of Muhammad” to influence people.

He had to leave elementary school he had started in 1947 as his family has moved to Alvar Village in his third year. Although he has told that he graduated from elementary school, this assertion was not officially proven (Çakır, 2016: 19).

First Contact with Global Powers and Initiation of the Structuring of the Organization

Terrorist leader Gülen's meeting with global powers and Nur movement has been through Esad Keşafoglu, a captain in Special Warfare unit who was dismissed from Turkish Armed Forces with assertion of "Nur movement" three years after in Erzurum in 1957. Keşafoglu has contacted FETÖ leader Gülen in Erzurum and introduced him with important names of Nur movement (Erdoğan, 2006: 41).

Gülen came to Izmir and started to be a teacher in a Quran Course in Kestenepazarı district which is known as the center of Shabbethai (Almaz, 2010) with the same name of the district when he was only 27 years old and he also started as the manager of the dormitory of the same association. However, Gülen was not satisfied with this duty and preferred to give preaches at the mosques instead of dormitory management.

In the period that he stayed in Izmir, terrorist leader Gülen has constituted the cadre of his organization with people in close relation with him specifically by using religious motives and started to move independent from the community he was in contact with. Foundations and houses connected to him and which shall be expressed with thousands in the future were laid there for the first time. Gülen trying to form "Gülen Community" within Nur assertion has started to be called as Mahdi, Jesus and Kahtani by people around him.

Gülen, inspiring young people in 13-18 age group and trying to make them his militants, was increasing his sympathizer group every day by his speeches recorded on video cassettes. He was strengthening his organization, which shall be called by his name in the future, by conversation meetings he organized and specifically by summer camps. He was assigned by the Directorate of Religious Affairs of that period as the preacher of Edremit in 1972-74 and Manisa Centrum in 1974-76 and increased his fame. He continued his duty as the preacher in Bornova Centrum from 1976 to 12 September 1980 Military Coup. He became more powerful by giving conferences in various cities of Germany in 1977 by a secret hand.

FETÖ Infiltrating the Government

The contact Fetullah Gülen has established with coups enabled his organization to take position in state staff. FETÖ, starting to infiltrate police organization in the middle of 80s by the support of Turgut Özal, also signed a conspiracy in this infiltrating process with intelligence units of the global powers and some Jewish and Christian groups intending to govern the World. His members in police organization were helping police candidates directed to them and which all were trained at the "Houses of Light" in written and oral examinations, health reports and in other details illegally, and ensure them to infiltrate state staff by stolen test questions and organization member doctors.

Fetullah Terror Organization infiltrating the police organization day by day, also started to infiltrate Turkish Armed Forces specifically through Maltepe Military High School. Infiltrating the government movement started at the end of 70s and accelerated in the middle of 80s (Çakır, 2016:32).

FETÖ Militants' Text of Oath and Written Organization Rules

FETÖ member militants pledge loyalty to declare their devotion for the organization and the organization's leader and announce that they shall follow the determined rules. Such that, they shall repeat this oath from time to time and strengthen their devotion.

The oath taken by the Members of Fetullah Terror Organization is as follows;

“With Wallah-Billah pledges, I swear that I'll adopt Fetullah Gülen as a principle of my life as much as I can; I'll be loyal to my brothers; I'll try to guard the honor and dignity of student friends as my own honor and dignity; I'll show my appreciation when my imperfections are reminded; I'll decline any internal or external attacks and critiques as made to my soul and honor, I'll abide by all the principles in the decision list; I'll try to fulfil with no objection the duties I take under my responsibility on the name of service or liabilities imposed on me by a decision, I'll by no means be disloyal to Fetullah Gülen; I'll leave the position I engage in case I act individually and dissent these decisions and continue my duties as a student at the private teaching institution and may God be my witness that this oath shall remain forever”

Besides this oath, rules to be obeyed in the organization were clearly determined and declared to the organization members.

- Exclusive savings of financial resources, avoiding personal savings.
- Giving financial sources to the association.
- Abstaining from luxury, avoiding excessive wastage.
- Friends supervising private teaching institutions shall teach all kinds of good-manner rules to those staying in the house.
- Discussing even our personal issues and execute in line with the decision taken.
- Whoever is assigned for a task, internally or externally, shall go and perform that task and no one shall interfere with it.
- Who shall go where and when shall be conducted according to a system (going out and internal visits).
- To have a brother to remind each other's faults.
- Imposing this cadre around, gaining power, showing power (internal and external).
- Friends imposing each other and saying the same things on the subjects they allied with.
- Meeting twice a week to review defects and problems (on Sundays, between mid-afternoon and sunset).
- Discussing all critics of the friends going out at the twice-a-week meetings.
- In emergent cases, the relevant friend may announce the case to the Hodja Effendi without waiting the meeting day.
- Never being against a conclusion (even to imply or insinuate). Not giving the right for existence of any opposite idea.
- Abstaining from each friend's official or unofficial tasks.

- I Abstaining from expressing an opinion after consultation and fulfilling the decisions taken. To know with whom the consultation shall be made.

- Giving priority to our friends in rights. To defend the brother in case anything is said against him, to cross examine what is said and deny this slander.

Anyone who fails to follow these conditions shall be assumed as dismissed himself, he will be a student again and this situation shall be kept as secret, no one shall know this, including those in the house and public (Veren, 2007: 17-19).

FETÖ's Parallels State Structuring

Fetullahists did not encounter any significant pressure during 1980s and found a position in business life with a kind of masonic economic organization model and succeeded to obtain great finances by gaining ground economically with “small charities”.

Fetullahists, carrying out activities in many fields from finance and banking sector to metallurgy, automotive industry, energy generation, chemistry industry, food industry and service sector, has started to dominate a considerable monetary power as of 1990s.

There is no clear information even now about the financial volume of the movement Fetullah Gülen has started in 1966, in Izmir Kestanepazarı as an imam assigned by Religious Affairs.

There is no doubt that the most important factor of this uncertainty is the non-transparent financial sources of the organization. The organization moving in a specific hierarchy is organized almost in every place, even on quarter and compound basis, in Turkey. Every unit, from the smallest to the biggest, constituting this organization has responsible persons named “imam” who are selected among the most talented and educated ones and the board of trustees constituted from the craftsmen of the region. In fact, craftsman charities named “himmət” were forming the backbone of the finance sources since the organization had first appeared. With companies and holdings opened by the “Educated” generation representing the new appearance of the organization in the last years, FETÖ has become a structure making enormous rates of profits.

To name it, Fetullah Terror Organization has become an international “community holding” which has millions of partners and no one knows the financial size of it. Today, wealth of the organization-connected companies can only be estimated. Organization has obtained a global-scaled serious social and political power over the schools spread in many countries throughout the World. The organization having economic and political groups conducting lobbying in the World’s most important capital city, Washington and EU’s heart Brussels; has become a small state with media organs constituted of televisions, newspapers and magazines in all over the World, finance institutions, more than 2 million students including universities, schools, dormitories and private teaching institutions.

One of the sectors the organization takes place effectively is media. Publishing life of the organization started with Sızıntı Magazine and continued with Zaman Newspaper along with a few small magazines and which have tried to be included and involved in political process for years through magazines published monthly and weekly has boomed in 1990s.

Global Powers' Great and Secret Project; FETÖ

Organization members are taught that they cannot make any business without the will of the responsible militant and they have to marry with the persons abi wants, and in one respect they are intended to put their brains in the pockets of abi and Hodjas. While these intelligent, hardworking people educated in the best universities of the country are trained in this psychology, a mass of people who cannot think with their own brain eavesdrop the 'Prime Minister and government executives by bugs, record everyone who is opposing them or their opinions or consider as dangerous and serve these records whenever needed (Acar, 2016:34). Fetullah Gülen was seeking the ways for conquering the state from inside by placing elite staff instead of institutions for popularization. While starting from 12 September junta, infiltrating among various parties at national level, he has offered himself for the use of the global powers at the international level. The organization have gathered the members by applying psychological pressure on them and held them dependent to him. In time, the organization's elitist totalitarian structure has been formed. They have seen their leader as self-fulfilling prophecy, dogmatic, messiah, unquestionable and charismatic and introduced him as this. With the belief of the organization considering purposes, instruments permissible, they have considered every way allowable in money collecting or member gathering. There is no doubt that each community defends the belief of their own temperament being the right temperament and it is natural to defend such belief; however, it is known that none of the communities fed from rooted Islamic mysticism culture on these lands asserts as "right and truth may be questioned only from me", and does not consider himself free from mistakes. However, the situation is different in Gülen Organization; although Gülen had qualified himself as a helpless, poor servant, as February 7, 2012 MIT crisis and December 17/25, 2013 coup attempts have set forth, both himself and his close circle display and attitude which makes an impression that they are faultless. This attitude may be explained only by a perception of divine mission.

It is necessary to evaluate international balances to understand and analyze Fetullah Gülen movement. Without having such information, all evaluations made shall be improper and wrong. The most important characteristic of the organization members is to consider any action made for the targets shown to them and their purposes are permissible. By the effects of the internal and external powers, the brightest brains of the generations are attracted to the organization's schools, our youth we expect a lot for the future have become ordinary people with eyes half closed, who cannot think anything except sheikhs and abis say. Transformations experienced just before the 1980s have brought NATO- USA origin "Green Belt" project into question. The principle of the project is surrounding south and southeast boundaries of the Soviet Union by states under moderate Islam government.

In NATO and USA's green belt policy, there was a need for structuring, which shall be effective politically in Turkey, obedient to West, leaning towards Christianity and which shall carry the global powers' population area to the sphere of influence vacant after collapsing of the Soviet Union. This structure should address a population of 250 million, 10 million square

kilometer Turkish world and of course the Turkish geography which has natural energy sources in the value of 10 times the budget of the USA. In short, it should bear Turkish and Muslim identity. And this person is Fethullah Gülen who has been prepared and trained for years (Acar, 2016: 34).

Graham Fuller, the chief of Turkey desk of the CIA, has mentioned Said Nursi in his book “The New Republic of Turkey” as “Islamic modernist thinker”, and Gülen as “a charismatic personality, number one Islamic person of Turkey” (Acar, 2016: 35).

FETÖ’s Expanding Abroad

On the other hand, as it would be difficult to access to a geography under the inspiration of Soviet Union for almost 75 years with USA label, it would be more advantageous with a flag with star and crescent which have been waited for so long. Access to that country just for once was important. FETÖ, taking the support of the global powers, has taken English and American life style with it along with Turkish when entering Central Asia.

Specifically, by the effect and guidance of Russia and Iran, when most of the Central Asia Turkish Republics have recognized that FETÖ schools are structured for different purposes, schools opened by the organization are started to be closed one by one. The organization has carried its power it has gained in Asia to Muslim countries with the fallacy; “We’re carrying Turkish and National Anthem to Islamic World.”

For some reason, all advertisements are made in Turkey. They have preferred to be elitist and close to bureaucracy in countries they go. They have told that they have taken all donations and sacrifice money collected in Turkey to the subject countries. At the center of all these incidents, there were a preacher in Izmir and the state of the Republic of Turkey governed by Revolution Government. After September 12, there were strange incidents happening in Turkey under the management of Kenan Evren. Despite having discussible characteristics in terms of “beliefs and practice”, Kenan Evren was politically a supporter of USA -NATO driven moderate Islam policies. September 12 government under the presidency of Kenan Evren has walked over all ideological groups (specifically idealists), but he could not capture a preacher in Izmir who is known for his studies against the government for years!

And that preacher has gotten closer to his goals step by step for years in front of the government. An elementary graduate man has placed his members into all institutions of the government unexpectedly. Moreover, with intelligence terminology, he has created spies, sleeper cells and waited.

Unethical actions as illegal structuring, stealing test questions, pressure, mobbing, violence, forcing and economic exploits have become routine for the organization. Questions of the examinations for employments in the government were distributed by hand to the organization members and almost all of the organization members infiltrated the government with very high scores.

As a result, a man graduated from an elementary school had started to control an economic power of approximately 150 billion dollars, thousands of militants in all state

institutions, four of the five assistants of the President of the Republic of Turkey, all of the close coworkers of the Commander of the Turkish Armed Forces, and almost 1/3 of the generals of the Turkish Armed Forces, prosecutors and judges and faculty members at the universities within years.

After 1990, he has entered in a widespread study aiming primarily education, and security theories. He became the leading defender of interreligious dialog by having his name heard on the international platform. He has established direct contacts with Vatican and Papa my meeting with all Christian clichés on a common platform (Erzurumlu, 2016: 165).

Fetullah Gülen, after being a Khalifa under the control of the West, has gone to the USA for good on March 21, 1999 by asserting his health problems. Since then, he is living in the state of Pennsylvania under the protection of the FBI and CIA. It is asserted that he lives in a manor in Pennsylvania on a 400 decares land and that the building belongs to the American secret service and that previously, Jesuit priests were performing activities in the building.

FETÖ's activities under cultural and educational names are spread in 190 countries. Before July 15, 2016, the schools and private teaching institutions in Turkey were expressed by thousands. It was a great power in written and visual media. There was almost no institution in the Republic of Turkey which it was not effective. In studies performed abroad, it has replaced American Colleges carrying out activities since the 19th century. At every table where Middle East problems are discussed, he was taking place as the representative (Khalifa) of moderate Islam regarding Israel with sympathy.

The Highest Treason of Turkish History: “July 15, 2016”

15 July 2016 shall be remembered as a bloody “first” in the history of Turkey. The coup attempt started by Gülenist Terror Organization (FETÖ) member soldiers infiltrated Turkish Armed Forces has changed its course by the speech of Recep Tayyip Erdoğan, the President of the Republic, made over national media to invite public to the squares to protect democracy. Tens of thousands of unarmed civilians went to the streets to protect democracy and the elected government.

The coup was repelled after a non-violent resistance against an unprecedented coup in the world history. The scene when Turkey has woken up in the morning of July 15, 2016 was tragic. Military helicopters, tanks and F-16s have caused a night in Ankara and Istanbul where terror has dominated. FETÖ terrorists have left behind 250 martyrs and 2 thousand 193 veterans. Turkish Grand National Assembly has been bombed for 11 times; Presidency Complex, police headquarters and National Intelligence Organization (MIT) buildings have been attacked; media institutions have been targeted.

Turkey was not only exposed to the bloodiest coup attempt of its history but also the most comprehensive terror attack. Joe Biden, the Vice President of the USA, would make a determination in his visit to Turkey after the coup attempt as July 15 coup attempt being September 11 of Turkey. In return, resistance Turkish people have displayed to protect democracy and selected will shall win general approval in the whole world. Barack Obama, the

President of the United States of America, shall use these words for the coup attempt: “There were army members who have attempted an action treacherously against the government selected by democratic ways. However, the encouraging thing is Turkish people including those against Erdoğan, the President of the Republic, saying that it is unacceptable (Cumhurbaşkanlığı, Kasım/2016: 5).

How July 15 Treason Day have Come?

FETÖ’s strategy for overthrowing the elected and legal government of Turkey by illegal ways is revealed in 2012. On February 7, Hakan Fidan, the Undersecretary of MIT and Emre Taner, the ex-undersecretary and his assistant Afet Güneş are invited for giving a statement as suspects by Istanbul Special Authorized Prosecution Office. This would be the infiltration in jurisdiction and police, the first open illegal attempt FETÖ bodies have made against selected will. Hakan Fidan, the Undersecretary of MIT, making negotiation for disarmament of PKK with the instruction of the President of the Republic Erdoğan who was the Prime Minister in that period was accused for being a terror organization member. The President of the Republic, Erdoğan has given instruction to Fidan, the Undersecretary of MIT, not to go to interrogation.

This incident would be the most visible action of FETÖ, which the members infiltrated the government mostly in illegal ways to establish a political tutelage and take the selected government as the target. By this operation, FETÖ was intending to sabotage the solution of Kurd problem and to seize MIT which it could not govern.

Later, FETÖ shall be in the center of Gezi protests, which has started as a protest against urban planning in May 2013, but later has turned into a coup to overthrow the government. It shall be revealed that burning a tent which has caused the start of the demonstrations are realized by and instructions to use violence by the police who have provoked the demonstrations are given by FETÖ factors in the police (Cumhurbaşkanlığı, Kasım/2016: 8).

FETÖ, thinking that the government has lost power with Gezi shows, was going to enter in another illegal operation in December 2013. By an attempt started with letters of anonymous tip, formed with unlawful eavesdropping and developed independent from the hierarchy in the government, FETÖ was going to try to overthrow AKP government specifically by tutelage structuring it has established in jurisdiction and police. In the indictment issued by FETÖ follower prosecutors, the expression “Prime Minister of the Period” used for Erdoğan, the President of the Republic, indicates a jurisdiction coup.

Ilker Başbuğ, ex-Commander of the Turkish Armed Forces known with his opponent attitude against the government, has said, “December 17 is a coup attempt”. In this period, by illegal eavesdropping, private talks of executive politicians of AK Party, including Erdoğan, was to be leaked.

The coup attempt realized on July 15 night in fact was to be the final curtain of a strategy which has been started long ago to overthrow the government. FETÖ, failed to overthrow the selected government with all these operations, was going to turn a coup attempt implicit with its

structuring in the army, the last stronghold in his hands, into a bloody attempt (Cumhurbaşkanlığı, Kasım/2016: 9).

They have Prepared for 50 Years, Their Happiness did not Last 5 Hours

FETÖ and the terrorist group obeyed him have started to make plans to include Turkey in the caravan when the process of the Arab Spring. As they have seen what is lived in Iraq and Syria, they have made plans as if the Republic of Turkey may experience the same. Afterwards, first, media groups and hired writers of the organization have started to make publications and write articles as “Turkey may encounter the danger of being in the position of Syria at any time”. They have gained power by the conspirations they have made by the authority of the positions they have taken in jurisdiction and TSK with the stolen questions and paved the ways of the terrorists they have placed in these institutions.

They have organized December 17-25 and tried to overthrow the government elected in a democratic system. With the conspirations they have established over the truck of Turkish Intelligence Agency (MIT TIR) carrying aid to Turkmen civilians in Syrian war, they have tried to put our country in a position in the international platform as “a country supporting Daesh terror organization”. However, they could not reach to a final result in any way. Our President of the Republic, Recep Tayyip Erdoğan’s believably and determinant standing who has received the support of the public specifically in December 17-25 and MIT TIR conspirations has been the most important reason for the failure of FETÖ.

This organization which has not recognized Turkish Nation and the state at all have put a global plan into operation on July 15 to collapse this Turk- Islam state. As a result, they have been completely defeated and deciphered significant part of their caves. Many items may be listed on the reasons why the global coup attempt they have tried to make on July15, in other words their plan to captivate our country and nation has been unsuccessful. But the most important reason is the existence of a culture, social structure and belief which shall never accept this coup. Mistake in likening Turks to other nations of the Middle East has been the biggest mistake of these terrorists called FETÖ.

Today, the free life Middle East World is imagining maintains its existence in Turks for thousands of years. In Turkish society, individuals’ life style equipped with individual law and economical independence continues for thousands of years. This is a very important application. A Byzantine living in the capital city of Attila in Europe Huns has written that although human is under pressure and suffer under laws in Byzantium, all people in Turkish lands are free and live without fear. Slaves in China were running away to Asian Hun lands they named as the country of freedom. There was such a freedom in the family, which is the core of the society in Turks, each family was like a non-governmental organization.

Basic characteristics of Turkish culture were helping in development of justice, equality and respect for human principles. Although Fethullah Gülen and his militants were trying to group Turkish Nation for years, sources determine that Turks have a social structure with no

classification, wealth and position difference does not create difference in society and hereditary nobility is not mentioned at all.

In the powerful Turkish States, everyone may be promoted to a position according to their skills and their works in this respect. As Turkish communities had political nature and did not bear a religious character, their religious functionaries did not establish an officially privileged class.

Conclusion

Twins; FETÖ and PKK

Terror or terrorism is usage of the ways involving pressure, deterrence and all kinds of violations on civilians, official, local and general managements to achieve to political, religious or economic targets. Turkish Nation has lived all dimensions of terror stated in this definition and it still lives. On July 15 night, Turkey has experienced the worst shape of terror which our President of the Republic has warned for many times and exclaimed for taking serious measures but many people have ignored. Terrorist activities against Turkey were presenting completely an international structure. To be clearer, while thinking that states having a score to settle with Turkey were using PKK as a cat's paw, we have seen a short time ago that the real deep, complicated and sneaky preparations were made by FETÖ. It is a common opinion that terrorism cannot live without media. Terrorism being the fact of the modern period is related with this. Terrorist organizations make propaganda through media and try to carry themselves to another point. Unfortunately, FETÖ terror organization has also used media in our country in all aspects. However, we should never forget this also; Turkey shall always confront such problems. The important thing is what kind of precautions we shall take.

Now, let's find the answers of some questions...

What does Terror Organization want? What is the Goal of This Organization?

Purpose of the organization; to weaken Turkey in accordance with the intentions of the state pulling the strings and bring Turkey to a point those states pulling the strings of the organization. Finally, to put Turkey in the position of Syria or at least Iraq.

Through the history, conflicts over ethnic or religious features have tried to be started for many times to weaken, suspend and finally end Turkish domination in this region where we are today and where the heart of the world beats. Specifically, the basic reason of the discrimination imposed by the West is creating a new ethnic factor which shall serve to different interests in this region. Now it is more recognized that FETÖ on one side and PKK on the other side are pursuing others wars and goals in the role of a professional killer.

Then, Why Turkey is the Target?

The most important reason for this is not wanting Turkey to be a power in the region. With its strategical position in the center of energy sources and with its potential population, Turkey has great advantages to be one of the leaders of close future. In addition to this, the historical perspective Turkey has disturbs many countries having a score to settle in the region and embitter the hostility lasting for long years.

The idea of powerful and problem-free Turkey in the region keep many countries and specifically the global powers up at night. To avoid this inevitable situation, they evaluate the greatest trump they hold, the terror organization, in every opportunity. Anyone who has a score to settle with uses baby killer PKK and Hashshashin natured FETÖ. Existence of Turks on this geography has been never accepted by the Christian world. Whatever the sources of the Crusades, riots of different ethnic factors, Armenian, PKK, Daesh projects put into life to end Turkish domination, FETÖ project is fed from the same source, but different and more dangerous methods are being applied.

One of the most important benefits of history is shedding light on the future. In other words, if the historical events are known and interpreted well, the safest estimate may be made for the future. If people of today reads and reviews history, they may clearly see the results of the current terrorism movements. Consequently, those who are hopeful from FETÖ, move with them or sympathize them should read well the events lives in the last period. Today, those people, either a police, soldier or an ordinary citizen, who have laid down their lives to protect the honor of their country are the same after centuries as those people who have conquered Anatolia, expanding Islam from the Arabian Peninsula and protecting it, and fought against the powerful nations of the World for freedom. Within centuries, if the ancestries of this nation have fulfilled no matter what happens, what was required to be made for the survival of Turkish State, today, the grandchildren of these hero ancestors do the same things today and shall continue to do.

REFERENCES

Books

- ACAR, Çetin, FETÖ (Fetullahçı Terör Örgütü), İstanbul 2016.
- ALLEN, John L., Opus Dei (Kilisenin İçindeki Güç ve Gizemler), çev.Şeref Mercan, İstanbul 2006.
- ALMAZ, Ahmet, Shekhina (İlahi Gücün Tecellisi), İstanbul 2010.
- BAL, Mehmet Ali, Savaş Stratejilerinde Terör, İstanbul 2003.
- BAUER, Susan Wise, Ortaçağ Dünyası (Roma İmparatoru Büyük Constantinus'un Huristiyanlığı Kabul Etmesinden I.Haçlı Seferi'ne), çev. Mehmet Moralı, İstanbul 2014.
- BEAR, Marc David, Selanikli Dönmeler, Sevinç Kayır (çev.), İstanbul 2016.
- ÇAKIR, Zihni, Deccal'ın Ordusu, İstanbul 2016.
- DURŞUN, Davut, 12 Eylül Darbesi, İstanbul 2005.
- EĞİLMEZ, Savaş, Çifte Minareli Medrese'den Selimiye'ye Erzurumlu Mehmed Şükrü Paşa, Atatürk Üniversitesi Yayınları, Erzurum 2016.
- ERDOĞAN, Latif, Küçük Dünyam, İstanbul 2006.
- ERZURUMLU, Kenan, Tarihsel ve Sosyolojik Manâda Türklerde Devlet, İstanbul 2016.
- GUMİLEV, L.N., Eski Türkler, D.Ahsen Batur (çev.), İstanbul 1999.
- İbnü'l Esir, El-Kamil Fi't-Tarih, çev. Abdülkerim Özyayın, c.X, İstanbul 1987.
- KAFESOĞLU, İbrahim, Türk Milli Kültürü, İstanbul 1999.
- KARABAT, Ayşe, Suriye Savaşları, İstanbul 2013.
- LEVCENKO, M.V., Kuruluşundan Yıkılışına Kadar Bizansa Tarihi, Maide Selen (çev.), İstanbul 1999.
- LEWIS, Bernard Lewis, Modern Türkiye'nin Doğuşu, Babûr Turna (çev.), İstanbul 2015.
- LEWIS, Bernard, Haşîşiler, Ali Aktan (çev.), İstanbul 1995.
- MARTIN, Sean, Tüm Gizemleriyle Tapınak Şövalyeleri, Barış Baysal (çev.), İstanbul 1999.
- ÖZEL, Ahmet, İslam ve Terör (Fıkhi bir yaklaşım), Küre Yayınları, İstanbul 2007.
- ÖZKAN, Abdulkadir, Modern Zamanların Hasan Sabbah'ı Fetullah Gülen, İstanbul 2017.

- RUNCİMAN, Steven, Haçlı Seferleri Tarihi (3 cilt), Türk Tarih Kurumu Yayınları, Ankara 2008.
SHAW, Stanford J.- SHAW, Ezel Kural, History of the Ottoman Empire and Modern Turkey, Vol.2, Cambridge University Press, New York 1997.
OSTROGORSKY, Georg, Bizans Devleti Tarihi, çvr.Fikret İşıltan, Türk Tarih Kurumu Yayınları, Ankara 1995.
SKEAT, Walter W., A Concise Etymological Dictionary of the English Language, Cosimo, New York, 2005.
TAŞKIRAN, Hasan, Selçuklu Devletlerinde Suikastlar, İstanbul 2015.
TURAN, Osman, Selçuklu Tarihi ve Türk İslam Medeniyeti, İstanbul 2010.
Türk Dil Kurumu, Türkçe Sözlük, TDK Yayınları, Ankara 2011.
VEREN, Nurettin, Kuşatma (ABD'nin Truva Atı Fetullah Gülen Hareketi), İstanbul 2007
VİLADİMİRSTOV, B.Y., Moğolların İctimai Teşkilâtı (Moğol Göçebe Feodalizmi), Abdulkadir İnan (çev.), Türk Tarih Kurumu Yayınları, Ankara 1995.
WEISS, Michael – HASSAN, Hassan, Işid Terör Ordusunun İç Yüzü, Emine Arzu Kayhan (çev.), İstanbul 2016.
10 Soruda 15 Temmuz Darbe Girişimi ve Fetullahçı Terör Örgütü (10 Questions to Understand 15 July Coup Attempt and Fetullah Terrorist Organization), hzl.Cumhurbaşkanlığı Kurumsal İletişim Başkanlığı (edit.Department of Corporate Communications of the Presidency, Ankara Kasım/2016.

Articles

- EĞİLMEZ, Savaş, “Armenian Population Before and After Deportation According to Armenian Sources”, International Conference on Humanities and Educational Research, Washington 20116.
EĞİLMEZ, Savaş, “Ermeni Kaynaklarına Göre, Tehcir Öncesi ve Sonrası Ermeni Nüfusu”, II.Uluslararası Türk- Ermeni İlişkileri ve Büyük Göçler Sempozyumu, Erzurum 2016.
EĞİLMEZ, Savaş, “Historical Geography and Regimes of Middle East in Medieval Times”, Global Forum: Informing Societies, Uniting Cultures, Celebrating Diversty, San Antonio 2015.
ERGİL, Doğu, “Uluslararası Terörizm”, Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi, Cilt:47, Sayı:3, sa. 139-143, Ankara 1992.
TURİNAY, Faruk, “Ceza Hukukunda Terör Örgütü Kavramı”, sa.39-84, Türkiye Barolar Birliği Dergisi, 2015/116.
YAYLA, Atilla, “Terörizm: Kavramsal Bir Çerçeve”, Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi, Cilt: XLV, Sayı:1-4, sa.335-385, Ankara 1990.

Unpublished Thesis

- KÖSE, Serdar, Türk Demokrasi Hayatında 12 Mart 1971 Muhtırası, Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Tarih Ana Bilim Dalı, Yayınlanmamış Yüksek Lisans Tezi, Afyonkarahisar 2010.

Periodical Publications

- Akşam, 31.12.2015. Milli Gazete, 17.03.2005. Milliyet, 17.10.2016. Milliyet, 28.01.2005.
Sızıntı Dergisi, 1979/5. Sızıntı Dergisi, 1980/21. Sızıntı Dergisi, Şubat 1992/157.

Wibesites

- <http://mustafaozturkarsivi.blogspot.com.tr/2015/04/gulenin-dunyeve-ajandas-kabark.html>, (ET 27.03.2017)
<http://www.ahaber.com.tr/gundem/2015/04/07/iste-gulek-ve-gulen-biraderlerin-karanlik-dunyasi>, (ET 25.01.2017)
<http://www.ahaber.com.tr/gundem/2015/04/07/iste-gulek-ve-gulen-biraderlerin-karanlik-dunyasi>, (ET 14.03.2017)
<http://www.ermenihaber.am/tr/news/2015/04/10/Yeni-%C5%9Eafak-G%C3%BClen-1965-te-Ermeni-Patrik-e-g%C3%B6nderilen-mektupta-B%C3%BCy%C3%BCk-Soyk%C4%B1r%C4%B1m-diyor/55381>, (ET 25.01.2017)
<http://www.guncelmeydan.com/pano/fetullah-in-dedeleri-ergun-poyraz-t30309.html>, (ET 20.01.2017)
<http://www.guncelmeydan.com/pano/fetullah-in-dedeleri-ergun-poyraz-t30309.html>, (ET 20.01.2017)
<http://www.haber7.com/guncel/haber/1333521-kasim-gulekin-esinden-cemaate-dev-bagis>, (ET 14.03.2017)
<http://www.haberler.com/tarih-bolumu-ogretim-uyesi-dr-savas-egilmez-30-yil-8657362-haberi/>, (ET 30.03.2017)
<http://www.iha.com.tr/erzurum-haberleri/tarihci-dr-egilmezden-ikiz-kardesler-feto-ve-pkk-degerlendirmesi-erzurum-1451222/>, (ET 30.03.2017)

Evaluation of Yunus Poets in The Context of A Social Unification Process

Assist.Professor Fatih Şayhan, Ardahan University, fatihsayhan@ardahan.edu.tr

Introduction

Me and myselfs covered in time and geographical encirclement

With ideological approaches based on losing, possessing and directing that have been brought about in the background culture of Anatolian geography of 10-14th centuries, It involves a transition period in which cognitive chaos and mental metamorphosis are intellectual meaning. In historic period when historical and political disorders existed, Seljuk State made Anatolia a cultural center in a scientific way by protecting it from external effects. The period was also the witness of historical events that Anatolia wanted to be besieged by the Mongol raids towards the end of the 13th century. With the weakening of the Mongols and the breakdown of the Byzantine resistance, the Turkish principalities were separated into units and Anatolia passed through an administrative process in a holistic context. As a single entity, human is an entity who brings the experience of the society to which he belongs, the process of spiritual development and the perspective of life through the transfer of experiences. At the same time, man tries to look at the world in its past-now-future level without breaking away from the connections of the changing and transforming world in an intellectual sense. The world which has been experienced for thousands of years is reinterpreted by the gaining of the ancestral memory and presented as an achievement-with new light- to the whole humanity in the artistic context. 13-14th century Anatolian Turkish people's mentality is a cognitive level that is reinterpreted the approaches to the creative and created universe brought from the memory of the ancestor with the advantages of new social structurings. The level of Turkish cognition, which is being tried to be surrounded by the dominant approaches has transmitted the social cognition of the world it has experienced for thousands of years to the social structure based on self values. This structuring and approach being talked about has reached the most mature period – based on a textual context - with Yunus. Hence, in the meantime, the Turkish people living in Anatolia have metamorphosed cognitively in the way of reading, understanding, and assimilating new values together with the gainings of the changing world. When metamorphosis was mature, Yunus maintained the dynamics of the past against the principle of otherness made to the entity (s) of the transporters contrary to his contemporaries.

1. Ontic Touch to the Cognition of the Past and the Integration of Contradictions on the Way of Integration

“Sana ko didigüm gaybetdürür kin...”

Human is an entity who lives physically, wants to continue his life, wants to meet financial difficulties, as well. On the way of Yunus, it is pointed out to him the door of the Tapduk in order to transfer the energy of spiritual life beyond its physical needs to another dimension. Yunus's first touch to the level of consciousness / consciousness and the tendency of

the center of spiritual mind to think in itself is the background culture of thought in the image of Tapduk;

“Yunus bir toğanıdı kondı Tapduk kolına” (Gölpınarlı 2010: 190)

In this regard Yunus identifies himself with a ‘falcon’ settled on Tapduk’s arm. When human consciousness awares of self-worth, personal content opens up to subconscious contents. This phase is the transition phase for Yunus to the “rebirth area (Campbell 2010: 107)”. In this respect, the spirit that touches Yunus is that the image of Tapduk is drawn by Tapduk to the level of cognition for thousands of years. Yunus becomes aware of the ontic touch based on personal unification of the ancestral memory. When a person enters into the process of mutual assimilation in a way of internalizing him / herself in a spiritual sense, he / she transcends the level of cognitive being to another dimension by internalizing the world that exists / appears outside of itself. All abstract and concrete levels of imagery of the world at this point are intensified on the cognitive level and the forms are escaped from the eye. This stage is the initial stage of in the meaning of maturation. Subconscious content is intensified and the person is moved to another dimension in the cognitive level. Yunus who faces his origin after this phase, lives dialectical process with himself on the way of individualization.

“Sual itdüm bulara ne kişisiz
Ulunuz kimdürür kimin işisiz
Didiler kamusı nefis kullarıdur
Kamusunun tama ulularıdur
Akıl anun sözün çünkim işitdi
Tefekkür eyleyüb kendüye gitti (Gölpınarlı 2010: 7)”
“Sözüm kendözümedür nükte degül
Bilün can birlig ikilikte degül (Gölpınarlı 2010: 20)”

Jung mentions that the shadow is an archetypal phenomenon because it is the other one-including the whole matters-out of the individual consciousness and also it is the common darkness that exists in all human beings as far as the individual is concerned (Fordham 2011: 65). From this point of view, the shadow is both our other face that we have to face the first step towards integration with ourselves and the common dark side of the human beings from past to present. Knowing what we know may be shadow, indeed, the holistic contrast values that we have created in our minds are our depressed sides in order to heal ourselves (spiritual unification). In fact human beings must be aware of the inner touch as much as the cognition of opposites within it - the contact of the outside, beyond the inner; confront all opposing values in the path of unification;

Thinking lead of the mind based on conceptual values like ‘gesture, hatred, anger, greed, impatience’ is the proposal of an internal conflict centered on “me” on the way to unification is an ontic warning to every human being. Human has come to the earth with a holistic connotation of the self of existence and first of all on his way to unification –by looking at oneself-he should first provide an intrinsically sharp conflict-centered integration with the domain of other beings

(shadows). According to Yunus human being came to earth with the inner qualities of the four elements of material and the Divine light entering the spirituality, Yunus refers to the fact that fire and wind have internal elements such as hypocrisy, arrogance, desire, and these concepts at the level of existence (Toprağıla su, uçmakda yirlüdür. –Odıla yel, tamuda yirlüdür (Gölpınarlı 2010: 4)) and places the mythic sentiments carried by human being into his soul by positioning it in the pre-creation period. He emphasized that the good and the bad side that human being has in himself must be apprehended holistic and must struggle with the bad side;

“Miskin Yunus’un nefsi dört tabiat içinde
Işkıla can sırrına penhan varasım gelür” (Gölpınarlı 2010: 67)

God is corporately paraconscious being. Herein it is necessary for God to be absorbed and taken to heart by the approach of thinking with the metaphysical. (Beni sorma bana bende degülven (Gölpınarlı 2010: 218)) Yunus emphasized that the level of whole being came into being with the four divine attributes, and at first the level of inner being must be absorbed in order to reach the eternal God. All the evil values that the self holds; “akıl anun sözün çünkim işitdi” signifier mind-centered thinking. So he maintains that God, at the highest point of his glory values, only can be reached by mind-centered thought.

2. The Appealing with Symbol of Surrounded ‘I’

“Yunus bu sözleri eğri büğrü söyleme
Seni sigaya çeker bir Molla Kasım gelir...”
“Kogıl ölüm endişesin”

Human beings want to exist in life without breaking away from the intellectual bonds of other people with present dimension;

“Söz kılır kayguyu şad söz kılır bilişi yad” (Gölpınarlı 2010: 57)

This parole is an indicator that the boundaries of the relationship with the other can be exceeded with communication. “Describing any linguistic phenomenon is as much of an important aspect of the scientific approach as” describing “the same phenomenon by associating it with a person's mental processes” (Dogan 2015: 270)”. Because knowing is based on mutual correspondence centered on reading / learning / narration based on expression, as well. At this point, the poet’s “strong and weak perceptions (Doğan 2015: 284)” is important. In this stage, Yunus prefer to explain Korkmaz with the symbol language expressing the hidden aspects of the object and the objectivity beyond the visible. (Korkmaz 2002: 263);

“Çıkıdum erik dalına anda yidüm üzümü
Bostan ıssı kakıyup dir ne yirsin kozumu
(...)

“Gözsüze fısıldadım sağır sözüm işitmiş
Dilsüz çağırıp söyler dilümdeki sözümü
(...)
Yunus bir söz söyledün hiçbir söze benzemez
Münafıklar elinden örter mani yüzünü” (Gölpınarlı 2010: 222).

Person who wants to get rid of ‘the other’s surrounding constitute ‘ciphering’ to the word over things that have been abstracted by introducing other meaning beyond what appears to be the word. By using Doğan’s expression, the speaker can code / code an idea through the language, and the listener can solve this encoding / encoding to reach the aim of the speaker (Doğan 2015: 281). Events with no similarity at the level of the image but have common points (plums, grapes, walnuts) were brought together at the level of cognitive perception, and the language of thought came into play. In this regard, Yunus takes an approach to the fact that nothing is just like appearing. The exit from the door of the Tapduk is a reference to impossibility to access God in different ways. God is universal and people are equal. At this point, Yunus establishes a symbolic world based on what is known and unknown on the way to reaching truth. The climbed plum tree is reference to the visible/invisible path of reaching God. Grape food, on the other hand, means that the ways known on maturing of Yunus aren’t enough. Walnut is a sign that people who are in the position of an owner / owner of the roads leading to God think that only they can pass these ways holding over the world, but approaching their souls. In this respect, it indicates that it can not be possible to reach God by not seeing the appearing. Indeed, those who are not capable of hearing are people who try to make sense of their world without “hearing” the world. Yunus emphasized that these people understood the world with their eyes and understood what he / she wanted to tell. People who shut themselves in to the voices of the outside world, are the people who read and see the world with their eyes. At this point, comprehensibility can not be expressed in language. The experience of emotions with inner experience is the last level of maturity. A person who wants to exist in a vital plane wants to ignore the consequences of the inexplicable anxiety in earthly time. Saying ‘not like any word’ the word behind the deep meaning semantics beyond being severe, it takes the poet the symbolic meaning of ignoring the threat to the area of existence of the living environment. “Kogıl ölüm endişesin (Gölpınarlı 2010: 61)” and “Aşık Yunus bu sözi muhal diyü söylemez/Mani yüzün gösterür ol aşıklar kocası (Gölpınarlı 2010: 145)”, these lines are the face of Yunus’s self-conscious awareness, not the imagination, but the depth of his inner experience with him. The fate of death is the cognitive dimension of spiritual integration. Yunus, who intensifies his experience with his native language through Turkish, makes an artistic sense of superlative meaning to language. Doğan emphasizes that “aim” is the first one of concepts that should be mentioned in the process of making sense of linguistic inputs (Doğan 2015: 126). Yunus regards that people who can’t look at the createds with a single eye in the intellectual sense, have not completed the path on the truth plane. He focuses on the necessity of saying on the other side of the page with the promise of the words (“Bir kişiye söyle sözi kim maniden

haberi var (Gölpınarlı 2010: 53”)) and has been emphasized over the seven roads with the words “Yunus yedi nişan didi evet üçüni gizledi/Anı dahı diyüvirem gelüp halvet soranlara (Gölpınarlı 2010: 131)”, “Geçeriken Yunus şeş oldı dosta/Ki kaldı kapuda andan içeri (Gölpınarlı 2010: 219)” on the road to becoming pubescence. Seven symbolically signifies the competence. Doğan emphasized that ‘aim’ is the first one of the concepts that should be discussed in the process of making sense of linguistic inputs (Doğan 2015: 126). In this respect, the interpretation of the word opens upon the ways of the social union that Yunus wants to convey / the message he wants to give;

“Yunus eger aşıkısan varlıgun deşür yoklığa
İman kuşagın berk kuşan di hep eksüklik bendedür (Gölpınarlı 2010: 60)”

Entity begins a process based on deep semantic sentiments based on the dialectic of “beyond-near side,” in order to be “exist in nothingness”, a view that must be overcome in the cognitive plane when it wants to turn it into eternity. Absence is based on the previous form and imagine rebirth with movement from the symbolism of “earth-water”. In this respect, the change of existence to nonexistence is the expression of the desire to re-exist at the spiritual dimension. At this stage, consciousness wants to be out of entity dimension and exist in the absence.

When the apparent level of the visual world of the visible world is abandoned, the philosophic structure of the others is surpassed and the “earth” and eternity longing in the cognitive plane unfold itself. And with the words “Yunus canını terkit bildüklerini terkit (Gölpınarlı 2010: 182)”, “Canım bu tene gireli nazarım yokdur altuna (Gölpınarlı 2010: 198)”, “Girdim ışkun denizine bahırlayın yüzer oldum (Gölpınarlı 2010: 197)” are such a level of cognition has been transformed into words. Yunus said that must be conscious of the lack of “T”; it guides the attempt to overcome learning by integrating without breaking the power and the mental connection;

“Eger devlet gerekse akla danış (Gölpınarlı 2010: 15)”
“Niçe ilm ü amel sen bu tapuda
Niçe yıldan berüsin bu kapuda (Gölpınarlı 2010: 20)”

Conclusion

Yunus in the context of a Supreme Individual or a High Person

The supreme individual or the high people are the humanized, personalized form of knowledge thousands years of experience and guide people with fund the knowledge they have (Korkmaz 2016: 15). Yunus who verbalise that it is possible to comprehend the created and the created universe in a holistic plane as much as it is in the social plane, performs the ways of seeing man as a part of the whole and a conveyor of the universal soul in the homo-semiotic context. Yunus, who integrates with the self-worth, has become known for the ways of

incorporating intellectual unity over the personality through the writings of the whole mankind to inform the process. In this respect, those words of Yunus having retrospective values as social. Yunus who says “Tag ne kadar yüksek ise yol anın üstünden aşar Yunus Emre’ m yolsuzlara yol gösterdi vü hoş ider (Gölpınarlı 2010: 173)” on the way of social unification; is on the way of social unification; as well as the guidance of the blessed form of existence in recognition of knowledge and experience in terms of “borrowing knowledge and role (Korkmaz 2016: 16)”; It is the personal opening of the “collective soul” in these words, “Et ü deri süngük çatan hükmeyleyüp diri tutan (Gölpınarlı 2010: 112). In this respect, “Her dem yeniden doğarız/Bizden kim usanası?” words indicate that the self of the entity can born in collective cognitive level without boundaries of extent and time as long as there is life.

REFERENCES

- Campbell, Joseph, Kahramanın Sonsuz Yolculuğu, 2. Baskı, Çev.: Sabri Gürses, İstanbul: Kabalcı Yayınevi, 2010.
- Fordham, Frieda, Jung Psikolojisinin Ana Hatları, 8. Baskı, Çev.: Aslan Yalçınmer, İstanbul: Say Yayınları, 2011.
- Gölpınarlı, Abdülbâki, Yunus Emre Divân ve Risâletü’n Nushiyye, İstanbul: Derin Yayınları, 2010.
- Doğan, Gürkan. “Söylemin Yorumlanması”, Anlamlandırma Süreçleri, İstanbul: Kesit Yayınları, 2015, ss. 123-153.
- Doğan Gürkan. “Şiir Dili, Bağıntı ve Zayıf Sezdirimler”, Anlamlandırma Süreçleri, İstanbul: Kesit Yayınları, 2015, ss. 269-300.
- Korkmaz, Ramazan. “Arketipsel Sembolizm Açısından Dede Korkut Anlatılarındaki Yüce-Birey ve Alp-Bilge Tipi”, Dede Korkut Okumaları, (Editör: Ramazan Korkmaz), İstanbul: Kesit Yayınları, 2016, ss. 13-25.
- Korkmaz, Ramazan. İkaros’un Yeni Yüzü, Cahit Sıtkı Tarancı, Ankara: Akçağ Yayınları, 2002.

A Research On Smart Board Use Qualities of Music Teacher Candidates

Murat Yakut, Music Teacher, 70th Year Republic Middle School

Assist. Prof. Ali Korkut Uludağ, Ataturk University, Kazım Karabekir Education Faculty

ABSTRACT

Nowadays, technology is moving at a dizzying pace. This change affects the field of education as well as every field. In today's world of science and technology, traditional teaching methods are inadequate in transferring knowledge. As with any field, innovations in communication technology are also effective in education. The educational environment is rapidly changing with these technologies. It is inevitable that the educational tools and equipment should be renewed together with these innovations in technology to meet the requirements of the day. The purpose of this study is to measure the knowledge about computer technology, how much it can benefit from computers in active duty experiences and the knowledge about musical software designed for computer, in preparing course materials for smart teacher to use music teacher candidates. The results were obtained by applied analysis method in SPSS 20 program and the details are explained in related parts.

KEYWORDS: Smart (Interactive) Board, Educational Technologies, Music Teacher Candidates

Introduction

The level of development of contemporary societies is often measured by the science and technology they produce. This can only be achieved through education. In this sense, the rapid developments in communication technologies and technologies, and the prevalence in practice in recent years, are closely related to the existence of creative producers and consumers raised by advanced education systems (Karasar, 2004). The developments in technology have also affected the field of education and training. So that traditional teaching methods and techniques are now inadequate; traditional methods leave room for technology-based applications. In this sense, the teaching and learning materials used in schools are changing and progressing in parallel with technological innovations. In addition to improving the overall productivity of students and teachers in general-purpose applications of technology-based applications, visual and audial materials together with written materials are also part of the course to raise efficiency. The use of smart board in schools has become widespread in many countries around the world. This prevalence remains important, although educational staff sometimes take on significant responsibility to purchase and effectively use interactive board technology.

In recent years, in order to determine the attitudes of the students towards the technological equipments in our country, various studies have been carried out and importance is given to the establishment of the necessary education policies and strategies regarding the more rational use of investments (Yavuz and Coşkun, 2008). One of the new innovations is the project known as FATİH (Kayaduman, Sirakaya and Seferoglu, 2011), which is publicized in 2010 and is carried

out in cooperation with the Ministry of National Education and the Ministry of Transport in cooperation with the Movement for the Improvement of Opportunities and Technological Improvement. In parallel with the above-mentioned large-scale projects, which are expected to make the learning-teaching process more effective with the opportunities provided by the technology, MEB started the FATİH Project with pilot application at the beginning of 2012 (Pamuk, Çakır, Ergun, Yılmaz and Ayas, 2013). The main objective of the FATİH project is to: (1) ensure equality of opportunity in education and training, regardless of geography; (2) develop and improve technology used in schools; and (3) support the learning of students by placing ICT tools at the center of the learning environment. The project consists of five basic components:

- Providing hardware and software infrastructure,
- Providing and managing educational e-content,
- effective use of IT in curricula,
- In-service training of teachers and
- Conscious, secure, manageable and measurable use of IT

Within the scope of the project, approximately 700.000 teachers and 17.000.000 students (MEB, 2012b) will be receiving tablet computers; By providing interactive board, internet network infrastructure, multifunction printer and document camera with LCD panel of 570,000 classrooms in 42.000 schools; e-content needs are targeted to be completed (MEB, 2012c). These studies, which the Ministry of National Education has made to improve the educational environment in schools and to benefit more from the technology education, have increased the teachers' role in education. Because, as the technology develops, the use of this technology in education and the teacher element to be used will always be front-line.

Since the FATİH project has not yet been completed and progresses in partial tender, the focus of the project is on the smart borders (Banoğlu, Madenoğlu, Uysal and Dede, 2014). When we look at the statistics regarding the current state of the schools in our country, it is understood that there are computer classes in the vicinity of all the schools and 96% of them have internet connection, 1500 of them are computer assisted science laboratories and 18,500 are using authorship software programs. Within 3 years with FATİH project, it is stated that more than 500 classrooms in 40 thousand schools will be equipped with 614 thousand 364 notebook computers and projection equipment and 38 thousand 688 multipurpose photocopying machines and smart boards. (Kayaduman, Sırakaya ve Seferoglu, 2011).

Scope of the Study

Teacher candidates who are prepared to participate in the education community in our country should have knowledge about the use of technology before they come to the classroom which will positively affect the education process. This study was presented as a pilot study on three demographic variables related to the smart board use qualifications of music teacher candidates.

In the next phase, both the sample group and the sub-dimensions will be expanded and the master's thesis will be prepared at the Atatürk University, Institute of Educational Sciences. One of the aims of the study is to shed light on pilot studies for the master thesis study. In this context, within the scope of the study, a questionnaire was made to the students of Erzurum Atatürk University, Faculty of Education, 3rd and 4th year students of music education department (music teacher candidates). The questionnaire was prepared by the researcher, adapted from Yalçinkaya's (2013) frequency grid using interactive board.

Method of Research and Results of Implementation

As a result of the research, the data obtained through the questionnaires were analyzed with the SPSS 20 program. The results are as follows:

Table 1-A Group Statistics

	D1	N	Mean	Std. Deviation	Std. Error Mean
SORT	Women	41	3.8176	.53658	.09202
	Men	21	4.1086	.49097	.09278

Table 1 –B Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SORT	Equal variances assumed	.179	.674	-2.207	60	.031	-.29092	.13182	-.55461	-.02724
	Equal variances not assumed			-2.226	59.298	.030	-.29092	.13068	-.55239	-.02946

In Tables 1A and 1B, there was no significant change in gender-related T-test scores between women and men's smart board use qualifications. Although the average level of men proficiency is high, this is not significant.

Group Statistics

	D2	N	Mean	Std. Deviation	Std. Error Mean
SORT	18-22	50	3.9968	.48291	.06829
	23+	12	3.7500	.69369	.20025

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SORT	Equal variances assumed	3.032	.087	1.454	60	.151	.24680	.16969	-.09263	.58623
	Equal variances not assumed			1.166	13.666	.263	.24680	.21157	-.20803	.70163

In Table 2, there was no significant change in age groups and smart board use qualifications when looking at the age-related T-test scores. Although the 18-22 age group has a high level of proficiency, this is not significant.

Table 3 - A Group Statistics

	D3	N	Mean	Std. Deviation	Std. Error Mean
SORT	4th Grade	42	4.0419	.44419	.06854
	3rd Grade	20	3.7540	.65280	.14597

Table 3 – B Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SORT	Equal variances assumed	5.055	.028	2.040	60	.046	.28790	.14111	.00564	.57016
	Equal variances not assumed			1.785	27.678	.085	.28790	.16126	-.04260	.61841

Table 3 shows that there is a significant difference between the qualifications of smart boards; 4th grades are seen themselves more qualified than 3rd grades according to the T- Test scores.

On the other hand, when looking at the results of frequency analysis, it would be possible to make a generalization on sample expressions.

S4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3.0	9	14.5	14.5	14.5
4.0	28	45.2	45.2	59.7
5.0	25	40.3	40.3	100.0
Total	62	100.0	100.0	

Q4. Given the answers to the phrase "I believe I have the ability to use an interactive board to meet the needs", 85% of the participants claimed that they are able to use the smart board. While the proportion of those who can use smart board is satisfactory, the proportion of those who do not have the ability to use the smart board (15%) is not negligible.

S10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	1	1.6	1.6	1.6
2.0	7	11.3	11.3	12.9
3.0	14	22.6	22.6	35.5
4.0	24	38.7	38.7	74.2
5.0	16	25.8	25.8	100.0
Total	62	100.0	100.0	

Q10. Given the answers to the phrase "I can make the desired changes on the prepared notes, maps, diagrams, shapes, photographs etc., I can make the desired changes with the drawing feature", 64% of them can use these features while the remaining 36% needs to improve their skills.

S17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.0	2	3.2	3.2	3.2
3.0	23	37.1	37.1	40.3
4.0	22	35.5	35.5	75.8
5.0	15	24.2	24.2	100.0
Total	62	100.0	100.0	

Q.17 Given the answers to the phrase "I believe I have succeeded in the lessons I used using interactive wood," 59% of the participants thought positive contributions to the interactive board lessons, while the remaining 41% took an insensitive or disagreeing position. Nowadays, as

information technology is spreading rapidly at every stage of education, this situation can be a working topic in itself.

S20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	1	1.6	1.6	1.6
2.0	5	8.1	8.1	9.7
3.0	12	19.4	19.4	29.0
4.0	27	43.5	43.5	72.6
5.0	17	27.4	27.4	100.0
Total	62	100.0	100.0	

S21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.0	5	8.1	8.1	8.1
3.0	20	32.3	32.3	40.3
4.0	22	35.5	35.5	75.8
5.0	15	24.2	24.2	100.0
Total	62	100.0	100.0	

Given the statement for Q.20 “I feel good enough to use note-writing programs to make the interactive board more efficient in music lessons.” And for Q21 “I feel good enough to prepare audio files for use on the smart board” it has appeared that the participants who already stated that they are eligible for using smart boards, actually not able to use all detail, there is around 15-20% differences between the first group mention and last one.

Conclusion

In recent years, in order to determine the attitudes of the students towards the technological tools, various studies have been carried out in our country and importance is given to the establishment of necessary education policies and strategies regarding the rational use of investments. In this sense, within the scope of the FATİH Project, the interaction boards placed in the schools contribute to the technology-based processing of the lessons, while at the same time providing teachers with familiarity with information technology. Within the scope of this research, a questionnaire was applied to Erzurum Atatürk University, Faculty of Education, Music Teacher Education Department 3rd and 4th year students because they are music teacher candidates. The results of the research showed that even though the teacher candidates can use the interlaced board, there are teacher candidates who do not have enough (or do not feel enough) enough to use them.

From this point of view, teaching smart board as part of the curriculum at higher education institutions will enable more efficient use of investments made at the macro level. In addition, raising the effectiveness of interactive use of the board may cause teachers not to question the benefits of the interactive board. Although many studies have been done about it, it is recommended that it be a focus point for various studies in the future as it has not yet become a training culture established in our country.

REREFENCES

- Banođlu, K., Madenođlu, C., Uysal, Ő., & Dede, A. (2014). FATİH projesine yönelik öđretmen görüŐlerinin incelenmesi (EskiŐehir ili örneđi). *Eđitim Bilimleri AraŐtırmaları Dergisi*, 4(1), 39-58.
- Kayaduman, H., Sırakaya, M., & Seferođlu, S. S. (2011). Eđitimde FATİH projesinin öđretmenlerin yeterlik durumları aŐısından incelenmesi. *Akademik biliŐim*, 11, 123-129.
- Karasar, S. (2004). Eđitimde Yeni İletişim Teknolojileri-İnternet Ve Sanal Yüksek Eđitim. *TOJET: The Turkish Online Journal of Educational Technology*, 3(4).
- Pamuk, S., akır, R., Ergun, M., Yılmaz, H. B., & Ayas, C. (2013). Öđretmen ve öđrenci bakıŐ açısıyla tablet PC ve etkileŐimli tahta kullanımı: FATİH Projesi deđerlendirmesi.
- Torff, B., & Tirotta, R. (2010). Interactive whiteboards produce small gains in elementary students' self-reported motivation in mathematics. *Computers & Education*, 54(2), 379-383.
- Yavuz, S., & COŐKUN, E. A. (2008). Sınıf öđretmenliđi öđrencilerinin eđitimde teknoloji kullanımına iliŐkin tutum ve düŐünceleri. *Hacettepe Üniversitesi Eđitim Fakültesi Dergisi*, 34(34).
<http://fatihprojesi.meb.gov.tr/proje-hakkinda/>

Examining the Causal Effects of the Two Predominant Factors on Critical Thinking Disposition: A Multiple Group SEM

Tuncer Akbay, Mehmet Akif Ersoy University, tuncerakbay@mehmetakif.edu.tr

Assist.Prof.Lokman Akbay, Mehmet Akif Ersoy University, tuncerakbay@mehmetakif.edu.tr

ABSTRACT

Epistemological Beliefs, Meta-cognition and Critical Thinking Disposition constructs have close relationships with learning strategies, learning acquisition and related skills. Aforementioned constructs have interrelationships such that one construct has a direct or indirect effect on another one. Unveiling these direct and indirect affects and their magnitudes are among the purpose of this study. This purpose is attained through employment of Structural Equation Modeling (SEM). However, although SEM is an important technique, researchers need to make sure that latent construct measurements are invariant across subpopulations. In this research, we aim to disclose whether the effects of one construct on another differ by subpopulations. To achieve this goal, we collected data from 253 students who were enrolled one of the following undergraduate programs during 2015-2016 and/or 2016-2017 academic years: Foreign Language Education, Turkish Education, and Fine Arts. Three self-report inventories —*meta-cognitive awareness inventory*, *epistemological beliefs inventory*, and *California critical thinking disposition inventory*— were used for data collection. *The results of a structural regression (SR) model* (i.e., a model from SEM family) showed that epistemological beliefs has *direct effect* on both meta-cognitive awareness and critical thinking disposition. This structural regression model also indicated that meta-cognition has a *direct effect* on critical thinking disposition. When a *Multiple-Sample Structural regression Model* was run, results showed that measurements were not invariant across subsamples where two structural paths and four factor loadings were significantly different across groups.

KEYWORDS: Epistemological Beliefs, Metacognition, Critical Thinking, Multiple Group SEM, Structural Regression

Introduction

An oft-mentioned aim of higher education institutions is to produce individuals who can continually engage in higher order thinking through developing those individuals' critical thinking (Kuhn & Dean, 2004; Higbee, 2003). It can be argued that, determining and developing other factors that affect development of critical thinking in a positive way can help to produce people who are able to engage in higher order thinking. In the learning and cognition literature there are many studies explaining the interrelationships between critical thinking and the factors influencing the acquisition of knowledge or skills. Predominantly associated factors with critical thinking are, but not limited with, epistemological beliefs, and metacognition.

Critical thinking is defined differently in the literature. For example, Ennis (1997) defined critical thinking as "reasonable reflective thinking that is focused on deciding what to believe and do" (p. 6) while Mayer and Goodchild defined it as "active and systematic attempt to understand and evaluate arguments" (Magno, 2010). The reason for this variation in the definition (or the way of conceptualization) might be due to variety on study fields. Nevertheless, in the conventional sense, critical thinking "entails awareness of one's own thinking and reflection on the thinking of self and others as an object of cognition" (Kuhn & Dean, 2004, p.270).

Beliefs about the nature of knowledge (certainty and simplicity of knowledge) and nature of knowing (source and justification of knowledge) are referred to as *epistemological beliefs* (Bromme, Pieschl, & Stahl, 2010). Bromme et al. (2010) argued that epistemological beliefs consists of four dimensions which are certainty of knowledge, structure of knowledge, justification of knowledge, and source of knowledge. Epistemological beliefs affect individuals' reasoning, learning, and decision-making (Schommer, 1994). The shift in epistemological beliefs of individuals from naive to sophistic, they begin to embrace knowledge as tentative and complicated rather than simple and fixed (Schommer, 1994). Individuals who has advanced epistemological views realize that there is no single authority that provide fixed knowledge. Rather, they see rational thinking as the source of knowledge. Because, when they encounter different opinions and explanations, they acknowledge the uncertainty temporarily and then, through the processes of rational thinking, they generate their own answers (Schommer, 1994).

Flavell (1976) introduced the term *metacognition* to refer the individual's own awareness and consideration about his /her own cognitive processes (Bedel, 2012). According to Winne and Perry (2000), "metacognition refers to awareness that learners have about their general academic strengths and weaknesses and of the cognitive resources they can apply to meet the demands of particular tasks, and second, to their knowledge and skill about how to regulate engagement in tasks to optimize learning process and outcomes" (Kerndl & Abersek, 2012, p.52). As it cited in Topcu and Yilmaz-Tuzun (2009), according to Brown (1978) metacognition has two components which are (1) knowledge of and (2) regulation of cognition. The knowledge of cognition covers declarative, conditional, and procedural knowledge while regulation of knowledge covers the constructs of planning, monitoring, and evaluation (Topcu & Yilmaz-Tuzun, 2009). Hofer (2004) conceptualizes epistemological beliefs as parts of metacognition. He further argues that beliefs about certainty and simplicity of knowledge can be matched with declarative metacognitive knowledge, whilst source and justification of knowledge could be assigned to metacognitive monitoring (Bromme, Pieschl, and Stahl, 2010). According to literature, metacognition effects students' achievement (Peklaj & Pecjac, 2002; Sperling, Howard, Miller, & Murphy, 2002), reading comprehension (van Kraayenoord & Scheider, 1999), academic achievement through comprehension strategy use (Taraban, Rynearson, & Kerr, 2000). Yet, in their study, Sperling etal. (2002) found significant correlation between metacognition and achievement among some grade levels, the study did not revealed significant correlation some others grade levels though.

These aforementioned constructs are closely related to learning strategies, learning acquisition and developing skills. These three constructs —epistemological beliefs, meta-cognition, and critical thinking disposition— either directly or indirectly affect one another. For instance, Hofer (2004), Kuhn and Dean (2004), and Spray, Scevak, and Cantwell (2013), are among the studies that suggested an interaction between epistemological beliefs and meta-cognition. Furthermore, in the learning and cognition literature, there are remarkable amount of studies that revealed interaction between epistemological belief and critical thinking disposition (see Chan, Ho, & Ku, 2011; Gallagher, 1998; and Jones, Merritt, & Palmer, 1999). Chan et al. (2011) pointed out this relationship as arguing that "sophisticated beliefs underlie flexible thinking, which is essential in the process of thinking critically" (p.68). Lastly, limited number of studies, that investigated and conformed the association between meta-cognition, can be found in the learning and cognition literature. Magno (2010), and Choy and Cheah (2009) may be given an example of those studies. Furthermore; Akbay, Akbay, and Baser Gulsoy (2017) has further investigated the relationships among these three constructs and disclosed the magnitude of the direct effects the epistemological beliefs have on meta-cognition and critical thinking disposition. They also determined the sizes of direct and indirect effects of one constructs to another using specific structural equation model (SEM).

Purpose of the Study

The purpose of the current study is, first, to unveil the direct effect of metacognitive awareness on critical thinking disposition. Second, to reveal the direct effect of epistemological beliefs on critical thinking disposition. Third, disclose the indirect effect of epistemological beliefs on critical thinking disposition taking metacognitive awareness as mediating factor between epistemological beliefs and critical thinking disposition. The ultimate goal of this research is to determine the magnitudes of each aforementioned effects and compare the magnitudes among the sample groups which were created based upon the departments of the sample.

Significance of the Study

The studies investigating the relationship among all these three latent variables were failed to disclose the magnitude and the direction of effects that one variable has on another. Most of them did not even consider these latent variables simultaneously to determine whether confounding effect exist between any of two variables due the third one. In such cases, there is a possibility to find spurious association between the two variables rather than a true association. Using a structural equation modeling (SEM) would be wise to reduce the potential for spurious association. Furthermore; multiple group SEM, which is used in this research for data analysis, enables researcher to compare magnitudes of effect in different levels of sample.

Methodology

Design

One of two main goals of a correlational study is –as reported in Frankel, Wallen, and Hyun (2012)- prediction. Frankel et al. (2012) further reported that score on one variable could be predicted given the score on another variable when these two variables have a strong relationship. As it discussed above, the purpose of the current study is to estimate the effects of one variable on another. To achieve that, this study was designed to be a correlational research.

Model Specification

A structural regression (SR) model, which presumes direct and indirect effects (through metacognitive awareness) of epistemological beliefs on critical thinking disposition, was specified. It also presumes a direct effect of metacognitive awareness on critical thinking disposition. Specified SR Model is illustrated in Figure-1 below. The *Indicator* (i.e., *observed*) variables associated with the latent factors are based upon three self-report inventories applied to measure these factors.

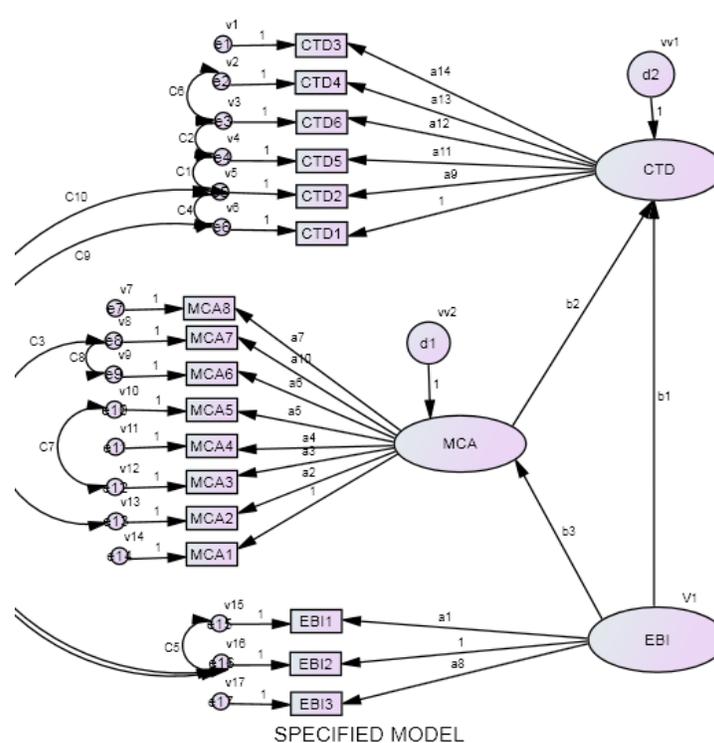


Figure 1. Structural regression model

Sample and Sampling Procedure

The sample consists of total 253 teacher candidates pursuing their education at Mehmet Akif Ersoy University. Of these students, 86 are majoring in Fine Arts; 94 are majoring in English as a Second

Language Teaching, and 73 are majoring in Turkish Education undergraduate programs in the School of Education. Participants have been randomly selected from convenient clusters.

Data Collection Tools

The data gathered through three self-report inventories, which are *meta-cognitive awareness inventory*, *epistemological beliefs inventory*, and *California critical thinking disposition inventory*. The *epistemological beliefs inventory* (EBI) has been adapted to Turkish by Deryakulu and Büyüköztürk (2002) from the original work of Schommer (1998). There are overall 35 polytomous items that measure three subdomains. These items are in the form of 5-point likert scale (i.e., ‘1 = strongly disagree’ and ‘5 = strongly agree’). The subdomains of the inventory are Beliefs in Effort for Learning, Beliefs in Ability for Learning, and Beliefs in Single Truth. Deryakulu and Büyüköztürk (2002) conducted validity and reliability studies and reported its internal consistency as .79.

Moreover, Akin, Abacı, and Çetin (2007) adapted the *metacognitive awareness inventory* (MAI) to Turkish from the study of Schraw and Dennison (1994). This inventory consists of 52 five-point likert-scale items (i.e., ‘1 = never’ and ‘5 = always’). This inventory contains eight defined subscales, which are Declarative Knowledge, Procedural Knowledge, Conditional Knowledge, Planning, Monitoring, Evaluation, Debugging, and Information Management. Validity and reliability studies were conducted by Akin et al. (2007), and an internal consistency index of .95 was reported.

Lastly, Kökdemir (2003) has adapted the *California critical thinking disposition inventory* (CCTDI) to Turkish from the original study of Facione, Facione, and Giancarlo (1998). Although, original study defined seven subdomains for critical thinking disposition construct; Kökdemir (2003) has suggested a six-component model for the Turkish version of it. These six subdomains are Analyticity, Open-mindedness, Inquisitiveness, Systematicity, Self-confidence, and Truth seeking. This inventory consists of 51 six-point liker-scale items (i.e., ‘1 = certainly disagree’ and ‘6 = certainly agree’). Kökdemir (2003) reported that the inventory was valid and its internal consistency index was .88.

Data Analysis

Before evaluating the SR model, we needed valid measurement models so that we have run a CFA for three constructs. CFA and all other analyses that will be mentioned latter were conducted using AMOS 20 software program. Initial poor model-data fit was improved by allowing some of the error terms to correlate. Modification indices were the bases in this procedure. When CFA achieved an acceptable fit, SR model was run after adding the structural part to the CFA model. Goodness-of-fit statistics for this model (i.e., Chi/df=2.528; RMSE=.078; and CFI=.905) indicated an acceptable model-data fit. This initial SR model was run with whole sample (i.e., 253 candidate teachers from English, Turkish, and Fine Art education).

Then, multiple-sample version of the same model was run where three sets of model parameters obtained for the three subsamples. Goodness-of-fit statistics for this model (i.e., Chi/df=1.612; RMSE=.049; and CFI=.870) indicated a slightly better model-data fit in terms of Chi/df and RMSE

although the fit was poor in terms of CFI. Comparison of constraint model (i.e., initial model, which forces all parameters to be equal for three groups) and unconstraint model (i.e., multiple-group, which estimates three sets of parameters for three subsamples) yielded a statistically significant difference (i.e., $df=34$, $\Delta\chi^2=76.716$, and $p\text{-value}=.000$). This result meant that at least one path is different across the subgroups. Then, we individually tested every path to figure out where groups differ.

Results and Discussion

Figure 2 presents standardized solution path coefficients of Turkish education group. This indicates that effect of Epistemological Belief (EB) on Metacognitive Awareness (MA) is .37. Also, EB has a direct effect of .42 and an indirect effect of .10 (i.e., $.37*.28$) on Critical Thinking Disposition (CTD). Also, MA has also a direct effect of .28 on CTD. Because these path coefficients are based on standardized solutions, they are in the same scale so that they are comparable.

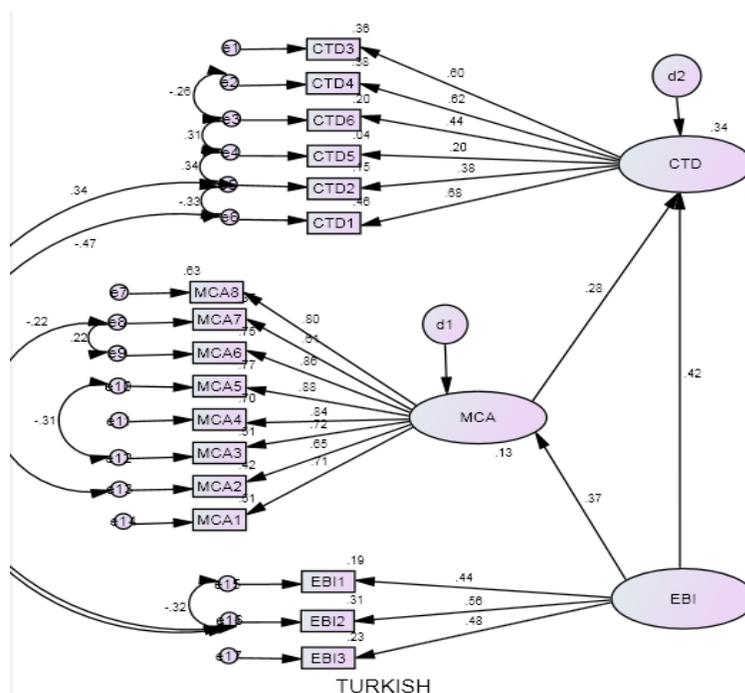


Figure 2. Structural regression model for Turkish education group

Figure 3 and 4 show the path coefficients obtained from English education and fine-art education groups, respectively. Based on Figure 3, EB has a direct effect of .56 and an indirect effect of .17 (i.e., $.31*.44$) on CTD. Direct effect of MA on CTD is .44. Lastly, direct effect of EB on MA is .31. Path coefficient between EB and CTD in Figure 4 is .42. Direct effect of EB on MA in the same figure is .32. Then indirect effect of EB on CTD becomes .10. Last path in this figure is the direct effect shows direct effect of MA on CTD, which is reported to be .32.

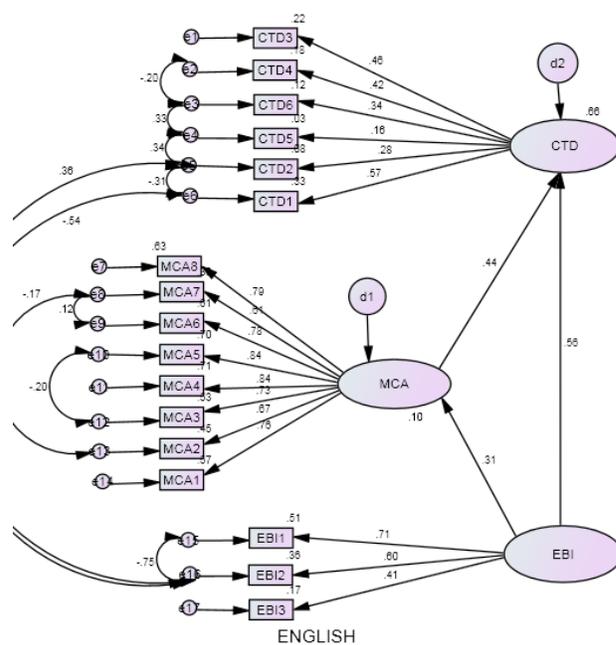


Figure 3. Structural regression model for English education group

In order to decide the paths that are statistically different across groups, we have run a series of structural-weight models in each of which only one path allowed to be free across groups while all others were forced to be equal across all subsamples. Then, all these structural-weight models were compared against constraint model where all parameters in the model forced to be equal across all groups. Model comparison results are given in Table 1.

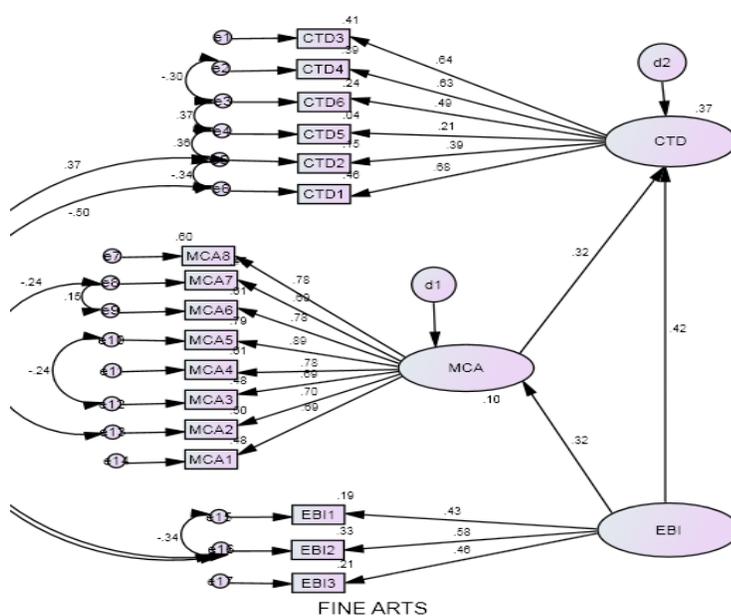


Figure 4. Structural regression model for Fine-art education group

Table 1.

Model comparison results

Structural Weight				
Models	DF	$\Delta\chi^2$	p-value	
b_1 equal	2	17.438	0.000	**
b_2 equal	2	4.155	0.002	**
b_3 equal	2	3.247	0.197	
a_1 equal	2	0.103	0.950	
a_2 equal	2	4.320	0.115	
a_3 equal	2	4.738	0.094	
a_4 equal	2	0.947	0.623	
a_5 equal	2	1.873	0.392	
a_6 equal	2	1.373	0.503	
a_7 equal	2	1.255	0.534	
a_8 equal	2	7.541	0.023	*
a_9 equal	2	10.440	0.005	**
a_10 equal	2	0.052	0.974	
a_11 equal	2	8.662	0.013	*
a_12 equal	2	14.313	0.001	**
a_13 equal	2	4.423	0.110	
a_14 equal	2	2.429	0.297	

Table 1 indicates that six parameters (i.e., b_1 , b_2 , a_8 , a_9 , a_{11} , and a_{12}) are statistically significant, meaning that these parameters are not equal (or not invariant) across groups. Here b_1 and b_2 path coefficients are the direct effects from EB to CTD and from MA to CTD, respectively. Coefficient b_1 is .42 for Turkish and fine-art groups education groups while it is .56 for English group. This result implies that one standard deviation increase in EB scores of English education group will improve their CTD (i.e., .56 standard deviation) more than the increase that may be observed in other two groups (i.e., .42 standard deviation). When we consider b_2 , a similar result is seen so that this result may be interpreted in the same way. Lastly, it was also observed that several factor loadings (i.e., a_8 , a_9 , a_{11} , and a_{12}) were not invariant across these groups. Three of the variant factor loadings are between CTD and its indicator variables while one of them is between EBI and its one indicator variable.

Conclusion

Critical thinking allow students to avoid pseudoscientific thinking (Halpern, 1998), foster conceptual understanding (Kuhn & Udell, 2007), and enhance higher order thinking. These abilities are important for learning and academic success because, in technology era, people are exposed to lots of information from unknown sources. To evaluate information and select trustworthy, accurate, objective information to construct knowledge requires advanced critical thinking skills. As the study indicated, more sophisticated epistemological beliefs as well as

heightened awareness on metacognition helps to improve critical thinking skills. Therefore, besides including necessary skills in the teaching program; instruction should be designed such a way that students questions fixed knowledge through ill-structured problems, and realize co-existence different viewpoints through dyadic discussion.

REFERENCES

- Akbay, T., Akbay, L., & Baser Gulsoy, V. G. (2017). Causal effect of two predominant factors on critical thinking disposition (unpublished manuscript).
- Bedel, E. F. (2012). An Examination of Locus of Control, Epistemological Beliefs and Metacognitive Awareness in Preservice Early Childhood Teachers. *Educational Sciences: Theory and Practice*, 12(4), 3051-3060.
- Bromme, R., Pieschl, S., & Stahl, E. (2010). Epistemological beliefs are standards for adaptive learning: A functional theory about epistemological beliefs and metacognition. *Metacognition and Learning*, 5 (1), 7-26.
- Chan, N., Ho, I. T. & Ku, K.L.Y. (2011). Epistemic beliefs and critical thinking of Chinese students. *Learning and Individual Differences*, 21, 67-77.
- Choy, S.C. & Cheah, P.K. (2009). Teacher perceptions of critical thinking among students and its influence on higher education. *International Journal of Teaching and Learning in Higher Education*, 20(2), 198-206
- Ennis, R. (1987). A taxonomy of critical thinking dispositions and abilities. In Joan Baron and Robert Sternberg (Eds.) *Teaching Thinking Skills: Theory and Practice*. New York: W.H. Freeman.
- Frankel, J. R., Wallen, N.E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th Ed). New York, NY: Mc Graw Hills
- Gallagher, S. A. (1998). The road to critical thinking: The Perry scheme and meaningful differentiation. *NASSP Bulletin*, 82(595), 12–20.
- Higbee, J. (2003, Fall). Critical thinking and college success. *Research & Teaching in Developmental Education* 20(1), 77-82.
- Hofer, B. (2004). Epistemological understanding as a metacognitive process: Thinking aloud during online searching. *Educational Psychologist* 39(1), 43-55.
- Jones, P. C., Merritt, J. Q., & Palmer, C. (1999). Critical thinking and interdisciplinarity in environmental higher education: The case for epistemological and values awareness. *Journal of Geography in Higher Education*, 23(3), 349–357.
- Kerndl, M, & Abersek, M., K., (2012). Teachers' competence for developing reader's reception metacognition. *Problems of Education the 21st Century*, 46, 52-60.
- Kuhn, D., & Dean, D. (2004). Metacognition: A Bridge Between Cognitive Psychology and Educational Practice. *Theory into Practice* 43(4), 268-273.
- Magno, C. (2010). The role of metacognitive skills in developing critical thinking. *Metacognition Learning*, 5, 137-156.
- Peklaj, C., & Pecjak, S. (2002). Differences in students' self-regulated learning according to their achievement and sex. *Studia Psychologica*, 44(1), 29-43.
- Schommer, M. (1994). Synthesizing epistemological belief research: Tentative understandings and provocative confusions. *Educational Psychology Review*, 6(4), 293-319
- Sperling, R. A., Howard, B. C., Miller, L. A., & Murphy, C. (2002). Measures of children's knowledge and regulation of cognition. *Contemporary Educational Psychology*, 27, 51-79.
- Spray, E., Scevak, J., & Cantwell, R. (2013). Personal epistemological and metacognitive awareness in first year preservice education students. *Australian Journal of Educational & Developmental Psychology*, 13, 44-57.
- Taraban, R., Rynearson, K., & Kerr, M. S. (2000). Metacognition and freshman academic performance. *Journal of Developmental Education*, 24(1), 12-18.
- van Kraayenoord, C. E., & Schneider, W. E. (1999). Reading achievement, metacognition, reading self-concept and interest: A study of German students in grades 3 and 4. *European Journal of Psychology of Education*, 14(3), 305-324.

Multilingualism and Identity Conflicts: the Role of Pedagogical Support

Shakiba Razmeh, PhD Student, Texas A&M University, USA. shakibarazmeh1986@tamu.edu

Abstract

The interconnectedness of language and identity has been a hot topic for a couple of decades. However, the role of pedagogical support in helping ELLs to overcome challenges that identity reconstruction may cause has not been addressed enough in the literature. Thus, this study is an attempt to investigate the types and the areas of pedagogical support for ELLs in multilingual/multicultural settings. The paper begins with an overview of the challenges of identity reconstruction in foreign language learning. Then, the areas in which educators can provide support for ELLs are discussed. Finally, evidence from empirical studies including pedagogical supports for helping ELLs to manage identity conflicts are presented.

ESL Training for American Pre-Service Teachers: from SLA Theories to Field Experiences

Amin Davoodi, PhD Student, Texas A&M University, USA. amindavoodi1988@tamu.edu

Abstract

Due to the growing number of English Language Learners (ELLs) in the US, many states require teachers to take ESL certifications. Even in those states in which ESL certification is not required for teachers, like Texas, many pre-service teachers prefer to take the ESL certification so that they would have better chances of employment in more popular districts. Therefore, many universities offer ESL certification courses for pre-service teachers so that they can qualify to take the ESL certification exam. However, universities have different approaches in training such pre-service teachers. Some only focus on SLA theories but others provide opportunities, e.g., field experiences, for pre-service teachers to observe real ESL classes so that they can see how SLA principles work in practice. Thus, this study tries to provide an overview of such ESL classes designed for pre-service teachers in Texas and discuss the existing challenges as well the possible solutions.

The Perceptions of Iranian EFL Teachers towards Innovative Methods of Teaching Foreign Languages

Sajad Sadeghi, Islamic Azad University of Khorasgan, Iran. sajad.sadeghi2000@gmail.com

Abstract

Foreign language learning is still an emerging field in Iran. It has been around five decades that foreign language learning became a part of education in both school and college settings. However, new teaching methodologies have not affected the Iranian language education system meaning that old-fashioned methods are still the main methods used by teachers for foreign language learning. Therefore, this study tries to address this issue by focusing on the perception of 15 EFL instructors in Iran. The participants teach English as a foreign language in public schools in Iran. An open-ended questionnaire was utilized for data collection. The data were analyzed using thematic coding. The results of the study revealed that the Iranian EFL instructors, to a large extent, believe in the importance of using innovative ways for teaching foreign languages; however, they refer to (a) lack of equipment, (b) lack of professional development and (c) inflexible curriculum as the main reasons for not using innovative ways of teaching foreign languages.

The Role of Podcasts in Motivating EFL Students to Improve their Proficiency

Sajad Sadeghi, Islamic Azad University of Khorasgan, Iran. sajad.sadeghi2000@gmail.com

Abstract

We live in an era of technology and we are all surrounded by different technological devices. Some of the new technologies can be used for language learning. Podcasts, which are digital audio files available on the internet, can be used for improving listening skill. However, this study is an attempt to investigate the role of podcasts in motivating EFL students. To this end, an online multimedia questionnaire, consisting of information and examples of podcasts, was designed. The participants of the study were 26 EFL students from Iran. The data revealed that the majority of the students felt that podcasts are exciting and can motivate them to study English more. In addition, the results of the study indicated that the participants do not seem to like traditional methods of teaching listening. Thus, the author argues how podcasts should be used in EFL classes by providing some examples from real classes and discusses the challenges and possibilities of using podcasts in EFL classes.