MULTIDISCIPLINARY PERSPECTIVES IN EDUCATIONAL AND SOCIAL SCIENCES

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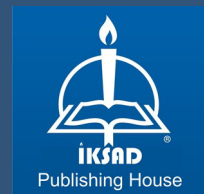
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CONTENTS

PREFACE

Changes and transformations have occurred in social and human sciences with the impact of developments such as the transformation and change that have taken place in the field of social sciences since the industrial revolution, the effects of globalization, the development and innovations brought by multiculturalism. As a result of the emergence of new paradigms, especially with the recent globalization, there have been developments and mergers in the social and human sciences. With the effect of globalization and especially the recent digitalization, developments in all fields of science have also taken place in social and human sciences, and the evaluations of different perspectives have become even more important. The effect of the development of the human factor, which is the most important element of social sciences, in this process was realized at a higher level than other sources.

The development, change and transformation of human beings have closely affected all sciences whose focus is human. These developments and innovations require interdisciplinary perspectives. The closeness of social sciences to other basic sciences also ensures that interdisciplinary studies in this field are more compatible. Developments in social and human sciences will be faster and more effective, thanks to the fact that developments in different disciplines, which determine the focal point of people, can become closer to each other. In this book, prepared with this perspective, studies prepared by researchers from different disciplines are included.

Prof. Dr. Mustafa KAHYAOĞLU
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BÖLÜM 1

PEER EDUCATION

Doç. Dr. Sultan GÜÇLÜ[1]

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INTRODUCTION

"Education in the narrow sense does not include self culture and the general influences of one's surroundings, but only those special influences which are consciously and designedly brought to bear upon the youngster by the adult persons of the community whether through the family, the church or the state"

(Raymont, 1906).

Peer education, in the simplest terms, is helping one's peer. Peer education is a planned education model that aims to change the knowledge, behavior and attitudes in similar language and behavior groups that are in social interaction and have equal status with each other (Bilgic et al., 2018). Peer education is defined as all of the programmed educational activities aimed at raising awareness for the protection of health by developing knowledge, attitudes, beliefs and skills that young people are willing to receive education. Educating, volunteering and guiding young people on specific issues is based on sharing the acquired knowledge with peers. According to Topping (2005), it is necessary to be in a social group and not to be a professional teacher for peer education, and peer education learns during education. Forman and Cazden (1994), state that the knowledge levels of the two participants must be different for peer education to take place. It is essential to design programs to develop life skills in order to prevent the wrong and risky behaviors of young people. These programs may include school-based interventions or peer education methods to improve social skills. The influence of peers on young people is very important (Taş et al., 2016).

1. PEER LEADERSHIP TRAINING PROGRAMS

Peer education is a popular concept that implies an approach, a communication channel, a methodology, a philosophy, and a strategy. In the olden days of kings and queens (in England), peers were nobleman, aristocrats, lords, titled men and patricians. Peer, a word of Arabic origin, means spouse, similar, equivalent. According to the Turkish Language Institution, a peer is defined as each of those who are equal or similar to each other in terms of age, occupation and social status (tdk.gov.tr). The English term ―peer refers to "one that is of equal standing with another; one belonging to the same societal group especially based on age, grade or status". In modern times, the term has come to mean fellow, equal, like, coequal or match according to the dictionary of synonyms (Oxford Thesaurus). Recently the term is used in reference to education and training (Adamchak, 2006).

In the literature, there are various peer-led training programs such as "peer education", "peer informing" and "peer counseling", which differ in scope and objectives (FHI, 2010). Peer-led training programs are briefly described below:

Peer Education: Peer education is an informal or non-formal education that is carried out by specially trained and willing young people together with their peers, aiming at the development of young people in terms of knowledge, attitudes, beliefs and skills and gaining the awareness of protecting their own health (UNFPA and

Y-PEER, 2004; FHI, 2010). Peer education activities require the participation of peers for a certain period of time and can be held in many different places such as schools, parks, cafes, religious places, workplaces, markets (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006).

Peer Informing: Peer informing is an activity that does not require special training, and includes any activity that can be done by anyone, such as giving information to many people or distributing materials on various health-related topics. It may require short-term formal or informal training (UNFPA and Y-PEER, 2004; FHI, 2010).

Peer Counseling: Peer counseling occupies a place beyond peer education. It is an activity that requires a high level of education and is based on peer counselors working with individuals, helping them with their personal problems and guiding them in solving these problems. It is extremely important that peer counselors receive comprehensive and high-quality counseling training (UNFPA and FHI, 2005; IPPF and WHR, 2004). Therefore, peer education is thought to be a health promotion strategy for young people (Abdi, 2013).

2. PEER EDUCATION MODEL
Education means to develop in terms of knowledge, attitude and behavior after a learning process. The peer education model is an educational activity developed based on social learning theory, based

on the fact that young people interact well with and identify with their peers (Stakic et al., 2003). Peer education requires a planned education process that aims to change the knowledge, behavior and attitudes of individuals, which is done voluntarily in groups that have social interaction with each other and have equal status and have similar attitudes and behaviors (Yan et al., 2014). It is considered as one of the community-based and community-based programs that improve public health, especially in developing countries, and is widely used in the development of public health.

2.1. Behavioral Theories Supporting the Peer Education

It is the common goal of all education programs to develop the desired behavior in a certain group or to change the behavior in a certain subject. To achieve this goal, it is necessary to understand the theories that explain how behaviors are acquired and how they can be changed (UNFPA and Y-PEER, 2004).There are many theories that form the basis of peer education, which is accepted as an effective behavior change strategy. The most accepted of these theories are explained below (Stakic, 2003; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006):

2.1.1. Health Belief Model

Developed by social psychologists working in the American Public Health Service in the 1950s, the model is one of the theories used to predict and explain health-related behaviors of individuals. The most basic components of the Health Belief Model are people's beliefs

about health problems, the perception of susceptibility, the perception of benefits and obstacles, and the perception of seriousness. According to the model, the perceived barriers and perceived benefits of the proposed behavior should be known in order to ensure behavioral change in the individual. The individual's perception of a threat to his health and the benefit of the behaviors he develops against the threat contribute to the development of preventive health behaviors. Peer education programs in which the Health Belief Model is integrated are aimed at reducing or eliminating the barriers perceived by individuals. In this context, transfer of correct information and desired behavior. It is underlined that obstacles can be reduced by providing incentives and support that can create change (UNFPA and Y-PEER, 2004; UNFPA and FHI, 2005).

2.1.2. Social Learning Theory

According to the theory based on Bandura's work, modeling is an important stage of learning. The individual adopts the same behavior by observing the behaviors of the people he takes as a model. Many behaviors gained in this framework are reactions formed by the individual's observations and taking an example. According to the model, individuals can change these responses as they learn. In order to achieve behavioral change, it is necessary to take into account not only the personal factors of the individual, but also the environmental and social factors. Social learning theory has an important place in peer education and underlines the importance of interactive experiential learning methods. It is accepted that it is possible to

change the desired behavior and achieve the goals of the program through peer educators, who are positive role models (Stakic et al., 2003; UNFPA and FHI, 2005; FHI, 2010).

2.1.3. Causal Behavior Theory

Stakic et al. (2003), in the theory developed by Fishbein and Ajzen, a person's adoption of a suggested behavior depends on two factors. These factors are briefly described below:

1. The person's attitude towards the behavior in question: The individual's belief is related to the results of the behavior. E.g.; An individual who thinks that quitting smoking is beneficial for him will adopt a positive attitude towards quitting smoking.

2. Belief of the person about the consequences of this behavior: Apart from the person's subjective opinion, the approving or rejecting approach of environmental, social and cultural factors related to the behavior in question can be effective on behavior change. For example: an individual who believes that alcohol is forbidden by religion may be more accepting of the behavior of quitting alcohol.

If the model is integrated into peer education, the thoughts and reactions of peers have an impact on young people's life and behavior. The expectations of peer educators, who are good models, can create a positive force for behavior change on young people (UNFPA and FHI, 2005; FHI, 2010).

2.1.4. The Theoretical Model (Transtheoretic Model)

The post-theoretic model is a model of intentional behavior modification that focuses on individual decisions. The model argues that change is a process rather than a result. According to the model, the change process consists of 6 stages: not thinking, thinking, preparation, action, maintaining/continuing and concluding, which reflect the individual's interest and motivation in changing behavior. In order to achieve the desired change in behavior, initiatives that are appropriate for the change phase of the individual should be used. The stages of change help individuals understand when they change their intentions, attitudes, and behaviors, and the process of change helps them understand what experiences they use to change problematic behaviors. While this model is integrated into peer education, the stage of change that the young person is in is determined and it is important to use strategies suitable for this stage. Applying similar interventions to individuals at different stages may cause resistance in the process leading to change (UNFPA and Y-PEER, 2004; Stakic et al., 2003).

2.1.5. Knowledge, Motivation, Behavioral Skills and Resources Model

The model based on Bandura's social learning theory is the most prominent among the models that form the basis of the peer education approach. It focuses on knowledge (what?), motivation to reduce risk (why?), behavioral skills to reduce risk (how?), and resources

(where?) to determine whether behaviors are risky or not. Lack of any of these four components prevents maintaining a healthy life and reducing risky behaviors. In other words, focusing only on knowledge and skills and ignoring the motivational components of a program may reduce success. For example, it is not enough for a young person to know that they can protect themselves from many sexually transmitted infections by using condoms. It is essential to teach young people where to obtain condoms, to increase their motivation for using condoms, and to gain skills regarding the correct use of condoms (Stakic et al., 2003; UNFPA and Y-PEER, 2004).

2.2. Benefits of the Peer Education Model

It is possible to collect the benefits of the peer education model in four items.

1. Peer education is effective. Peer education can be more effective than traditional methods, especially in subjects that require special attention such as sexual education. The hierarchical relationship and power imbalance between the educator and the student in classical education do not exist in peer education. With this aspect, peer groups enable young people to gain many behaviors that enable them to talk, discuss and learn in a comfortable environment away from authority, expand their perspectives and affect their lives (Tolli, 2012; Yan et al., 2014). Peer education programs that support independence and improve the ability to make informed decisions and express themselves

are accepted as an ideal way to reach at-risk youth (UNFPA, 2005; UNFPA and FHI, 2005; FHI, 2010; Abass, 2010; Tolli, 2012). ; Yan et al. 2014).

2. Peer education facilitates communication between young people. Peer education is an effective communication channel, a methodology, a philosophy, a strategy, a versatile and popular approach that provides equal opportunities for dialogue among young people. Young people are able to communicate more easily with peer educators who are self-confident, equipped, have advanced leadership skills, know the meaning and difficulties of being young, are more knowledgeable on some issues, and therefore give advice, rather than being in the position of giving ideas or judging (UNFPA, 2005; UNFPA AND FHI). , 2005; FHI, 2010).

3. Peer education is cost effective, economical. Peer education is widely used in different disciplines (such as mathematics, chemistry, econometrics, medicine and nursing). Peer education is more economical than most education conducted by professionals in assessing the sexual and reproductive health of young people. In cases where resources are limited, it is possible to reach larger groups with less cost in this way (Stakic et al., 2003; UNFPA, 2005).

4. Peer education strengthens community health and youth health. Young people are the dynamic elements of society and the adults of the future. The health of young people is the most fundamental way to improve the health of society. While well-

designed and well-implemented peer education programs contribute to young people's knowledge, behaviors and skills related to their health, they increase the frequency of using health services (Tolli, 2012; Yan et al., 2014).

Peer education is generally used to provide knowledge, attitude, belief or behavior change in other members of the same group through certain people selected from a group. From this point of view, it prepares the foundations for change at the group or social level by providing individual changes (UNFPA, 2005; UNFPA and FHI, 2005; FHI, 2010; Abass, 2010).

2.3. Limitations of the Peer Education Model

It is pointed out in the literature that the peer education model has some limitations. These limitations of the peer education model are briefly mentioned below:

- The effectiveness and quality of peer education programs depend on several factors. The content of the training program, objectives, selection of peer educators, characteristics of the target group (such as age, gender) are among these factors. For example, while peer education is beneficial in postponing short-term sexual intercourse, it may fail in long-term behavior change (UNFPA and FHI, 2005; FHI, 2010).
- Educational programs and monitoring activities involving young people who will become peer educators can be expensive and

time-consuming in some cases (UNFPA, 2005; UNFPA and FHI, 2005; FHI, 2010).

- The effort of peer educators to exert pressure and authority over their peers can prevent educational activities from being negatively affected and reaching educational goals (Abass, 2010; Tolli, 2012; Yan et al., 2014).

- There is a requirement to be within a certain age limit among peer educators. It is necessary to train new peer educators to replace the older peer educators (FHI, 2010).

- The loss of motivation of peer educators in long-term programs makes it difficult to reach the goals of education. It is recommended to create realistic goals for the training programs, keep the motivation of peer educators high, and make them feel that they are valuable members of this training organization (UNFPA, 2005; UNFPA and FHI, 2005; FHI, 2010).

- Peer education requires a multisectoral cooperation. Social norms, social rules, messages conveyed from the media, families, teachers, health workers and religious leaders have an important place in the lives of young people. The creation of peer education programs independently of these factors can negatively affect the efforts to reach the goals (Adamchack, 2006; FHI, 2010).

2.4. Planning Peer Education

Peer education organization includes three (1. status of the participants, 2. location of the activity, 3. assumed roles) basic variables (Falchikov, 2001):

Functions and behaviors of peer educators such as clearly defined roles and responsibilities, role models, feedback and reinforcement processes during training are very important. It has been stated that it is important to encourage the teaching skills of peer teachers (Sloane, 1993).

Participants of the peer group should be carefully selected so that the selected peer group consists of individuals who volunteer to participate. In the meetings held with the peer group, first of all, it should be decided who will do which activity, for how long and how. Solutions should be determined again for the activities that cannot be done in the next meetings (Topping, 2005; Mazlum, 2017).

Problems that may arise before and during peer education should be determined. Peer educators should be supported in solving of potential problems. An evaluation should be made after the peer education is completed (Table 1 Bilgiç et al., 2018). Situations such as lack of predefined goals, inconsistencies between planning and implementation, and budget shortfalls can cause peer education to fail. In addition, the complexity of the management process, lack of enthusiastic and talented staff, inadequate equipment, and lack of

appreciation of trainers can cause peer education to fail (US Department of Health and Human Services, 2012).

Various activities can be organized within the scope of peer education. These can be concerts, promotions, theatre, sporting events, film screenings, conferences, seminars, workshops, personal or small group briefings, journaling, radio/TV programs and festivals. Also, material-based activities are important, including brochures and posters. Information and communication technologies such as internet-based consultancy services, social media sites and telephone helplines can also be used (Bilgic et al., 2014; Bulduk, 2007). Involving popular people and leaders as peer trainers in community-based programs can make the program more successful (Bulduk, 2007).

Table 1: Structural Planning to Organize Peer Education

General Situation	1. Problems 2.Support
Objectives Curriculum	
Selection and Matching of Participants	1. Background factors 2. Age 3. Number of participants 4. Creation of the group (for contact) 5. Talent
Assistance Technique	1. General peer education skills 2. General social skills 3. Conceptual model 4. Correction procedure 5. Main reference source 6. Praise 7. Troubleshooting 8. Behavior methods 9. Mutual gains 10. Evidence basis
Contact	1. Determination of time, place, duration 2. Determination of training frequency

Educational Materials	1. Structure
	2. Difficulty and selection
	3. Availability and Resources
	4. Access
	5. Progress criteria
	6. Registration
Lecture	1. Staff training
	2. Training organization
	3. Time and Space
	4. Materials and equipment
	5. Educational content
	6. Oral expression
	7. Written instruction
	8. Demonstration
	9. Guided practice and feedback
	10. Control and coaching
Process tracking	1. Self-direction
	2. Self-registration
	3. Discussion
	4. Direct observation
	5. Project process
	6. Recognition of successful students
Student assessment and feedback	1. Give confidence

2.4.1. Steps to Creating a Successful Peer Education Program

Studies associated with peer education are methodologically quite diverse. In studies, the selection of peer educators, the education of peer educators, the materials used, the content of the education program, the objectives of the programs and the groups to which they are applied differ from each other (Medley et al., 2009; Tolli, 2011; Dawson et al., 2014).

This situation makes it difficult to measure the success of the programs. However, in the literature, attention is drawn to some points

that must be considered in order for a peer education program to be successful (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006; FHI, 2010).

The points that will ensure the implementation of a successful peer education program are summarized below:

a. Planning the Peer Education Program: Planning has an important place in ensuring the success of the peer education program. Choosing the target population, identifying the needs of the target group, determining the goals of the peer education program and the resources needed, sharing responsibilities, and making careful and realistic plans to monitor and evaluate the program are the first steps to success. Planning allows the management of resources, control of personnel and equipment, and the distribution of responsibilities to be systematized (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006). In order to determine the needs, it is extremely important to determine the characteristics of the target population such as gender, age, education level, place of residence, marital status, physical disability, and drug use. Among all these features, age has an important place. To reach different age groups, it may require different training techniques and team practices suitable for the needs of that age group (IPPF and EN, 2004; IPPF and WHR, 2004; Adamchak, 2006).

b. Selection of Peer Trainers: The success of the peer education program is closely related to peer educators. However, there is no defined consensus regarding the selection of peer educators. However,

there are some criteria for the selection of peer educators (IPPF and EN, 2004; Kirby, 2007; Adamchak, 2006).

These criteria are stated below:

- Ages similar to the target population,
- Consistent with the goals and objectives of the program,
- Willing and skilled in allocating time to educational activities,
- Finding it interesting to work with society and peers,
- Tolerant and respectful of the thoughts and behaviors of others,
- Dynamic, motivated, creative, energetic, innovative, questioning, prudent and reliable.

It is accepted that individuals with the above-mentioned personality traits contribute to the fulfillment of the responsibilities brought by peer tutoring and to the achievement of the educational program's goals. In addition, it is important to evaluate the limitations and strengths of peer educator candidates. In the selection of peer educators, there is no obligation to select young people with good academic achievement (IPPF and WHR, 2004). The important thing is that peer educators are chosen from among those who have similar sociocultural norms and values and speak the same language as the target group (Stakic, 2005; UNFPA, 2005).

c. Improving the Content of the Curriculum: The content of the peer education program should be sufficient to provide young people with the knowledge they need, to develop skills or to change their attitudes (FHI, 2010).

d. Training of Peer Trainers: In peer education, peer educators play a variety of roles to support other young people to take responsibility for their own health and development. In order to fulfill these roles, peer educators need more training and attention than other young people (UNFPA AND Y-PEER, 2004; FHI, 2010). A well-planned, comprehensive and intensive training program that incorporates the required knowledge and skills and prepares for teamwork is considered an excellent way to motivate peer educators. In order for peer educator programs to be successful, peer educators' skills specific to three areas should be developed. The skills of peer educators that need to be developed are briefly given below (IPPF VE WHR, 2004; FHI, 2010):

Technical Skills: The ability of peer educators to correctly use the concepts they will tell should be developed.

Teaching Skills: Peer educators should develop their education, communication and presentation skills. E.g; A peer trainer who has the technical skills for correct tooth brushing should be able to accurately convey this skill to their peers. When working with difficult groups, the peer tutor should be able to trust him/herself on how to manage the process.

Teamwork Skills: All educational activities carried out with other peer educators during peer education should be handled within the scope of teamwork, and peer educators' teamwork skills should be developed.

e. Implementation of Peer Education Program: There is no common view on the duration of an ideal peer education program. The

duration of the program varies according to the type of subjects included in the training content. While only a few hours may be sufficient for some training programs, some programs may take 10-40 hours. The training program can be done on consecutive days, or it can be spread over several weeks or months periodically. At the planning stage of the training, it should also be determined how much time the peer educators should allocate for this training program. Training should not be longer than five hours per day. In this process, it is important to create a positive educational atmosphere that will enable peer educators to freely express their thoughts and experiences (IPPF & WHR, 2004; FHI, 2010). Whatever the educational content, the objectives of the program should be specific, measurable, achievable and realistic. Long-term and unrealistic goals can cause the failure of the program, decrease the motivation of peer educators and experience burnout (Adamchack, 2006).

f. Evaluation of the Education Process: At the beginning and end of the education program, it is useful to apply measurement tools that evaluate knowledge and skills in order to reveal the extent to which peer educators benefit from the education program. With this application, it is possible to evaluate the educational process and to determine whether the peer educators have developed knowledge and skills in line with the objectives of the program. Training performance indicators include (IPPF and WHR, 2004; FHI, 2010, Adamchak, 2006):

- Percentage of correct answers in the post-test specific to education topics

- Number of participants attending the training program

- Attitude change of the participants

- Seeing participation in advanced education programs as a necessity

g. Implementation of the Peer Education Program: Every planned activity should be in accordance with the objectives and purpose of the program. Peer educators selected from the target population should be able to transfer the knowledge and skills they have gained during the education to their young peers through various educational activities (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006).

Below are examples of educational activities that can be used in peer education:

- Making presentations at school or in various social settings,
- Theater – staging drama plays,
- Making video / movie screenings,
- Setting up stands to present information,
- Distributing information, communication and training materials,
- Organizing training meetings and sessions,
- Creating groups to discuss,
- To teach peers to self-assess risks,

- Informing and guiding young people about services,
- Participating in local, national and international awareness activities.

It is important to allocate sufficient time to peer education activities for the success of the program. However, there is no consensus on how long this period should be. In line with the content and objectives of the training program, activities should be carried out during the time period (from a few hours to several months) accepted by the program managers (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006) .

h. Program Supervision, Monitoring and Evaluation: Within poorly structured peer education programs, it can be difficult to assess the relevance of young people's informal interactions to program objectives. For this reason, it is important that the outcome of the program is measurable and definable. Supervision, monitoring and evaluation are essential for the implementation of successful peer education programs. Although each of the stages of inspection, monitoring and evaluation are related to each other, their purposes are different (UNFPA and Y-PEER, 2004; IPPF and WHR, 2004; UNFPA and FHI, 2005; Adamchak, 2006).

In order to facilitate the effective monitoring and evaluation of peer education programs, it is emphasized that peer educators should be involved in each of the processes of data collection, analysis and interpretation, starting from the development of action plans, and feel

themselves as a part of the program (IPPF and WHR, 2004). Supervision phase focuses on supporting and guiding peer educators. The monitoring phase aims to reveal the effect of the activities carried out by the peer educators on the achievement of the program's goals. The evaluation phase, on the other hand, focuses on the results of the peer education program and aims to determine whether the program has the desired / expected effect on the target population and whether the goals have been achieved (IPPF and WHR, 2004; IPPF and EN, 2004).

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CHAPTER 2

TEACHERS' PERCEPTIONS REGARDING THE "LIVE LESSON" CONCEPT: A METAPHOR ANALYSIS STUDY[1]

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INTRODUCTION

Distance education is comprehensive learning that provides opportunities for the individual in terms of space and time, and enables the teacher and the student to communicate both visually and verbally. Distance education is a type of education that is based on information and communication technologies, where planned activities are carried out together, and is economical in terms of time and teaching environments (Öztürk, 2021). In other words, distance education is an interdisciplinary field that aims the learner and teacher to use technological tools and equipment with a pragmatist approach. It is a communication process that finds use in many institutions and organizations (Sayan & Yıldız, 2021). As can be understood from these definitions, distance education is a planned and designed learning environment. It offers the individual the opportunity of lifelong education in every aspect. Unlike traditional education, the individual does not have to be in the same environment as the teacher. Since learning takes place in an unlimited time period, the individual evaluates himself in the long term in distance education. Situations such as not being able to express oneself in face-to-face education and not showing extrovert behaviour are reduced in distance education. The individual participates in the lesson in a synchronous and non-synchronous manner with this training (Kırık, 2016).

Distance education has become more important in the age when individual and social change accelerated with the globalization process. Because the economy and human power are associated with

technology and gain new meanings, and knowledge capital is shaped by these meanings. These meanings are given new meanings with every step taken with distance education. In other words, it conveys the information that progresses in a layered way to all parts of the world with technological tools. Thus, it is seen that distance education, which has been serving the individual for many years by using different tools, is not a new concept. Distance education, which was used until the 1700s, first used letter teaching. It was even stated in the Boston Newspaper on March 20, 1728 that "Steno Lessons" would be given. This date was announced as an important development for distance education. It was clearly stated that teaching would be done by letter in an advertisement made in 1833, Countries such as France and the USA, especially Germany, are among the pioneers of this teaching. In Turkey, the distance education process started in 1927 due to the insufficient physical conditions of educational institutions. Initially, teaching by letter was used for many years, and then distance education was continued via television. In 1950, the Ministry of National Education and some private institutions wanted to give their vocational and foreign language education via distance education and encouraged individuals in this regard. For this purpose, distance education programs were opened in the Banking and Commercial Law Research Institute of Ankara University Faculty of Law. The reason for opening the programs is to make distance education more effective, the foundations of which were laid in 1927. In this context, Educational Films Center was established in 1951. In the early 1960s, it was decided to teach technical subjects by letter and

some steps were taken in this regard. The first step is the cooperation of the Undersecretariat of Vocational and Technical Education and the Ministry of National Education. Afterwards, a Letter Teaching Center was established within the Statistics Publication Directorate, the area of use of distance education activities in Turkey was increased, and the foundations of Open Education Faculty, Open Education High School, Open Primary Education and Broadcasting Higher Education Institution were laid. In 1982, the courses of Anadolu University were given via television with distance education. Many teachers were offered the opportunity to complete an associate degree and undergraduate degree with the increasing interest in open education between 1982-1993. In addition to teachers, associate licenses of departments such as midwifery, nursing, health technician, agriculture and veterinary were opened. By the 1990s, Turkey has made progress in distance education. For example, Sakarya University gave importance to web-based education in 1997, Informatics Institute was established in Middle East Technical University and advanced education was provided to students here. In the 1998-1999 academic year, students were provided with various diplomas and certificates through distance education. In 2000-2001, Internet Assisted Education was introduced (Çukadar & Çelik, 2003; Papi & Büyükaslan, 2007; Kırık, 2016; Bayburtlu, 2020; Türker & Dündar, 2020).

The developments in distance education in Turkey since 1927 have not been limited to this. The area of use of the concept of distance education has increased even more with the Covid-19 epidemic, which affected the whole world in 2019. Because the Covid-19 epidemic,

which was declared a global pandemic by the World Health Organization on March 11, 2020, has caused the closure of educational institutions around the world. As a result, on April 7, 2020, schools were closed in 188 countries and 92% of the student population (1,576,021,818 students) were adversely affected by this situation. Urgent measures have been taken so that education is not interrupted and students do not interrupt their future education (Can, 2020). Among the measures taken are flexible working hours, social distance, curfew, mask and quarantine processes. In addition, face-to-face education was suspended and distance education was started. As of March 16, emergency distance education applications have been started for approximately 25 million students in Turkey. It has been stated that between March 23 and April 3, distance education applications at primary, secondary and high school levels will continue over 3 TV channels belonging to the Education Information Network (EBA) and TRT (Kırmızıgül, 2020).

The Education Information Network, which has been broadcasting since 2012, cooperated with TRT and provided education to students through 3 different channels: EBA TV Primary School, EBA TV Secondary School, and EBA TV High School (MEB, 2020a). These educations gained momentum in the 2020-2021 academic year and were conducted as online/live lessons. Teachers tried to give these lessons in accordance with the programs published by the Ministry of National Education (2020). Courses and topics were transferred to students via EBA or online using various programs such as Zoom (Altıntaş Yüksel, 2021) (See Figures 1, 2, 3).

Figure 1: EBA Live Lesson Hours November-December 2020 (https://www.eba.gov.tr/eba-sinif-bazli.html).

As stated in the 19.11.2020 dated letter of the General Directorate of Secondary Education, the education process to be held between November 20, 2020 and January 4, 2021 continued with distance education. It is stated in the article that the live lessons will be held between 08:30-20:20 every day except Sunday. At the same time, except for the preparatory classes, other students had the right to listen to 9 lessons daily, including Monday-Saturday, and a total of 54 EBA Live Lessons per week. Similarly, in secondary education preparatory

classes, classes were held between 08:30 and 20:20, except Sunday (MEB, 2020b).

	Pazartesi	Salı	Çarşamba	Perşembe	Cuma	Cumartesi
08:00-09:00	3.Sınıf	4.Sınıf	3.Sınıf	4.Sınıf	3.Sınıf	8.Sınıf
09:00-10:00	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf
10:00-11:00	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf	7.Sınıf 8.Sınıf
11:00-12:00	4.Sınıf	3.Sınıf	4.Sınıf	3.Sınıf	4.Sınıf	9.Sınıf 12.Sınıf
12:00-13:00	6.Sınıf 8.Sınıf	6.Sınıf 8.Sınıf	6.Sınıf 8.Sınıf	6.Sınıf 8.Sınıf	6.Sınıf 8.Sınıf	6.Sınıf 8.Sınıf
13:00-14:00	6.s 8.s 11.s	6.s 8.s 11.s	6.s 8.s 11.s	6.s 8.s 11.s	6.s 8.s 11.s	6.s 8.s 11.s
14:00-15:00	5.s 8.s 11.s	5.s 8.s 11.s	5.s 8.s 11.s	5.s 8.s 11.s	5.s 8.s 11.s	5.s 8.s 11.s
15:00-16:00	5.s 11.s 12.s	5.s 11.s 12.s	5.s 11.s 12.s	5.s 11.s 12.s	5.s 11.s 12.s	5.s 11.s 12.s
16:00-17:00	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf
17:00-18:00	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf
18:00-19:00	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf
19:00-20:00	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	12.Sınıf
20:00-22:00	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	9.Sınıf 12.Sınıf	10.Sınıf 12.Sınıf	12.Sınıf

Figure 2: Class-Based Live Lesson Schedule - As of April 30 (https://www.eba.gov.tr/eba-sinif-bazli.html).

26 Mayıs Çarşamba | 27 Mayıs Perşembe | 28 Mayıs Cuma

Sınıfınıza ait içerikler için tıklayın.
5. Sınıf 6. Sınıf 7. Sınıf 8. Sınıf İHO Özel Eğitim TBA

Saat	Ders	Konu		
00.00	BECERİ ÖĞRETİMİ (Tekrar)	Trafik Bilgi ve Kurallarını Ayırt Etme	EBA İzle	TRT İzle
08.50	TBA SPOR	Sabah Sporu		
09.00	TÜRKÇE-5	Şiir Bilgisi ve Söz Sanatları	EBA İzle	TRT İzle
09.30	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ-5	Edebiyatımızda Dinin İzleri	EBA İzle	TRT İzle
10.00	TÜRKÇE-6	Grafik, Tablo ve Çizelge Yorumlama	EBA İzle	TRT İzle
10.30	MATEMATİK-6	Çemberin Çevresini Hesaplama / Soru Çözümü	EBA İzle	TRT İzle
11.00	TÜRKÇE-7	Anlama Dayalı Anlatım Bozuklukları	EBA İzle	TRT İzle
11.30	5-6-7-8 YABANCI ÖĞRENCİLER İÇİN TÜRKÇE	Dünyanın Renkleri (Ülke - Milliyet - Dil)	EBA İzle	TRT İzle
12.00	TÜRKÇE-8	Anlatım Bozuklukları 1 (T)	EBA İzle	TRT İzle
12.30	MATEMATİK-8	Dik Prizma / Temel Elemanları ve Açınımları (T)	EBA İzle	TRT İzle
13.00	ARAPÇA-8	Arkadaşlara Veda 1	EBA İzle	TRT İzle
13.30	TÜRKÇE	Yarım Bırakılan Cümleleri Tamamlama	EBA İzle	TRT İzle
14.00	TÜRKÇE-5 (Tekrar)	Şiir Bilgisi ve Söz Sanatları	EBA İzle	TRT İzle
14.30	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ-5 (Tekrar)	Edebiyatımızda Dinin İzleri	EBA İzle	TRT İzle
15.00	TÜRKÇE-6 (Tekrar)	Grafik, Tablo ve Çizelge Yorumlama	EBA İzle	TRT İzle
15.30	MATEMATİK-6 (Tekrar)	Çemberin Çevresini Hesaplama / Soru Çözümü	EBA İzle	TRT İzle
16.00	TÜRKÇE-7 (Tekrar)	Anlama Dayalı Anlatım Bozuklukları	EBA İzle	TRT İzle
16.30	5-6-7-8 YABANCI ÖĞRENCİLER İÇİN TÜRKÇE (Tekrar)	Dünyanın Renkleri (Ülke - Milliyet - Dil)	EBA İzle	TRT İzle
17.00	TÜRKÇE-8 (Tekrar)	Anlatım Bozuklukları 1 (T)	EBA İzle	TRT İzle
17.30	MATEMATİK-8 (Tekrar)	Dik Prizma / Temel Elemanları ve Açınımları (T)	EBA İzle	TRT İzle
18.00	ARAPÇA-8 (Tekrar)	Arkadaşlara Veda 1	EBA İzle	TRT İzle
18.30	TÜRKÇE (Tekrar)	Yarım Bırakılan Cümleleri Tamamlama	EBA İzle	TRT İzle
19.00	TÜRKÇE-5 (Tekrar)	Şiir Bilgisi ve Söz Sanatları	EBA İzle	TRT İzle
19.30	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ-5 (Tekrar)	Edebiyatımızda Dinin İzleri	EBA İzle	TRT İzle
20.00	TÜRKÇE-6 (Tekrar)	Grafik, Tablo ve Çizelge Yorumlama	EBA İzle	TRT İzle
20.30	MATEMATİK-6 (Tekrar)	Çemberin Çevresini Hesaplama / Soru Çözümü	EBA İzle	TRT İzle
21.00	ÖĞRETMENLER ODASI	Harun ERDENAY	EBA İzle	TRT İzle
21.30	TÜRKÇE-7 (Tekrar)	Anlama Dayalı Anlatım Bozuklukları	EBA İzle	TRT İzle
22.00	5-6-7-8 YABANCI ÖĞRENCİLER İÇİN TÜRKÇE (Tekrar)	Dünyanın Renkleri (Ülke - Milliyet - Dil)	EBA İzle	TRT İzle
22.30	TÜRKÇE-8 (Tekrar)	Anlatım Bozuklukları 1 (T)	EBA İzle	TRT İzle
23.00	MATEMATİK-8 (Tekrar)	Dik Prizma / Temel Elemanları ve Açınımları (T)	EBA İzle	TRT İzle
23.30	ARAPÇA-8 (Tekrar)	Arkadaşlara Veda 1	EBA İzle	TRT İzle

Figure 3: TRT EBA TV Lesson Schedule 29 May 2021 (https://www.eba.gov.tr/#/ homepage).

Looking at the data obtained from the General Directorate of Innovation and Educational Technologies of the Ministry of National Education, 7,383,213 students and 1,030,516 teachers used the Education Information Network (EBA) effectively between March 23 - June 19, 2020, and a total of 5,954,174 live lessons were held on this platform. Starting from April 6, 2020, 124 pilot schools were determined in Ankara and Istanbul provinces, and their teachers gave live lessons to 8th and 12th grade students via the Education Information Network (EBA) platform (Canpolat and Yıldırım, 2021). For students studying in primary and secondary schools, 10 different lessons and 22 lessons in secondary education were carried out over EBA. Although courses such as Turkish, Mathematics, Physics, Chemistry, and Biology were taught via distance education, it was observed that courses such as Music, Physical Education, and Visual Arts were not included in the practice (Can, 2020). As of April 17, lessons and family education application videos for special education students were prepared via EBA TV. Starting from June 1, social and cultural activities were included under the title of summer school in private pre-school education institutions. Live classes have also started for students preparing for LGS and YKS. LGS, which was planned to be held on June 7, 2020, was postponed to June 20, 2020. Summer school programs started on TRT EBA TV on 27 June and continued until 28 August (TEDMEM, 2020).

The understanding and practices of distance education have been accelerated with the emergence of the pandemic in Turkey. Although the area of use has increased in recent years, the expected efficiency in distance education has not been achieved. Because the students did not show willing behaviours to participate in the live lesson, they adopted face-to-face education more. In addition, the reasons such as the teachers' lack of sufficient knowledge and skills about distance education, the absence of attendance in the courses, and the lack of technological infrastructure were seen as some of the obstacles to the success of this education approach. Despite this negative situation, distance education offers students a more flexible environment than face-to-face education. In face-to-face education, the teacher proceeds in a more planned-programmed manner. In other words, in face-to-face education, the teacher both uses classroom management skills, increases student motivation by establishing versatile communication, and closely observes student expectations. However, it is very difficult for the teacher to do this in live lessons (Keskin & Özer-Kaya, 2020). As Erkut (2020) stated, it takes months to plan and implement online lessons. These difficulties prevent the teacher from determining suitable methods for everyone, teaching more than one person at the same time, using different teaching techniques, and creating a flexible learning environment, especially in live lessons. The absence of such a situation necessitates a good understanding of distance education, where there is no time constraint and a wide range of information is reached with technology and it provides the student with the opportunity to access information. From this point of view, the

problem sentence of the research is to determine the perceptions of teachers towards the concept of "live lesson" in distance education, which has become more widespread with the Covid-19 epidemic.

1. PURPOSE of THE RESEARCH

The purpose of this research is to determine teachers' perceptions of the concept of "live lesson" through metaphor. Within the scope of the research, answers to the following questions were sought:

1. What are the metaphors that teachers have about the concept of "live lesson"?

2. Under which conceptual categories are the mentioned metaphors grouped in terms of common features?

2. METHOD
2.1 Research Model

In this research, phenomenology design was used to determine the opinions of secondary school teachers about "live lesson". According to Onat Kocabıyık (2015), the aim of phenomenological studies is to discover the underlying meanings of a phenomenon and to reveal the experiences of the participants. While determining the experiences of the individual, the researcher uses techniques such as content analysis in the phenomenological design. With content analysis, the experiences of the individual and the meanings revealed are determined conceptually and gathered under certain themes.

2.2. Study Group

The study group of the research consists of 65 secondary school teachers working in the center of Siirt province in the 2020-2021 academic year. The demographic information of the participants participating in the research is given in Table 1.

Table 1: Demographic Characteristics of the Participants

Variables		f	%
Gender	Female	26	40
	Male	39	60
Seniority	1-5 Years	5	7,69
	6-10 Years	30	46,15
	11-15 Years	8	12,31
	16 Years and over	22	33,85
Profession	Mathematics Teacher	15	23,08
	English Teacher	8	12,30
	Turkish Teacher	14	21,54
	Science Teacher	16	24,62
	Social Studies Teacher	12	18,46

As can be seen in Table 1, 40% of the participants participating in the research are female and 60% are male. It is seen that those who participated the most in terms of seniority were 6-10 years (46.15%) and among the professions, Science (24.62%) and Mathematics (23.08%) teachers.

2.3. Data Collection Tool

An open-ended questionnaire developed by the researcher was used as a data collection tool in the research. In the first part of the form, participants were asked the demographic information of them and in the second part of the form, to complete the sentence "Live lesson is

similar to......Because…" In the questionnaire developed by the researcher, sample metaphors are included in order to better understand the concept of metaphor. Afterwards, face-to-face interviews were held with the participants in the research and the interviews lasted for 10 minutes.

2.4. Analysis of Data

The data obtained in the research were subjected to content analysis. The data collected through content analysis is evaluated within the framework of various concepts and the relations between them. In this respect, content analysis contains more detailed information than descriptive analysis. In other words, concepts and themes that were not noticed in the data obtained as a result of the research with content analysis are revealed (Yıldırım & Şimşek, 2006). While determining these concepts and themes in content analysis, certain stages are taken into account: First, the data is coded. At this stage, the researcher analyzes the data he reaches conceptually and determines what it means. In this study, the researcher wrote the metaphors created about the concept of "live lesson" in the code list. The purpose of the code list is to enable the data to be reviewed and organized. The data written by the researcher in the code list were then transferred to the computer environment.

In the research, the researcher compared the codes in the data set numerically and made sure that the coding percentage was at least 70% (Yıldırım & Şimşek, 2006). In this, the coding reliability of the researcher and an expert was determined by Miles and Huberman;

Reliability was calculated using the formula = (Agreement) / (Agreement + Disagreement) x 100. In the formula, the expert placed the five metaphors in different categories than the researcher. Accordingly, "Reliability= (60:(60+5))x 100=0.92" was calculated.

While coding is being done in content analysis, the researcher has done the coding process according to the previously determined concepts and concepts extracted from the data. After that, the second stage was started. In the second stage, themes were found. The codes created in the first stage were grouped under various themes depending on their similarities and differences. After the themes were found, the third stage was started. At this stage, the data were organized according to codes and themes. Here, based on the detailed coding in the first stage and thematic coding in the second stage, data based on certain facts are defined. Finally, in the fourth stage, the findings were interpreted.

3. FINDINGS

3.1. Metaphors Regarding the Concept of Live Lesson

According to the findings obtained in the research, the participants produced 52 metaphors for the concept of live lesson.

Table 2: Frequency Table of the Metaphors of the Participants about the Concept of "Live Lesson"

Metaphor Code	Metaphor Name	f	Metaphor Code	Metaphor Name	f
1	Disinfectant	5	27	Bee	1
2	Remote control	4	28	Labyrinth	1
3	Robot	3	29	E-class	1
4	Teacher-Centered Education	2	30	E-lesson	1
5	Water bucket	2	31	Blended Learning	1
6	Chameleon	2	32	Interactive Board	1
7	Quarantine	2	33	A Long Narrow Road	1
8	Bridge	1	34	Puzzle	1
9	Imaginary Hero	1	35	Spare time	1
10	Rainbow	1	36	Ant	1
11	Alarm clock	1	37	Current Knowledge	1
12	Charger	1	38	Broken Car	1
13	Private Lesson	1	39	Drum	1
14	First-aid Kit	1	40	Bunch of Flowers	1
15	Medicine	1	41	Film	1
16	Cologne	1	42	Movie Theater	1
17	Vaccine	1	43	Theatre Stage	1
18	Child park	1	44	Insurmountable Mountain	1
19	WhatsApp	1	45	Ball of Yarn	1
20	Plane	1	46	Ladder	1
21	Car race	1	47	Treadmill	1
22	Runner	1	48	Desert	1
23	Heavy Load	1	49	Steep Slope	1
24	Lifebuoy	1	50	Truck	1
25	Marathon	1	51	High-speed Train	1
26	Plane	1	52	Empty Plate	1
				TOTAL	65

As seen in Table 2, the participants produced 52 metaphors related to the concept of live lesson. Among these metaphors; it was determined that disinfectant was emphasized five times, remote control four times, robot three times, teacher-centered education twice, water bucket twice, chameleon, quarantine twice. Also It has been observed that bridge, imaginary hero, rainbow, alarm clock, charger, private lesson, first aid kit, medicine, cologne, vaccine, child park , WhatsApp, Plane, car race, runner, heavy load, lifebuoy, marathon, Plane, bee, labyrinth, e-class, e-lesson, blended learning, interactive board, long narrow road, puzzle, spare time, ant, current knowledge, broken car, drum, bunch of flowers, film, movie theater, theater stage, insurmountable mountain, ball of yarn, ladder, treadmill, desert, steep slope, truck, high-speed train and empty plate were emphasized once.

3.2. Categories of Metaphors Produced for the Concept of Live Lesson

In the study, the metaphors produced by the participants regarding the concept of "live lesson" were classified in 8 conceptual categories and presented in Table 3.

Table 3: Categories of Metaphors Produced by Participants about the Concept of "Live Lesson"

	Category	Metaphor	f	Number of Metaphors
1	Utilizing technology	E-class, E-lesson, Interactive Board, Blended Learning	4	4
2	Profit Loss	Spare time, Current Knowledge, Broken Car, Water Bucket (2), Labyrinth, Puzzle, Drum, Imaginary Hero, Long Narrow Road, Truck, Plane, Empty Plate	13	12
3	Understanding of Education	Teacher-Centered Education (2), Private Lessons, Plane, High Speed Train	5	4
4	Mechanization	Remote Control (4), Robot (3), Alarm Clock	8	3
5	Physical Strength	Car Race, Runner, Heavy Load, Ant, Bee, Insurmountable Mountain, Ball of Yarn, Ladder, Treadmill, Desert, Steep Slope, Marathon	12	12
6	Diversity	Chameleon (2), Bunch of Flowers, Rainbow, Film, Movie Theater, Theater Stage	7	6
7	Being Cautious	Disinfectant (5), Quarantine (2), First Aid Kit, Medicine, Cologne, Vaccine, Lifebuoy, Charger	13	8
8	Communicating	Bridge, WhatsApp, Child Park	3	3
		TOPLAM	**65**	**52**

As seen in Table 3, a total of 65 metaphors created by the participants were categorically grouped under 8 headings. While creating these categories in the research, the "because ..." section, which explains the reason for the metaphor created by the participants, was taken into account. From this point of view, it can be said that 8 categories in the

research contain different metaphor distributions and their distributions are not the same (See: Graph 1).
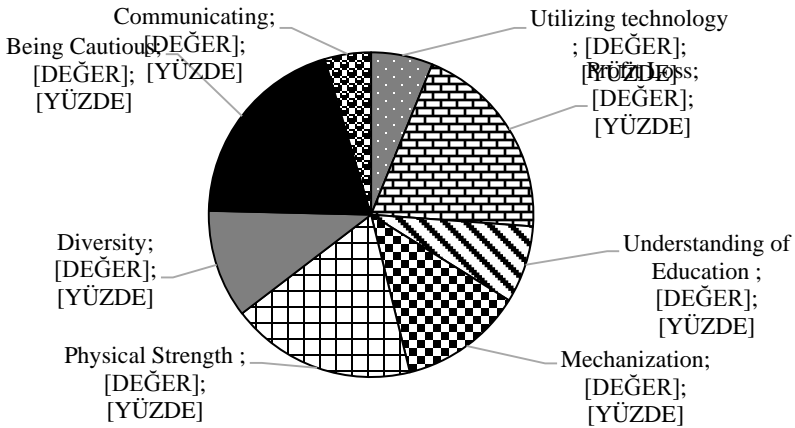
Graph 1: Distribution of Metaphors Regarding the Concept of "Live Lesson" by Categories

As can be seen in Graph 1, among the categories of metaphors produced regarding the concept of live lesson, there is a maximum of 20% "Being Cautious" and "Profit Loss" and a minimum of 5% "Communication". Looking at the distribution of other categories; "Utilizing Technology" is 6%, Understanding of Education is 8%, Diversity is 11%, Mechanization is 12% and Physical Strength is 18%.

The excerpts for the categories in Table 1 and the metaphors under them are given below under the headings.

Category 1: Utilizing Technology

In the category of "utilizing technology" created in the research, four metaphors were created: "e-class, e-lesson, interactive board, blended learning". Excerpts of participant views on these metaphors are given below.

The **live lesson** is similar to the e-class. Because the lessons are taught in an online class and with a real teacher.

The live lesson is similar to the **e-lesson**. Because there are homework and questions in the distance education environment and they are not done face to face.

The live lesson is similar to an **interactive board**. Because it presents all the information visually and audibly to the student through distance education without going to the classroom.

Live lesson is similar to **blended learning**. Because students can access rich materials online.

Category 2: Profit Loss

In the category of "profit loss" created in the research, 13 metaphors were created, including "current knowledge, broken car, water bucket (2), labyrinth, puzzle, drum, imaginary hero, long narrow road, truck, Plane and empty plate". The most repeated participant views on these metaphors are listed below.

The live lesson is similar to a **water bucket**. Because you give information from this hand, the student forgets the information and empties it in his/her mind from the other hand.

The live lesson is similar to a **water bucket**. Because the teacher conveys a lot of information to the student with the live lesson, on the other hand, the student also forgets a lot of information.

Category 3: Understanding of Education

In the category of "educational understanding" created in the research, 5 metaphors were created: "teacher-centered education (2), private lessons, plane, high-speed train". The most repeated participant views on these metaphors are listed below.

The live lesson is similar to **teacher-centered** education. Because the teacher is mostly active.

The live lesson is similar to **teacher-centered** education. Because student participation is low and the teacher always speaks out of necessity.

Category 4: Mechanization

In the "mechanization" category created in the research, 8 metaphors were created, including "remote control (4), robot (3), alarm clock". The most repeated participant views on these metaphors are listed below.

The live lesson is similar to a **remote control**. Because the teacher starts, the student enters the lesson.

The live lesson is similar to a **remote control**. Because it has an on-off clock like a remote.

The live lesson is similar to a **remote control**. Because it starts with commands.

The live lesson is similar to a **remote control**. Because you send a link to the student, the student enters with his/her password, the lesson ends after a certain hour.

The live lesson is similar to a **remote control**. Because it starts with the teacher's command and ends with the teacher's command.

The live lesson is similar to a **robot**. Because the same things are done all the time.

The live lesson is similar to a **robot**. Because it is a technological environment and the teacher talks and the student listens.

The live lesson is similar to a **robot**. Because unlike face-to-face education, there is no learning by doing and experiencing, and the lesson is taught with a one-way process.

Category 5: Physical Strength

In the "physical strength" category created in the research, 12 metaphors were created, including "car race, runner, heavy load, ant, bee, insurmountable mountain, ball of yarn, ladder, treadmill, desert,

steep slope, marathon". The most repeated participant views on these metaphors are listed below.

The live lesson is similar to a **car race**. Students work hard to learn something.

The live lesson is similar to a **runner**. Because the student is constantly moving from one lesson to the next.

A live lesson is similar to a **heavy load**. Because connecting to classes, lack of internet, and then giving the subjects collectively become a burden for the student.

The live lesson is similar to an **ant**. Because the student makes a great effort to bring together the information learned in the lesson.

The live lesson is similar to a **bee**. Because there are individual differences among students and failure comes as a result of one's hard work and the other's failure. For this reason, the remaining student has to work hard.

A live lesson is similar to an **insurmountable mountain**. Because the perception of the student in each lesson is different and this situation creates a problem for the student.

A live lesson is similar to a **ball of yarn**. Because the information is transferred in a short time, everything gets mixed up and this situation forces the student.

A live lesson is similar to a **ladder**. Because the student has to go up many steps to reach the knowledge.

A live lesson is similar to a **treadmill**. Because the student progresses sometimes fast and sometimes slowly during learning.

A live lesson is similar to a **desert**. Because the time is short and the subjects are many, it makes the student tired.

The live course is similar to a **steep slope**. Because it is a tiring process for the student and it is sometimes difficult to go through.

Live class is similar to a **marathon**. Because students must struggle hard to pass this long process comfortably.

Category 6: Diversity

In the "diversity" category created in the research, 7 metaphors were created, including "chameleon (2), bunch of flowers, rainbow, film, movie theater, theater stage". The most repeated participant views on these metaphors are listed below.

The live lesson is similar to a **chameleon**. Because the student attends the lesson when he/she wants, and does not attend the lesson when he/she does not want to.

The live lesson is similar to a **chameleon**. Because the teaching process changes according to the cognitive and readiness level of the student.

Category 7: Being Cautious

In the "being cautious" category created in the research, 13 metaphors were created, including "disinfectant (5), quarantine (2), first aid kit, medicine, cologne, vaccine, life buoy, charger". The most repeated participant views on these metaphors are listed below.

A live lesson is similar to a **disinfectant.** Because it prevents the individual from accessing false information in the virtual environment.

A live lesson is similar to a **disinfectant.** Because it is the teacher's control, it ensures that the individual does not make mistakes.

A live lesson is similar to a **disinfectant.** Because their wrong learning is interfered with remotely.

A live lesson is similar to a **disinfectant.** Because there is teacher intervention in negative stimuli coming from outside.

A live lesson is similar to a **disinfectant.** Because the wrong learning that occurs in the student's schema is deleted under the supervision of the teacher.

Category 8: Communicating

In the "communicating" category created in the research, 3 metaphors were created, including "bridge, WhatsApp and playground". Excerpts of participant views on these metaphors are given below.

The live lesson is similar to a **bridge.** Because distance education establishes a bond between teacher and student.

The live lesson is similar to **WhatsApp.** Because students can easily share their questions and thoughts here.

The live lesson is similar to a **playground.** Because children are comfortable talking, singing and playing games online.

4. DISCUSSION, CONCLUSION and RECOMMENDATIONS

As a result of the research, 8 categories were obtained from the opinions of the teachers about the concept of "live lesson". These; utilizing technology, profit loss, understanding of education, mechanization, physical strength, diversity, being cautious and communicating. Considering the general distribution of the categories created, it is seen that being cautious is 20%, profit loss is 20%, physical strength is 18%, mechanization is 12%, diversity is 11%, education is 8%, technology is 6% and communication is 5%. In the categories of being cautious and profit loss that include the most metaphors, teachers emphasized the concept of "disinfectant, quarantine and water bucket" for the concept of live lessons. Among the other categories, there are "teacher-centered education in the understanding of education, "remote control, robot" in mechanization, "chameleon" metaphors in diversity. In general, it is known that individuals establish written and video communication, share the resources they reach on the internet with other people, and follow the teaching activities in the technological environment with the "live

lesson". In addition, the student can quickly prepare presentations, do homework and get feedback on these with live lessons. He/she can record the information prepared by mutual interaction and obtained online. When looking at the teacher's views on the live lesson, it is seen that the students are not positively affected by this process and they are not able to acquire many skills in the curriculum. The main reason for this is the Covid-19 pandemic and its reflections on education. Along with the epidemic, some problems were encountered, especially in the field of education. Education has been suspended in many countries of the world. Before the pandemic, distance education was preferred instead of face-to-face education. The reasons such as the teachers and students being in different environments, the teacher's inability to give feedback to the student under all circumstances, the economic difficulties experienced, the lack of internet connection of the students, the differences in the internet infrastructure across the country, the insufficient knowledge of the families about distance education have led to the increase of these problems. It is the "false information about education" that is effective in the growth of the real problems and even as widespread as the epidemic, and the false arguments that emerge with the information. Teachers and students were most affected by such a misperception. Because the understanding of exams that changed with distance education, the transition to face-to-face education, the return to distance education again, the constant change of course hours and programs negatively affected the teaching process of teachers and students (Bozkurt, 2020). For example, TEDMEM (2020) states that

approximately 60% of students cannot enter EBA, while those who do not know how much they have learned and are uncertain about how they continue their education. These uncertainties continued until January 2021, when schools opened. It is estimated that until January, students experience a learning loss of 3-4 months when they receive qualified distance education, 11-12 months when they receive low-quality distance education, and 12-14 months when they do not use distance education. The losses experienced primarily affect student motivation. As a result, as Canpolat and Yıldırım (2021) stated, student participation in live lessons is low, which reduces the student's interest in the lesson and increases the level of anxiety. At the same time, high-level skills cannot be provided to students in the courses made with the distance education system. Efficient results cannot be obtained in terms of time. Because in a short period of time, the lessons are taught intensively and the course contents are insufficient in the specified time periods. More importantly, it is seen that the teachers mostly use the lecture method in the live lessons, and as a result, the students cannot structure the information.

In the research, it was concluded that multi-dimensional communication with the students could not be established with the live lesson, the student memorized the information given as in traditional education, could not learn by doing-experience and could not see his/her deficiencies with the changing understanding of the exam. As Bozkurt (2020) stated, an artificial environment has actually been created with the understanding of distance education put into

practice with the Covid-19 epidemic. In order not to create this environment, it is necessary to focus on which understanding will be effective in the short and long term, and how the course contents and materials will be presented. Of course, while this is done in distance education, the education environment of the student should not always be limited to the course contents and materials. Lessons should be held synchronously (synchronously) as well as asynchronously (asynchronously). However, teachers tried to treat online lessons as face-to-face lessons with the pandemic. Such an understanding shows that teachers do not correctly distinguish between two different understandings of education in terms of time and space. For example, the equivalent of a two-hour face-to-face lesson is 30+30 minutes in a synchronous lesson. During this period, teachers teach more lessons synchronously. However, the skills to be acquired can be given asynchronously as well as synchronously. This understanding will ensure that the teaching environment is diversified with different application possibilities and that student learning is effective. Similar views are also seen in the study of Bakioğlu and Çevik (2020). In the study, it was stated that there were communication problems between the teacher and the student in the live lessons, they preferred the narration, which is the method most used by the teachers in traditional education and they gave feedback to the students with the question and answer method. Alper (2020), on the other hand, states in his study that the sudden closure of students at home affects communication channels in the first place. In the study, it was seen that the teachers did not have any communication problems in the live

lessons, and they mostly communicated via Zoom, Google Classroom, WhatsApp, e-mail, and phone. Teachers stated that they reached students by phone when they could not communicate via Zoom and Google Classroom. In addition, although it does not replace face-to-face education, it has been concluded that the motivation of the students is good in the teaching with live lessons. According to the teachers, distance live lessons have positive aspects, but better feedback is given to the student through face-to-face education, eye contact is established with the student, and the student's affective dimension is closely observed.

Suggestions

- The consistency of the achievements in the live lessons and the achievements in the curriculum can be investigated.
- Problems faced by teachers in live lessons can be investigated.
- Problems faced by students and parents can be investigated in live lessons.
- The readiness of teachers, parents and students about the live lesson system can be investigated.

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CHAPTER 3

THE ESSENCE, STRUCTURE, AND FUNCTION OF THE CONCEPT OF " PROFESSIONAL STATUS OF A TEACHER"

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INTRODUCTION

Without a doubt, the future of our country is today's generation at school. It is of national importance to ensure that our young people, who will be on the reins of the country tomorrow, do not lag behind the global civilization, but are educated, educated and versatile. Today, radical changes are taking place in the field of Education. The implementation of these changes, in particular, depends on the knowledge and professionalism of our teachers. We would not be mistaken if we were teachers who instill wisdom and honesty in their students from a young age. "I don't know," he said.

At the same time, it is impossible not to dwell on the wisdom expressed in relation to the merits of the teacher, the qualities that should be present in him.

The great thinker of the East, Abu Nasir Al-Farabi, said:" a teacher should be a person who understands everything that is said to him from birth, who remembers everything that he has seen, heard and seen, who does not forget any of them, who has a brilliant mind, very eloquent, passionate about art and knowledge, very satisfied, pure and just in soul, who does good and sets an example for people, who does not know fear and concealment " [1]. This is a special place in the upbringing of the generation of the owner of this sacred profession. Therefore, the main mechanism for improving the quality of education is the teacher, as well as his theoretical knowledge and professional skills, creative activity.

The concept of" status " (status - status, position) is a set of rights and obligations that determine the legal status of a person in any hierarchy, structure, system, international organizations, or state body [2]. This means that this understanding is relevant to many areas of human activity and life.

In the Explanatory Dictionary of pedagogy and psychology, the definition is given: "Status is a measure of recognition by society of the merits of an individual, the result of comparing socially significant characteristics of a subject with the scale of values formed in that community"[3]. Here the relevance of status to Labor is clearly described. It is also shown that this is the result of comparing a person with other people.

Status is a social phenomenon and should be considered by social phenomena. In sociology, "status" is understood as a person's position in a group or society. Of course, the status of a person in sociology is considered in relation to society.

Professional status is a quality that is formed throughout the life of a person engaged in this activity as a result of obtaining professional education and practical experience. At the same time, it is necessary to turn to the concept of "professional self-organization of the individual", which is widely used in the framework of philosophical, psychological, and pedagogical research on the formation of the professional status of a specialist. Because as a different expression of professional status, it is used as an opportunity for self-presentation, self-expression and self-realization of the individual in the

professional space. At the same time, self-organization is represented as a synergistic process of self-organization of individual structures of consciousness as a means of self-development with increasing levels of self-improvement and career advancement. Professional self-organization is thus an important personal characteristic of a professional, which allows a person to demonstrate different levels of professional status in the process of training and professional activity.

The professional status of a teacher is the acquired status, which is formed and increased throughout the life of a person engaged in professional activity. In particular, at the stage of professional self-determination before studying at the University, at the stage of professional training at the University; in the process of professional pedagogical activity as a result of obtaining practical experience. At the same time, professional status is formed in the process of purposeful activities carried out by the organization of professional education and in the course of systematic, purposeful work of the individual in mastering the pedagogical profession.

In subsequent work activities (in our case, pedagogical work), ideas about professional formation as a process of "mastering", in the process of which complexes of professionally significant qualities and skills are formed. The specialist's own activity as a subject in their formation is very important. Therefore, it is an "internal resource" that initiates professionalism, recognizing that the subject or activist is the teacher himself. Only in this case can you effectively develop professionalism. Hence, the formation of the professional status of a

teacher is a very responsible pedagogical issue.

The professional status of a teacher is characterized by special features:

- formation of pedagogical consciousness, expressed in stable professional orientation, interest in the pedagogical profession, professional self-determination;

- expressed in professional competence, professional morality, pedagogical Culture, initiative, pedagogical creativity;

- efficiency of pedagogical experience with the personality of a specialist.

The professional status of a teacher has a social connotation. It lies in the importance of the products obtained by the teacher in his professional activity, that is, the education of a high-quality person for society, for the social sphere. Professional status is also evaluated by this indicator.

We have already noted that the basis of the status of a teacher is formed in the process of obtaining professional education and is constantly developing in the course of pedagogical work. To achieve this level, the teacher must be in a state of continuous, continuous learning, improvement, and self-development. Only then will he be able to become a highly qualified teacher. Here, "qualification" (qualification) is the ability of a person to use a certain system of knowledge in practice. It is aimed at raising their knowledge in the chosen position, determining in advance what, how and why they will

learn, and becoming in demand. Qualification in the labor market requires employees and employees to deepen their professional knowledge and skills and be able to compete. Since our research work is devoted to the basics of the status of a teacher, it is considered within the framework of improving the knowledge and skills of a teacher at school in their workplace.

In accordance with the above, we are guided in our research by such characteristics as professionalism and creativity, the most important of which is the status of a high-ranking teacher. We believe that they can be formed and further developed through the effective organization of methodological work, which makes it a tool for our research work.

We consider the prestige of teachers from the point of view of their professionalism, creativity. We have shown this idea in the form of a picture below. (Picture)

status	Professionalism	Creative
a quality that is formed throughout the life of a person engaged in activities as a result of obtaining professional knowledge and practical experience.	ability to combine theoretical knowledge with experience, personal and moral orientation, the ability to systematically perceive pedagogical reality and act systematically in it, use modern technologies, reflection	sensitivity, intuition, great imagination, ingenuity, foresight, comprehensive knowledge, rejection of templates, originality, initiative, perseverance, self-organization, ability to work.

Figure 4. The relationship between the concepts of status, professionalism, and creativity

Now we will continue our work with these narratives.

First, we will consider the concept of" professionalism". Professionalism is a quality that reflects the qualifications of a specialist. Its structure includes theoretical knowledge acquired in the course of obtaining professional education and a set of several actions aimed at solving a pedagogical problem. In didactics, professionalism is also characterized by the level of "qualification" of a specialist. In pedagogy and psychology, there are different interpretations of the concept of "skill". In one of them, "skill" is considered as an acquired activity, as a way to use the knowledge that already exists in some, as a set of skills, or as

one of the most important stages in the formation of a skill or skill that is not fully formed.

Professionalism is a set of psychological and mental individual changes that are formed in a person in the process of mastering and performing one activity for a long time, providing a qualitative, new, effective level of solving complex pedagogical problems in a new situation. Professionalism has a wide range of manifestations, from dilettantism to the formation of rigid stereotypes. If a person cannot get rid of stereotypes in accordance with changing circumstances, then professionalism becomes a professional deformation of a person, and this is a phenomenon inherent in any profession.

In this context, the professional qualification of a teacher is characterized by the following components: the ability to combine theoretical knowledge with experience, personal and moral orientation, the ability to systematically perceive pedagogical reality and act systematically in it, the ability to use modern technologies, reflect their actions.

The pedagogical qualification, which reflects the professionalism of the teacher, is considered by V. A. Slastenin to be divided into four groups:

1) the ability to "transfer" objective pedagogical truth to a specific pedagogical goal, or to study (diagnose) the individual and the team to determine the level of readiness to master new knowledge and, on the basis of which, reflect their development,

identify primary educational, educational and developmental goals;

2) ability to implement a logically completed pedagogical system (from planning educational, educational work, choosing the content of the educational process, to determining the types, methods and means of its organization);

3) the ability to establish links between various components and factors of education, to activate them; the ability to create the necessary material, psychological, organizational and other conditions, the ability to ensure the connection of the school with the environment; the ability to activate the student's personality; the ability to develop his activities in such a way as to transform him from the object of education to the subject; the ability to organize joint activities, etc.;

4) the ability to take into account and evaluate the results of pedagogical activity, i.e. the ability to analyze and self-analyze the educational process and the activities of another teacher, as well as identify the first and subsequent complex of pedagogical goals [4].

The levels of professional competence of a teacher are the stages of achieving high achievements in their pedagogical work. They are described as follows:

The level of mastery of the profession, adaptation to it, the teacher learns the necessary methods and technologies, norms of work;

the level of pedagogical skills, the best examples of advanced pedagogical experience accumulated in the specialty; the ability to use individual methods of work with students, educational methods; the implementation of personality-oriented training, etc.

The level of self-actualization of the teacher in the profession, the ability to feel the possibilities of the pedagogical profession in the development of their individual characteristics, the ability to use the profession as a means of self-development, consciously strengthen their positive qualities, weaken their negative qualities, consolidate the individuality of their style;

Make your creative contribution to the enrichment of the profession through the level of pedagogical creativity, individual tasks, methods, tools and methods of teaching and upbringing, as well as author's views on the formation of a new pedagogical system.

Noting that professionalism does not come immediately, but every teacher must learn it sooner or later, A. Markova divides its stages as follows: the stage of adaptation of the teacher to his profession: the stage of self-actualization in the profession: the stage of fluency in the profession: the stage of reaching a creative level in the profession. Thus, the scientist considers the description of professional competence as a consolidated image of a master teacher, an innovator - teacher, a researcher - teacher, and teachers who have been promoted to the professional rank [5]. We fully agree with this stated opinion.

The rise of a teacher to the level of "professionalism" in their activities is directly related to their competence. Therefore, let's focus on the

definitions given to the essence of the concepts of" competence "and" competence". "I don't know," he said... "[6], K. Kudaibergenova concludes that" "competence is the ability to demonstrate knowledge or actions necessary to solve problems in various sudden situations, the ability to establish a connection between knowledge and life situations, and competence is proposed to be considered as an integrated structure with a high degree of personal, theoretical, practical measurement, directly related to the level of a person's personality, personality qualities "" [7]."

According to such authors as N. B. Lavrentieva, O. M. Kuzevanova, the meaning of the concept of competence from the system of "knowledge", "skill" and "skill" is broad, since it consists not only of cognitive (knowledge) and operationally-technological (skill), but also of motivational, ethical, technological (value orientation), social and behavioral components. According to the authors, mastering competencies requires mental organization, meaningful intellectual development: abstract thinking, self-examination, determination of one's own personal position, self-esteem, critical thinking. It can be said that the concept of" competence", along with cognitive, consists of motivational," relational " and regulatory components [8]. It follows that competence is a synthesis of knowledge and experience in a particular field.

What kind of teacher does modern professional and pedagogical activity require? The teacher requires a fully developed creative personality, which gives priority to the development of students ' personality, is able to navigate freely in difficult socio-cultural

conditions, manage creative processes, deeply master the achievements of human science, the laws of its development, and the art of computer learning. Therefore, a teacher who strives for professionalism should first of all have "originality". The productive work done by making a contribution to the transformation of the novelty of science should not completely copy the experience of others, but adapt it to the new environment and achieve significant results through a set of independent activities.

In education, a professional teacher is a professional who knows his subject in the specialty, who can create conditions for the development of creativity and talent of a student, has a high personal and humanitarian orientation, pedagogical skills and the ability to consistently perform his actions, fully owns New learning technologies and is able to find and select information on the basis of educational monitoring, creatively uses domestic and foreign experience .

The next level of professional status of a teacher is creativity. Creativity-in all forms of work, focusing on the activity, ensures its high quality. In other words, creativity is a qualitative feature of all activities. However, procedural qualities in the creative process are common to all its types and do not depend on the scale of creativity. The nature of creativity as a human activity includes: the presence of contradictions; the presence of significance for society and the individual; the presence of prerequisites for creativity and subjective qualities of the individual. Creative activity requires consistency,

interrelationship of its internal elements.

Scientists who dealt with the problem of creativity paid great attention to identifying the characteristics of a creative person. One of them – ya.a.Ponomarev emphasizes the following features of a creative person: perceptual features-attention, sensitivity, intuition, great imagination, ingenuity, foresight, comprehensive knowledge, rejection of templates, originality, initiative, perseverance, self-organization, ability to work. The scientist believes that a creative person receives satisfaction from the course of creative activity, rather than achieving the goal in creativity [9].

According to A. N. Luk, a creative person is a risky person. There will be a lot of ideas in it, and it will not hide it from the public. It is impossible not to agree with his opinion that he is a man who is ready to draw conclusions even from his bold thoughts, which sometimes seem unfounded [10].

As for pedagogical creativity, the famous scientist M. M. Potashnik, describing it as his ability to transform the new into another type, refers to the possible conditions under which creativity manifests itself::

* using abnormal approaches to solving the problem;
* ability to develop new teaching methods, forms, and methods and apply them harmoniously;
* ability to effectively apply existing experience in a new situation;
* be able to improve, improve, and modernize existing ones in accordance with new goals;

* highly developed intuition and accurate accounting, the ability to successfully improvise based on real knowledge;

* ability to see multiple options for solving the same problem;

* methodological recommendations, the ability to transform theoretical provisions into real pedagogical cases [11].

In her opinion on pedagogical creativity, A. K. Markova notes that reading and self-study of teachers are aimed at self-analysis of pedagogical truth, professional self-consciousness in their work, the ability to interact with others. The main role in the formation of a professional level is assigned to the improvement of the individual's self, his professional consciousness, and the professionalization of his relations with other people and systems in his work [12].

Scientists V. A. Kan-Kalik, N. D. Nikandrov, who raised the problem of pedagogical creativity to a certain stage, found that this quality consists of the following stages. For example: 1) pedagogical

2) analysis of the final thought; 3) transformation of pedagogical thought into action; 4) analysis and evaluation of the result of creativity [13].

In the work of a well-known scientist V. I. Zagvyazinsky, this problem is highlighted as follows: 1) vision of innovations; 2) design, modeling of pedagogical inventors; 3) stages of improvement. These authors emphasize that at these stages, the presence of such supporting qualities as curiosity, intelligence, the ability to quickly acquire the necessary knowledge, observation, the ability to perform thought

operations, ingenuity, enthusiasm, perseverance, freedom and self-confidence make creative activity productive [14].

Summing up the above, we decided to focus on the opinion of the scientist B. Zhumagulov that the status of a teacher consists of several very important requirements:

the first is a high professional skill and, accordingly, the ability to strive to improve their knowledge and skills.

the second is the high moral value of the teacher, patriotism and non-humanity, perseverance in achieving their goals.

third, there should be a decent salary that encourages teachers to improve their skills.

Fourth, respect and high dignity in society-prestige. This will bring together and define the three highest issues [15].

We believe that the professional status of a teacher is formed by the main arguments that he is able to combine theory and practice, master the subtleties of best practices, improve professional skills, and strive for search. At the same time, it is obvious that at any stage the issue of improving and developing the professionalism of a teacher remains relevant. Only then will the future of our country be meaningful with the modern knowledge of our new generation.

As a result, the professional status of the teacher has changed, the system of actions and thinking has changed, and he has become an example of virtue. We would say that he is a teacher with a developed professionalism and creativity.   And his achievement in this

situation is undoubtedly due to the fact that from the first days of entering the teaching position, he is guided along the path of mastery, supporting his initiatives, mastering pedagogical innovations. The methodological work we are considering has a positive impact on the formation of the teacher's attention-intellectual, professional, moral, spiritual, civic and many other forms of teaching.

We conclude that a high-ranking teacher is always a teacher who constantly educates himself in accordance with the requirements of society, quickly enters into relationships with people around him, especially students, has organizational skills, is well versed in his subject, is a preacher, combines talent and experience, actively participates in political life in his society, is an example for students based on love for their country and land.

A special place is occupied by methodological work in solving problems related to his professionalism and creativity, which he takes as the basis for the prestige of teachers. In the next chapter of our work, we will focus on methodological and methodological directions for achieving professionalism. One of the needs of life is that organizations at different levels, which provide methodological and methodological guidance to teachers, review their activities and turn to innovation.

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CHAPTER 4

EXAMINATION OF PRE-SERVICE TEACHERS' VIEWS ON POSING MATHEMATICAL PROBLEMS ACCORDING TO THEIR LEARNING STYLES

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INTRODUCTION

Learning style is generally defined as "individuals' characteristic strengths and preferences in the process of receiving, holding and processing information" (Felder & Silverman, 1988). Psychological and educational understandings, which started to be effective especially after the second half of the 1900s, showed that the characteristics of individuals are different from each other and these differences should be taken into account in the teaching process (Veznedaroğlu & Özgür, 2005). Learning styles; is individual and often varies by age, gender, culture or level of achievement. Valid learning is provided through valid teaching (Yaman, 2019). Education takes place through the creation of valid learnings. Two important factors in achieving these goals are; educational environments and the personal differences of those who study in these environments. At the beginning of the personal characteristics that should be considered; learning style, learning type, learning preference, learning style (Açışlı, 2016). Especially in recent years, learning styles have become the center of studies on education (Ünlü & Karataş, 2016). In other words, the source of the concept of learning style is research on individual differences among students (More, 1987).

1. LEARNING STYLE

Learning styles; It contributes to the use of special education methods that allow the individual to learn the best. At this point; basic values such as "focusing on different types of knowledge, operating this

knowledge in different ways, not focusing on a single learning style" should be adopted (McQueen & Creech, 2018). The basis of the studies on learning styles is the idea that individual differences are a richness in the learning environment. Gregorc (1984), on the other hand, associates "behaviors that give clues about individual abilities, that are observable and that distinguish them from other individuals" with learning styles. Individuals are divided into two as concrete and abstract perceivers according to their perceiving abilities (Gregorc, 1984). Another definition of learning style is "the way of receiving and placing information in the mind, which differs in each individual" (Dunn & Dunn, 1993).

According to Kolb, learning style is the personally preferred method of obtaining and processing information (Kolb, 1999). Boydak (2001) emphasizes the biological aspect of learning styles and expresses them as "characteristic features that an individual has from birth and that affect his or her success". Many educators emphasize that individual differences should be seen as a wealth and should be taken into account in the learning-teaching process and in curriculum development studies. Learning styles are accepted as one of the most important components of the learning and teaching process (Ekici, 2003). For this reason, many learning style models and learning style determination inventories have been developed by focusing on different dimensions.

2. KOLB'S LEARNING STYLE INVENTORY

Kolb, who shaped his work on Lewin's Experiential Learning Theory; created a learning styles model by taking into account the views of Jung, Piagét and Guilford (Veznedaroğlu & Özgür, 2005). The basis of Kolb's model, which defines learning as individuals' adaptation to social and physical environment, is how human experiences are transformed into concepts and transformations that guide the selection of new experiences (Ekici, 2003).

According to Kolb, learning is the process of adaptation to the social and physical environment through experiences. In experiential learning, thoughts are not fixed, but always change according to experiences (Karadağ, 2018). Learning styles included in the circular stage created by Kolb:

- Concrete Experience (CE)
- Reflective Observation (RO)
- Abstract Conceptualization (AC)
- Active Experimentation (AE)

While determining the learning styles of pre-service teachers in Kolb's learning styles model, an item alone does not give an individual's dominant learning style. Each individual's learning style is given as a component of the four elements. The individual takes place in one of the following four learning styles with the scores he/she gets from his/her responses to the learning styles scale. These learning styles can be classified as follows (Kolb, 2005; Karadağ, 2018):

- Accomodator
- Assimilator
- Diverger
- Converger

Together with the determined learning styles, teachers and instructors can adopt individual differences and, based on these differences, can make learning easier and permanent (Özdemir & Kaplan, 2014).

Education systems support the rapidly changing priorities process and teaching-learning strategies are affected by this context. Problem posing as a learning and thinking practice plays an important role in this change (Singer, Ellerton, & Cai, 2015). The real world gives us the chance to produce many mathematical problems (Arikan & Ünal, 2018). The ability of students to solve problems effectively by being aware of possible problems they may encounter in their real lives can be achieved with the problem posing skills they have acquired (Turhan, 2011). Problem posing is not only a learning goal, but also a tool that can provide experiences for students to explore and create mathematical problems (Putra, Herman & Sumarmo, 2017). Problem posing and problem solving are appropriate activities that can be used to reveal how individuals learn mathematics based on constructivist learning theory (Rosli, Goldsby & Capraro, 2013). Problem posing is an effective strategy that not only evaluates students' thoughts, but also offers them more learning opportunities (Cai & Hwang, 2019).

The aim of the study was to determine the opinions of pre-service mathematics teachers about problem posing skills in mathematics

according to their learning styles. This study is important in terms of providing information on whether the learning styles of pre-service mathematics teachers have an effect on their views and comments on problem posing skills in mathematics.

3. METHOD

3.1. Research model

In the study, phenomenology, a qualitative research approach, was used to determine the opinions of prospective teachers with different learning styles on the ability to pose problems in mathematics. Because qualitative research is a preferred approach in systematically examining the meanings arising from the experiences of the people who are researched or planned to be conducted (Ekiz, 2003). In the study, it was tried to reveal the views of pre-service teachers with different learning styles on problem posing skills in mathematics.

3.2. Research group

This study was conducted with pre-service mathematics teachers studying at a state university located in the southeast Anatolian region of Turkey and carried out in the 2019-2020 academic year. The study was carried out with a total of four pre-service teachers, one from each learning style. While choosing the participants, attention was paid to the fact that they took the courses that included problem posing and solving skills.

3.3. Data collection tools

Learning style inventory and interview form were applied to the study group. "Learning Style Inventory" developed by Kolb (2005) was

used to determine the learning styles of pre-service teachers. There are 12 items in the scale, each with 4 options. For each situation, the individual was asked to give "4, 3, 2 and 1" points according to the degree of self-confidence.

Semi-structured problem posing interview form in mathematics (PPIF) was used in order to get the opinions of prospective teachers about problem posing skills in mathematics. Because the main data collection tool in phenomenology research is interview (Yıldırım & Şimşek, 2021). The interview form was prepared by the researcher using the literature. The interview form questions consist of questions whose content validity was reviewed by three expert academicians. In addition, in line with the opinions and suggestions of expert academicians, a question in the interview form was excluded because it was not suitable for the purpose. After these stages, the interview form took its final form and was applied to the participants. In addition, for the validity of the research, the opinions of the pre-service teachers, from which the codes and categories were obtained, were quoted one-to-one. Before the interviews with the pre-service teachers, it was explained by the researchers that the research would be conducted entirely on a voluntary basis. In addition, the pre-service teachers were asked whether the interviews with the pre-service teachers would be audio-recorded and whether this was a problem for them, and their permission was obtained. Interviews with pre-service teachers lasted approximately 10 minutes. All of the interviews took

place in an environment where the author and pre-service teachers could meet one-on-one.

3.4. Analysis of data

Combined scores were calculated with the help of the answers given to the learning style scale by the pre-service teachers. AC-CE and AE-RO combined scores ranging from -36 to +36 were placed in the coordinate system given by the Learning Style Type Grid (Version 4). As Kolb & Kolb (2013) stated in their studies, the score obtained with AC-CE was placed on the "y" axis, and the score obtained with AE-RO was placed on the "x" axis, and the region where these two scores intersect was determined, and the learning style of each individual was determined. Based on the determined learning styles, a pre-service teacher from each learning style was chosen voluntarily and an interview form was applied.

Content analysis was used in the analysis of qualitative data obtained from the opinions of pre-service teachers. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. Concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis (Yıldırım & Şimşek, 2021). After the interview data were written down, the raw data codes and categories were created by the researcher. After the creation of codes and categories, expert opinions were taken. Finally, the categories were finalized with the feedback received. Data were organized and interpreted according to codes and categories. At all stages, each student was given codes as "T1-C, T2-

AS, T3-D and T4-A". Here, "T1" indicates the order of the students and "C, AS, D, A" symbols indicate the learning styles of the pre-service teachers. Highlighted as Converger (C), Assimilator (AS), Diverger (D), and Accommodator (A).

4. FINDINGS

According to the results of the "learning style scale" applied to determine the learning styles of the pre-service teachers, four pre-service teachers were selected, one from each of the four different learning styles. The four selected pre-service teachers and their learning styles are presented in Table 1.

Table 1: The learning styles of pre-service teachers

	Converger	Assimilator	Diverger	Accomodator
T1	C			
T2		AS		
T3			D	
T4				A

In Table 1, the learning styles of the interviewed pre-service teachers are indicated. According to the table, "T1" has "Converger", "T2" "Assimilator", "T3" "Diverger" and "T4" "Accomodator" learning styles. The code was given to the pre-service teachers to create and specify the categories and to express their learning styles. The given codes are; T1-C, T2-AS, T3-D and T4-A.

For the criteria they consider in the problem posing process, "Which criteria do you consider in the problem posing process?" a question was asked. The answers of the pre-service teachers for this question; It was gathered under the categories of being logical, coherence, being able to express correctly, being understandable, and making predictions about the result. In Table 2, the categories and the answers of the pre-service teachers used in the creation of these categories are given together.

Table 2: The criteria that pre-service teachers consider in the problem posing process

Categories	Opinions of Pre-service Teachers
Being Logical	*T1-C: It should not be counterintuitive and it should be consistent* *T3-D: I make sure that there are no logic errors and that it is understandable.*
Coherence	*T1-C: The statements in the problem we have established or will establish must be consistent with each other*
Being able to express correctly	*T1-C: Another point to be considered while posing a problem is to be able to express concepts and sentences correctly* *T2-AS: It is important to be able to express what we want to tell correctly, rather than the question being long*
Being understandable	*T2-AS: I think the most important thing to pay attention to in problems is that what we explain in the problem is the same as what the other person understands*

	T3-D: I make sure that the language is understandable
Making predictions about the result	*T4-A: When posing a problem, I make a prediction about the result at the stage of understanding the problem and compare the result to be reached with this prediction*

When Table 2 is examined, the opinions of the T1-C participant; Opinions of Being Logical, Coherence, Being able to express correctly, T2-AS participant; Being able to express correctly and Being understandable, T3-D participant's comments Being Logical and Being Understandable, T4-A participant's opinions are examples of Making predictions about the result categories.

For the difficulties experienced in the problem posing process, the pre-service teachers selected with different learning styles were asked, "What are the difficulties you experience in the problem posing process?" a question was asked. The answers of the pre-service teachers for this question; Finding the subject, creating a strategy, finding a solution, finding examples from daily life, testing the problem are gathered under the categories. In Table 3, the categories and the answers of the pre-service teachers used in the creation of these categories are given together.

Table 3: Opinions of pre-service teachers about the difficulties experienced in the problem posing process

Categories	Opinions of Pre-service Teachers
Finding the subject	*T1-C: I am having difficulty in posing what kind of problem on which subject*
Creating a strategy	*T2-AS: I'm having trouble creating strategies. Because when I understand, many processes in sentences begin to occur in my mind. It is difficult to put this into written expression*
Finding a solution	*T3-D: I find it difficult to find a solution while posing a problem*
Finding examples from daily life	*T3-D: It can be difficult to find examples from daily life in problem posing situations by finding examples from daily life*
Testing the problem	*T4-A: In the problem posing process, the most difficulty is experienced when testing the problem*

When Table 3 is examined, the opinions of the T1-C participant; Opinions of Finding subject, T2-AS participant; Creating strategy, T3-D participant's opinions Finding Solution and Finding examples from daily life, T4-A participant's opinions are examples of Testing problem categories.

CONCLUSION AND DISCUSSION

According to these findings obtained in the study, the views of pre-service teachers with different learning styles on the problem posing process also differ from each other. When the criteria taken into

consideration during the problem posing process are examined, T1-C participant; Opinions of Being Logical, Coherence, Being able to express correctly, T2-AS participant; Being able to express correctly and Being understandable, T3-D participant's comments, Being Logical and Being Understandable, T4-A participant's opinions are examples of Making predictions about the result. When the criteria considered in the problem posing process were examined, it was determined that the most detailed and different criteria came from the T1 participant with Converger learning style. It is noteworthy that the T4 participant with the Assimilator learning style focuses on the estimation skill. When the categories in the problem posing process are examined, it is seen that all categories are compatible with the literature (Akay & Argün, 2006; Baki, 2008; Baykul, 2009; Burton, 1999). Considering that the problem-posing skills of the teachers affect the problem-posing skills of the students (Korkmaz & Gür, 2006) and that the problem-posing activities also have positive effects on the pre-service teachers (Tichá & Hošpesová, 2009; Toluk-Uçar, 2009), it is necessary to train the pre-service teachers in a well-equipped manner in this regard.

The difficulties encountered in the problem posing process of the prospective mathematics teachers who participated in the study differ from each other. While the T1 participant with the Converger learning style has difficulty in finding a topic, the T2-AS participant with the Assimilator learning style has difficulty in establishing a strategy. On the other hand, while the participant with the Diverger learning style

had difficulty in Finding a solution and finding examples from Daily life categories, the participant with the Accommodator learning style stated that the Test had difficulty with the problem. These statements of the students are compatible with the problem posing and solving views in the literature (Taşçı, 2005; Baki, 2008). It is in line with the findings of the study conducted by Özgen and Alkan (2011) that learning styles and preferences are not karstic and monostructured. Since learning styles vary according to the individual, it is necessary to provide permanent education for the individual with each learning style, taking into account different learning styles in teaching mathematics and teaching problem posing skills.

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CHAPTER 5

NONVERBAL COMMUNICATION: WHAT DOES THE BODY SAY?

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INTRODUCTION

Humans are social beings and improve themselves by sharing. In this sense, communication is indispensable for people. In the context of being a social being, it is possible for people to express and make sense of their feelings and thoughts in the environment they live in through communication. In order to convey her feelings and thoughts to others, a person who is in constant communication with her environment is also in interaction with the environment (Işıklar, 2017, p. 167). It can be said that the communication process that we have established in various forms throughout our lives actually begins in the womb. From the moment we are born, one of the communication tools we use to communicate with our environment is our body, and one of the communication types is nonverbal communication. In this context, this chapter includes an important and strong way of communication; communication without words.

1. NONVERBAL COMMUNICATION

In many communication books, we see that communication definitions are given before nonverbal communication definitions. Communication is the process of making sense of emotion, thought, or information in a certain situation or context. We can easily say that this process is dynamic and irreversible. In other words, sent messages cannot be recovered somehow. In this dynamic process, individuals send the messages they want to convey, sometimes with verbal

behaviours, sometimes with nonverbal behaviours, and sometimes by using these two forms of communication by supporting each other.

People convey their feelings, thoughts, and cultures through language. The human being, who is a social being, can establish a relationship on an individual and social level with the ability to speak. The ability to communicate by speaking, which is the ability that only human beings have, has an important role throughout our lives (Eriş, 2012, p. 21). An important aspect of human communication is verbal communication, but this chapter of the book touches upon nonverbal communication behaviours.

Although the use of codes, which constitute an important part of nonverbal communication, is as old as the history of communication, it is new that it has become the focus of scientific interest and research. Nonverbal symbolic codes that we use in our daily relationships are used consciously or unconsciously in creating and sharing meaning (Zıllıoğlu, 2014, p. 159).When the language development of individuals is examined, we can first see the dominance of bodily movements. Frowning is an expression of distress, and laughing is an expression of a positive situation. In this sense, we can easily assume that body language was the first means of agreement before communicating with words (Baltaş & Baltaş, 2000).

There are many definitions of nonverbal communication that are similar to each other. When we examine these definitions, the common characteristic of them is the use of body movements as a means of communication. In other words, body language takes the

place of words. In this context, nonverbal communication is body and facial movements made to support speech and the transfer of our feelings and thoughts (Yalçın & Adiller, 2019, p. 208).

Nonverbal communication is messages that are sometimes intentional but mostly unintentional. The vast majority of the messages we give while speaking are deliberate. However, nonverbal movements and messages exist in our genetic structure and cultural codes. It is directly related to our emotional state and the way we show emotions. This explains the spontaneous emergence of nonverbal messages (Akçay, 2020, p. 34). It is explained by Ekman (2014, p. 102) that verbal communication often develops consciously, and nonverbal messages develop more naturally:

"Sound is another emotion signalling system that has the same importance as facial expressions, and this importance differs in various ways. Our face can always be observed by others as long as we do not leave the scene or require it to be masked. On the other hand, sound is an adjustable system that we can turn on and off whenever we want on our own will."

In our daily lives, we often use body language effectively without realizing it, however; we cannot control our body in the way we control words. Our body reacts much more naturally to events and situations. It is possible to hide our true feelings and thoughts behind words, but it is often not possible to hide our body language. Body language is as essential as words in understanding emotions and thoughts (Kayaalp, 2020, p. 108).

According to Yeşil (2016, p. 20), the people we communicate with understand us in three ways. First, the information we convey; the content of what we speak, namely the words, second is our tone of voice, which includes the level of our voice, audibility, stress, and pronunciation, and the last is our body language, which consists of our gestures and facial expressions, clothing, and appearance. Lambert et al. (1996, p. 21) describes nonverbal communication as all human reactions except words and includes a wide range of behaviours. Some of these behaviours can be listed as shaking hands, body posture, facial expressions, appearance, tone of voice, smiling, touching, etc.

According to Wharton (2009, s. 1) *"The way we say the words helps us convey our intended meanings. Indeed, the tone of voice we use, the facial expressions, and bodily expressions we adopt while we are talking often add entirely new layers of meaning to those words."*

Even though people think that words are more effective in conveying meanings, studies show that on average 10% of words, 30% of tone of voice, and 60% of gestures and facial expressions that make up body language are effective (Baltaş & Baltaş, 1992, p. 30). In another study, the effect of words was 7%, the effect of sound characteristics was 38%, and the effect of body language was 55% (Pease & Pease, 2004). Body language is an important element of communication. The appearance, stance, look, choice of clothes, attitude, style, tone of voice, and facial expressions of people (Can, 2019, p. 72) play an important role in the interpretation of messages. Our nonverbal behaviour also plays a pivotal role in social evaluations. If we do not have any information about the person with whom we interact

socially, nonverbal signs become an important source of information for us in that context. We can even decide whether to trust a person we see for the first time by looking at that person's body language and nonverbal signs (Akçay, 2020, p. 128).

In our conversations, we see that nonverbal communication regulates our verbal communication. Most of our conversations are regulated by nonverbal cues that are so subtle that people do not notice while speaking. For instance, in face-to-face conversations, people shake their heads at certain times and give the message "I'm listening to you" to the speaker. This conveys to the speaker the message that the listener understands and that the speaker should continue speaking. When the speaker is through with what she says, she will lower her voice and let the listener know this. In this context, nonverbal communication can be the message itself (Matsumoto et al., 2020, p. 7).

According to many studies, nonverbal communication has different functions, which has a stronger effect than verbal communication in conveying and supporting meaning. According to Erdoğan (2011, p. 294), nonverbal communication has 11 functions: identification, emotional function, power and status communication and function, regulator/regulatory function, illustrative function, reinforcement function, denial function, word completion function, emphasis and differentiation function, attention-grabbing function, and word substitution function.

According to Zıllıoğlu (1993), the common features of nonverbal communication codes are as follows: Making the absence of communication impossible, expressing emotions and feelings competently, defining and determining the relationships between people, giving information about the content of verbal communication, conveying reliable messages, and shaping along with the culture.

1.1. Body Language and Culture

In today's world, nonverbal communication systems have one of the most important roles, and the interpretation of body movements, that is, the reading of body language, has become a subject emphasized and taken into consideration as much as our verbal skills in interpersonal communication. When a person uses body language effectively, she can speak through body movements without speaking a single word (Dinçer, 2015, p. 47).

Undoubtedly, the communication we establish with body language differs from culture to culture since human is a social and cultural being. That's why each culture has its own body language. In some cultures, making eye contact is considered a natural part of communication. It is even thought that people who do not make eye contact in communication lie or hide something. However, in another culture, making eye contact for a long time (staring) can be perceived as disrespectful. For example, while the Japanese make less eye contact than the Americans, in Arabic culture, eye contact may be used too much even to a point that causes discomfort.

While it is considered disrespectful to sit cross-legged in front of older people in Turkish culture, this is not the case in Europe. The fingers crossed gesture in America means a person wishing luck or wishing for something to go well; this gesture does not have the same meaning in Middle Eastern cultures.

When the thumb goes between the index and middle finger, it is considered to be a rude gesture in Turkish culture; however, the same gesture means luck in Latin America. In Turkey and European countries, patting a child's head is a natural behaviour and is interpreted as a show of affection, yet it is believed that the same behaviour will bring bad luck in India.

Nodding the head up and down means "yes" and shaking the head left and right means "no" in America, Turkey, and in many parts of Europe. On the other hand, in some parts of Africa and India, this gesture is used to convey the opposite meaning.

While meeting the index finger and thumb to form a circle and keeping the other 3 fingers upright is used to mean "perfect" in America and many other cultures, the same gesture has different meanings in Japan and France.

All these examples, the number of which can be multiplied, show us that nonverbal communication, or body language, as it is popularly said, has different meanings in different cultures and geographies. In this sense, our body language, which helps us to express ourselves while communicating with people, can cause the receiver to misunderstand and interpret us in different cultures.

1.2. Studies in Non-verbal Communication

When we look into the literature, we can see that researchers from many disciplines have studied non-verbal communication (Argyle, 1996; Depaulo& Friedman, 1998; Ekman, 1982; Fridlund, 1994; Gifford, 2006; Hall & Knapp, 1997; Hall & Knapp, 2013; Knapp, 2006; Leathers, 1997; Mallandro et al. 1989; Richmond et al. 2008; Schmitt, 1992; Walther, 2006; Zebrowitz, 1997).

Rasul et al. (2021) studied the use of non-verbal communication in the pedagogic practices at secondary school level. The study included 1200 students and 40 teachers from high schools of Lahore, Pakistan. Based on the findings of the study, establishing and utilising non-verbal communication strategies was found to be helpful in teaching. It was suggested that the curriculum planners and policy makers should take practical steps to make non-verbal communication a part of teacher education programs for the training of prospective teachers.

Seric (2021) investigated nonverbal communication (NVC) aiming to provide some insights on the role of nonverbal communication in classroom environment. The study examined the relationship between teacher's NVC cues and student behaviour. Findings of the research revealed that the student self-concept has the strongest relationship with teacher's personal appearance, attention with paralinguistic, and learning with kinesics.

Ahmed (2020) probed the role of nonverbal communication of health care providers in general satisfaction with birth care. She conducted a

cross-sectional study on a sample of 1196 women, who gave birth in 2018. Data were gathered from women through a questionnaire. In the study, effective communication by maternity care staff helped women during labour. "There were statistically significant associations between the satisfaction of women with the communication of midwives and physicians and their level of education, parity, having stillbirth or neonatal death, and the setting of the last delivery."

Erkuş & Günlü (2009) conducted a study to explore the effect of communication style and nonverbal communication on employees' work performance in five-star hotels. Findings of the study showed that active communication style affects employees' work performance directly. There was found no significant relationship between tendency to nonverbal communication, self-efficacy, and work performance.

Harrison (2021) measured nonverbal communication in 25-eating disorder and 25 non-eating disorder control participants during a naturalistic social interaction incorporating positive, negative, and neutrally-valenced topics. The study employed a mixed design as a method to investigate the dependent variable, which was nonverbal communication. Results indicated that people with EDs made less efficient use of nonverbal communication than controls.

In their research, Arqoub & Alserhan (2019) drew attention to nonverbal barriers to effective intercultural communication. The study included some examples which show cultural differences in the interpretation of nonverbal communication. To illustrate this, they

touched upon ten things and elaborated them: cultural differences, language differences, ambiguity, aggression, deception, taboo touch, misinterpretation of the message, racial prejudices, perception and viewpoints, and posture.

In her doctoral dissertation, Menderes (2019) examined the use of nonverbal communication elements in e-learning environment. She analysed the effect of facial expressions of the narrator on the learner motivation in distance education. Findings revealed that facial expressions that positively affect learners' motivation were energetic (%73), sincere (%72), and neutral (% 71). In the study, facial expressions which were found to increase learner motivation were recommended to be used more frequently.

With the idea that the communication elements in the videos affect learning in e-learning, Emrecik (2017) carried out a quasi-experimental study to probe the effects of nonverbal communication on learner engagement in e-learning environment. Data were gathered from 173 students at Yaşar University. Low and high nonverbal communication conditions were compared in terms of student engagement. Findings of the study suggest that student engagement is higher in high nonverbal communication conditions. The results of this study support Menderes' study because they both promote the use of nonverbal behaviour efficiently in e-learning environment.

CONCLUSION

As a social being, human beings communicate in various ways in order to survive. One of the important dimensions of this communication is nonverbal communication. Our body is one of the important tools in making sense of the message we want to convey in nonverbal communication. Nonverbal behaviours that we sometimes do consciously and sometimes unconsciously in our daily lives can play an important role in transmitting messages much more effectively than words.

We can understand from the tone of voice of a person speaking to us whether she is angry, sad, or happy. Or when we go to a restaurant, the colour choices in the place can create an impression about that place. The posture, hair, tone of voice, facial expression, and clothing choices of the people we communicate with tell us something (Eriş, 2012, p. 47). In this context, although nonverbal communication is a relatively new research area, it has become a popular research area that has attracted the attention of almost all branches of science in recent years.

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CHAPTER 6

HISTORY OF COMMUNICATION STUDIES

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MULTIDISCIPLINARY PERSPECTIVES IN EDUCATIONAL AND SOCIAL
SCIENCES

INTRODUCTION

We can easily say that one of the most important conditions for people to live together is to communicate. In fact, it is not possible for us to accept a community of individuals who do not communicate as a society. When we want to convey our wishes, ideas, and/or feelings to another person, we do so through communication. Communication, which is so essential, emerges as a separate and broad field of research today (Aksan, 2000, p. 42-43). In this context, this chapter focuses on the history of communication studies. In the study, the times where important developments took place were discussed under the titles of separate time periods.

HISTORY OF COMMUNICATION STUDIES

1900-1950:

In the 1900s, we see that radio speeches, drama, practical communication suggestions, and effective speaking were at the forefront. Nazi propaganda was examined during these years. It was especially studied by people of Jewish descent. The reliability of the source and the speaker was discussed, and the source was generally seen as the speaker.

The source can be the person, group, or organization that initiates the communication and delivers the message. Newspapers, radio, and television are mass media sources. In interpersonal communication, the resource is the person. The receiver's sense of trust in the source is effective in taking the message into account (Doruk: 2015). In

persuasive communication, it has been stated that the characteristics of the source/speaker work in influencing the listener (Ulağlı, 2020). In the 2000s, we see that the effects of the characteristics of the source on the recipients have mostly been investigated in the studies on the characteristics of the source in communication (İnceoğlu, 2011). Hovland et al. reached important findings in line with this with his research named "Why Do We Fight?" The study was conducted during World War II. According to the findings of the study, people believe more easily when they trust. They pay attention to the source of the message before what it is. From this, we understand that the source of the news is more important for people than what the news they watch on television or read in the newspaper is. Based on the findings of the research, if the message or news comes from a reliable source, the level of reliability will be higher (Hovland et al. 1953).

1950-1970:

In these years, theories of experimental type and the law of hammer were studied. People saw the media as a hammer. Therefore, those who own a newspaper, television, or radio used the power as they wished.

Today, we can easily say that the media, which has undergone significant changes due to its new order, has both structural and functional problems. Especially since the end of the 1980s, the significant power of owning the media has led to the entry of capital owners who do not understand journalism at all, and these tendencies

have put the media under enormous structural pressure (Çambay, 2019).

In this period, experimental approaches came to the fore. Research reports with quantitative data and applications conducted in the fields began to emerge in these years. In addition, statistical techniques began to be used. Social psychology became an active and academic field. The Shannon-Weaver model demonstrated that subjects can be studied experimentally.

Shannon and Weaver's Mathematical Theory of Communication is widely regarded as one of the main sources of communication research. This model is a prominent example of the current that sees communication as the transmission of messages. Shannon and Weaver developed their theory during the Second World War. In their theory, they aimed to find an answer to the question of how they can send the largest amount of information in a given channel and how they can measure the capacity of any channel to carry information. Shannon and Weaver claimed that their theories can be easily applied to all aspects of human communication (Fiske, 2011).

1960-1970:

It is the period when interpersonal communication gains importance. In this decade, we see that there is communication outside of the media. They were politically chaotic years in the context of the effects of the Vietnam War, and this had a huge impact on American society. Many researchers studied these effects. In addition, the effects of behavioural psychology are seen in these years. The influence of

behavioural psychology can be seen not only in the field of communication, but also in the fields of education and business. In these years, the issue of communication ethics came to the fore. If there are no professional organizations in an autonomous structure, the idea that ethics cannot be mentioned was dominant in the period. Limited communication environments were studied, but this period is the nonverbal communication period. It can be thought of as the transition process from public discourse to interpersonal communication.

1965-1980:

From the beginning of the 1900s until the 1950s, we see that rhetoric was an important field of study. In this period, new rhetoric and Aristotle's categories were studied. These were the years when the relationship between communication and culture were examined.

To Aristotle, rhetoric is closely related to persuasion. Persuasion concerns many points open to contradiction. According to Aristotle, if the speaker knows how to use the set of technical arguments, he can persuade the audience. In this process, the source should not be in an effort to search for the unclear or reveal the truth. To be successful, the source must validate only the most logical view. Aristotle believes rhetoric to be not objective. Since the truth may be insufficient to convince the majority of people, the speaker must find other means to get the listener to believe and accept (Bourse & Yücel, 2012).

Popular culture is among the subjects of interest during these years. In this period, everything started to become marketable. McLuhan

emerges as an important name especially in these years. The tool itself is the message, he says. The message is the medium itself, he says. His work called Global Village is very effective. He stated that "mass media has made the world a global village."

McLuhan saw technology as a starting point in assessing social processes. McLuhan was very popular around the world in the 1960s. Some people spoke highly of him, while for others it was just the opposite. According to him, not the message or the content, but the medium was important. He persistently defended his technology thesis. The tool, he claims, is an extension of the human body, even its transformative. The technological decisiveness thesis expresses exactly this. According to this thesis, technology is at the centre of human and social life. Technology is the power source of social change and transformation (Güngör, 2020).

1970-1980:

In these years, we see that there is a search for a universal model in communication. In this period, communicating by speaking gained importance. The characteristics of the leaders were examined in the context of the idea that leaders should be good speakers. The reliability of the source is also the subject of research in these years. The subject of violence in television was probed. Bandura's social learning theory model was studied. On the basis of the idea that communication is important in building trust, the subject of trust and conflict management is among the topics researched in this period.

1980- :

During this period, ethnographic studies were conducted on how messages were perceived individually. Persuasion and group, mental structures, and differences that direct communication were studied. The period was dominated by the independence efforts of the communication field. In these years, we see interpretive studies especially on culture and women.

There has been a massive increase in empirical and theoretical research on gender and women in the last 20-30 years. We can easily say that the dominant starting point for research is to keep femininity subordinated throughout society. In fact, until recently, there was no serious debate about the role of men in society and personal identity. Feminist research represents the strongest dimension of scientific inquiry in the social sciences of the last century. Feminist research has evolved from an egalitarian feminism to a post-structuralist stage through a woman-centred stage (Anttonen, 1997; Lull, 2018). "In the late 1970s, a research tradition blossomed that reassessed traditional feminine genres and constructs, such as women's motion pictures, romantic fiction, the diary and the magazine, and examined either indirectly or audience participation (Brundson, 1997, p. 190)."

According to Güngör (2020, p. 176) "It has been observed that studies in the field of communication have generally focused on a certain element since the beginning of the 20th century. Perhaps the most comprehensive and multidimensional perspective that has been

followed from tool-centred research to audience-centred research is the studies carried out with an economic policy approach. With the development of capitalism, mass media commenced to be structured with the rules of capitalism within the system. In parallel with the technological developments, the influence of the mass media has also been strengthened."

Communication media has increased in the last ten years, and the gathering and distribution of news has completely changed. As a result of technological advances in the last 30 years, especially the development of microelectronics and the increase in storage possibilities, these different worlds have converged, or rather, a single universe called the world of information industry has been created (Carita & Cattin, 2000, retrieved from Baldini, 2000).

In the case of Turkey, the infrastructure of communication studies was prepared by various social science researches, especially in the Republican period. Since the 1940s, we can see studies that can be considered as communication research. Communication education started in Turkey in the 1950s. With this beginning, communication studies started to be carried out using scientific methodology. The real orientation to communication research was in the 1970s. During this period, important names emerged to organize the field. Original communication studies were conducted in the 1980s and 1990s. Communication studies in Turkey have increased in terms of quantity and quality, and communication literature has gained a

different dimension with scientific research, textbooks, and translations (Tokgöz, 2000).

CONCLUSION

The study aimed to present information about the history of communication studies in the world and Turkey in particular, since the 1900s. In this sense, the chapter touched upon these studies within certain time periods. We see that the historical development of studies in the field of communication is shaped by the fact that communication is an interdisciplinary field of study. Moreover, national and international balances and technological developments have played a pivotal role as well. In this sense, we cannot claim that the definition of communication as a social science field goes back to far; however, in the 21st century, communication research continues its effectiveness with new forms together with the technological developments.

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CHAPTER 7

WHY SHOULD NONVERBAL COMMUNICATION (NVC) SIGNS BE INTEGRATED INTO THE VOCATIONAL FOREIGN LANGUAGE CURRICULA AT TOURISM FACULTIES

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This chapter is based on a literature review about the nonverbal communication signs in human interaction to draw conclusions regarding the integration of nonverbal communication signs into the vocational foreign language curricula at tourism faculties to raise graduates with better foreign language communication skills. It first starts with the definition of the term "*communication*" highlighting what makes human communication different from other forms of communication and then makes clear what nonverbal communication (NVC) is. After that, it highlights the importance of NVC in human communication and mentions the basic functions of NVC. After that, it explains why humans need to use NVC, mentioning the role of NVC in tourism, which is a service-based sector. Finally, this chapter emphasizes, based on the literature review, the need to integrate the teaching of NVC into tourism curricula at tourism faculties in Turkey.

INTRODUCTION

Communication, as a term, could be defined as the process of conveying messages and shared understanding among individuals (Keyton, 2011). The term of communication is rooted from the Latin word "*communis*", and it means common. This definition relies on the fact that a shared understanding occurs through the exchange of messages or information. Otherwise, no one can talk about communication among individuals. Figure 1 below makes clear the elements involved in the communication process (Cheney, 2011).
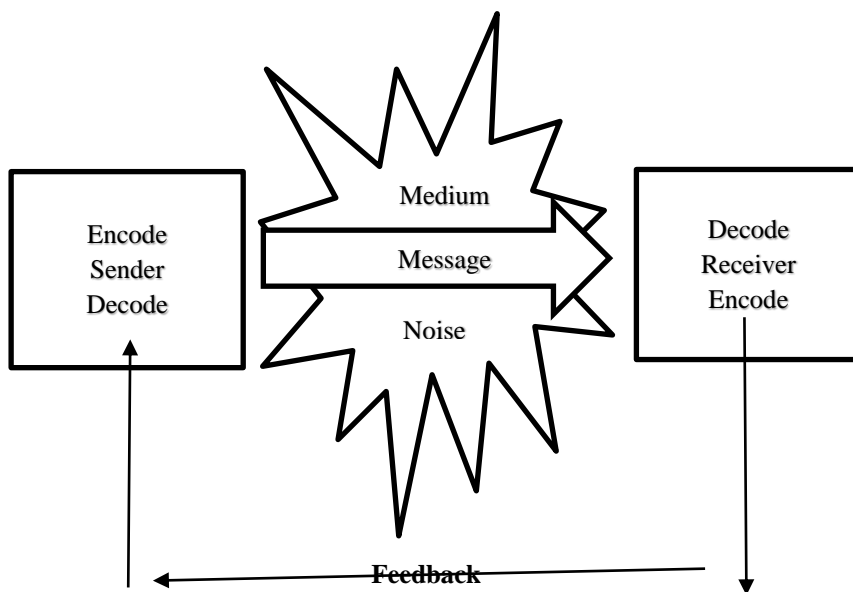
Figure 1: The Communication Process
Source: (Cheney, 2011)

In every form of communication, there is a sender on one side and a receiver on the other side. The sender, as the one sending the message, initiates the communication process. The receiver, on the other side of the communication, is the person who the message is delivered to. It is the sender's responsibility to encode the intended idea or message through appropriate words, gestures and symbols to compose a meaningful message for the understanding of the receiver. The sent message is the output of the encoding in the communication process and it may take place with the use of either nonverbal, verbal or written language items. The message or idea is sent through a channel or a medium, which could be a face to face communication or in the form of phone calls or written forms. The receiver of the message decodes the delivered message and makes it a piece of meaningful information in the mind. Noise-related factors in the medium could

deform the sent message, and thus cause misunderstanding in the receiver's mind. The last stage of communication is the feedback stage in which the receiver reacts, sends a relevant message to the message sending side, and then returns the sender with an appropriate message. With the feedback, the sender could decide if the receiver has understood the delivered message correctly. The elements involved in the communication affect the quality of the communication. Any problem which could take place in one of such elements can deform the effectiveness of the communication (Keyton, 2011).

1. HUMAN COMMUNICATION

Human communication could be defined as a process through which messages are exchanged between parties involved in communication and interaction. Human communication is, in general, divided into two as verbal and nonverbal. The communication that human is involved in through verbal interaction is called verbal communication (VC). In such cases, speakers are expected to use words accurately and thus they can succeed in the tasks that they are expected to perform. Every word used in VC triggers different emotions, senses and reactions in the mind of people involved in the communication.

Canale and Swain (1980) suggested a model for communicative competence and divided this type of competence into four as strategic competence, sociolinguistic competence, discourse competence and grammatical competence. Sociolinguistic competence is all about the knowledge of societal and cultural rules of the language spoken.

Grammatical competence is all about the knowledge of lexical items and rules regarding morphology, syntax, sentence-grammar semantics, and phonology. In other words, it is related to forming sentences correctly for interaction purpose. Strategic competence is about both verbal and NVC strategies used to compensate for failures in communication due to some performance-related problems or insufficient competence in the use of language. Discourse competence is related to connecting sentences and forming meaningful series of utterances. All of these competencies highlight the skills that good users of that language need to communicate effectively in that language.

Credland (1984) highlights that when speakers are involved in face to face communication in some contexts, they need to give immediate feedback, clarification and follow the NVC signs during the interaction involved. When speakers are communicating in a language, they exchange meaning, information and thoughts as well as attitudes and emotions (Sperber and Wilson, 1995).   Nonverbal behaviours of speakers exhibited when communicating could be categorized into four as paralanguage, kinesics, physical appearance and proxemics (Sundaram and Webster, 2000). The details of these categories will be made clear later in this paper.

NVC is very important in businesses that are heavily based on service delivery as in tourism. The reason for that is that employees delivering services are engaged in close relationships with customers. Employees delivering service are usually supposed to exhibit positive behaviours

through body language, facial expressions and tone of their voice (Lam and Chen, 2012), and they should also have a very good appearance (Nickson, Warhurst and Dutton, 2005), all of which are important parts of their job in ensuring customer satisfaction and job-related task achievement.

1.1. What is NVC?

NVC includes the messages exchanged as well as the messages conveyed through your gait, positioning yourself, face and eyes, clothing, gestures, etc. NVC is complementary, substitutable, incoherent, and it is also dependent on the VC of people (Hosseyni, 2012). NVC is also defined as:

> "*a process whereby people, through the intentional or unintentional behaviour of normative actions and expectations, other than words themselves, express experiences, feelings, and attitudes to relate to and control themselves, others, and their environments*" (Hickson and Stacks, 1993 p. 8).

1.2. Why NVC is Important

VC constitutes 7% of the sent messages whereas tone and intonation account for 38%. 55% of messages is conveyed through body movements and NVC signs, which highlights the importance of NVC means used in the transfer of the intended messages (Hosseyni, 2012). As could be seen from these figures, NVC forms most of what we intend to communicate. In line with these figures, Mehrabian (1971) concluded that what listeners perceive about the attitude of a speaker

is affected 7% by the message conveyed verbally and 38% by the vocal tones, and also suggested that 93% percent of communication is achieved using nonverbal channels. This finding seems to have been exaggerated, but it is clear that most researchers agree on the fact that VC constitutes about 35% of the messages conveyed when communicating in any language, NVC has the big share.

1.3. What NVC Includes

Richmond and McCroskey (2004) put NVC into some major categories such as gesture and movement, physical appearance, vocal behaviour, face and eye behaviour, touch, time, space and environment. NVC includes body condition, facial expressions, body movement, symbolic covering and other equivalent phenomena which has value in conveying messages between the sender and the receiver in the interaction (Hosseyni, 2012).

1.4. Characteristics of NVC

NVC takes place in a certain context and NVC is closely related to time and place. NVC could be gestures, behaviour and mental actions. NVC is also closely related to goal and distance. NVC is something more accepted than VC. NVC could take place everywhere or area and could take place wherever there is a lack of five human senses. NVC usually takes place in ambiguous situations when messages have multiple meanings, and it is culture-specific as well as being dependent on the geographical area environment where the communication takes place (Richmond and McCroskey, 2008).

1.5. Why Do Humans Need to Use NVC Signs?

There are many reasons why people tend to use NVC signs when they are communicating in a certain context. The first of them is that words have certain limitations. Therefore, there are a lot of contexts in which the use of NVC signs could be more effective in some contexts, such as when explaining the shape of an object, giving directions, and expressing people's personalities. Another reason is that nonverbal signals are very strong. Therefore, nonverbal cues usually express the inner feelings of speakers as verbal messages usually deal with the outside world. The third reason is that nonverbal messages tend to be more genuine as it is more difficult to control nonverbal behaviours than the words uttered. The next reason is that nonverbal signs could better express feelings which are inappropriate to state verbally. In societies, there is some social etiquette limiting what could be said in some cases, but nonverbal signs could facilitate the communication of thoughts. The last reason is that an alternative channel is needed to facilitate sending complex messages. Speakers could add more meanings to the verbal message using some basic nonverbal signs (Biçki, 2008).

1.6. Basic Functions of Nonverbal Behaviour

Nonverbal messages, as claimed by Hosseyni (2012), usually has six basic functions; completing, denying, repeating, controlling, substituting and emphasizing. Nonverbal messages are usually used together with verbal messages in coordination. A nonverbal message completes a conveyed verbal message as well as reinforcing,

clarifying and thus it makes a conveyed message more available for the recipient of the communication. Some nonverbal messages deny or oppose verbal messages rather than complete them. In other words, they are opposed to the conveyed verbal message. Metaphoric and ironic language could be given a good example for that as it opposes the function of the conveyed verbal message.

Another function of a nonverbal message is the repeating function. Some nonverbal messages may repeat or restate the function of the verbal message, and this could happen independently from the verbal message. Moreover, there may not be any verbal message accompanying the nonverbal message. When ordering two hamburgers, a customer could raise two fingers when saying that s/he wants two hamburgers. The next function of nonverbal messages in communication is the controlling function. VC is controlled and directed by NVC tools, and thus verbal messages could be understood better through the control of the nonverbal messages. Looking at someone or turning your face away from him/her, raising one finger to mean not finished yet, raising and lowering your voice pitch could be given as good examples of such nonverbal signs (Hosseyni, 2012).

The fifth function of NVC is the substituting function. Substituting takes place when nonverbal messages are used instead of verbal messages. Looking at someone in an angry manner has the same message function as expressing anger through a negative verbal sentence. People usually do not need to utter any verbal message to show that they are angry, and they convey their anger through their

nonverbal behaviours. The last function of nonverbal messages is the emphasizing function. Nonverbal messages are often used to emphasize the verbal message. For example, when you pause for a while when you are speaking, you mean to say that what you will say after the pause is very important. Raising your voice tone and speaking louder could also mean highlighting the conveyed verbal message (Hosseyni, 2012).

Capper (2000) listed some other functions of NVC;

- **The regulatory function** takes place when speakers are engaged in conversation with people from different linguistic, socio-cultural backgrounds. Therefore, speakers have to spend a lot of effort to keep the conversation on track. In such conversations, nonverbal signs play a significant role in regulating conversational behaviour.
- **The interpersonal function** takes place when NVC is used to serve attitudes and emotions when involved in interpersonal relations.
- **Emblematic function** often takes place when gestures are used to deliver a certain message.
- **The illustrative function** takes place when NVC is used to show the shape, size, distance of an object.
- **The adaptive function** takes place when speakers need reassurance, self-comforting, which often involve unconscious physical movements such as touching your hair, playing with a pencil or cigarette, etc.

Richmond and McCroskey (2004) also mentioned some forms of NVC as below:

- **Physical appearance** is related to the size and form of the body, hair and skin colour, and height, weight and objects that individuals use.
- **Gesture and movement** are related to the movements of hands and arms, the form of the body and torso, and gait.
- **Facial expressions and eye contact** is related to the messages conveyed through face and eyes
- **Vocal behaviour** is related to the features of voice and voice-related elements such as the accent and dialect of speakers.
- **Space** is related to the examination of the communicative aspects of space. Two important sections are mentioned as territoriality (declared space) and personal space (interactional space). Each of these sends important messages in human communication. Each person tends to differ from the other in using space and space-related messages.
- **Touch** is related to conveying a special message to the recipient, for example, to relieve the listener.
- **The environment** is related to the architecture, decoration, music, light, colour, temperature, perfume and smell of the environment where communication takes place.
- **Time** is also related to sending special messages. For example, being late or on time for a meeting is a means of sending a special message to the recipient.

As suggested by Biçki (2008), signs of NVC could be put into the following major types; head movements, gestures, eye contact, facial expressions and gaze. Gestures are the most popular means of NVC. The aim of using gestures is to send a culturally specific message to

the addressee to avoid ambiguity in communication. The second type of nonverbal sign is head movements. As claimed by Argyle (1988), interpretation in communication is closely related to the cultural norms of those involved in communication as NVC tools are often used. For example, nodding means comprehension of the sent message in a conversation or means that the listener is listening to you and agrees with what the speaker says.

The third type of NVC sign is facial expression. Facial expressions that teachers use when teaching in the classroom could influence how students feel about the environment where the teaching takes place. For example, a teacher with a bored facial expression when teaching means for students that the teacher is not interested in students and what s/he is teaching. Such teachers tend to make their students bored and demotivated to learn. Positive and motivating facial expressions are often used together with positive head movement (McCroskey and Richmond, 1996; Richmond, 2002).

The next type of NVC signs is eye contact and gaze. Eye contact and gaze also have important functions in managing conversations as they provide feedback when speakers need turn-taking, and closing sequences. Similarly to these functions, eye contact and gaze could send special messages such as jealousy, nervousness, fear or establish status such as dominance or deference (Capper, 2000). Teachers' body position and their posture tell students a lot about, such as if the teacher is confident or not, if the teacher makes gender discrimination between male and female students (Capper, 2000)

Another issue to be handled when mentioning nonverbal NVC is proxemics. As in kinesics, proxemics is related to the preferred space used when involved in a conversation. For example, Hall (1966) mentions distance zones in North America as follows:

- **Intimate distance**: It is within the distance of touching or up to eighteen inches. This space is called a reserved space for intimate ones. Individuals do not like seeing other people in this space. Therefore, teachers should not violate the intimate space of students not to be considered intruders. The same could be true in service delivery in service-based sectors like tourism.
- **Personal distance**: It is the distance between eighteen inches and four feet. This distance is for interaction among close friends. This distance is also the best distance for teachers and students in the classroom.
- **Social distance**: This is the distance between four and twelve feet. This distance is usually for close friends.
- **Public distance**: This distance starts from twelve feet and goes farther. Beginning from this distance, speakers feel formal. If teachers prefer to put such a distance when they interact with their students, students tend to feel that their teachers are cold and distant.

Another form of NVC is the use of haptics. Haptics is related to the use of touch to redirect, hold one's attention, encourage, empathize and reassure the hearer. Touching someone, no matter you know or do not know well, requires great attention depending on the culture of the individuals involved in touching when in interaction. Some cultures such as Greek, Turkish and Spanish culture love contact when

communicating, and touching is associated with intimacy. However, some other cultures such as British, Japanese and North American cultures are known to be non-contact cultures, which means that people highly avoid contact when involved in communication (Biçki, 2008). The next form of NVC is the use of vocal intonation and cues. How you say matters more than what you say when communicating, and this could be achieved through intonation (Biçki, 2008).

The next form of NVC is the environment, objects and the classroom. The environment where communication takes place has a great effect on the way of communication. The physical structure of the classroom could matter on the way of communication in the classroom (Biçki, 2008). Dressing style is also influential on communication. What you wear could tell a lot about you and what you intend to say when communicating. Dressing style tells about your sex, age, social status, personality and mood (Biçki, 2008). Teachers' use of time also has a role in NVC. For example, let us assume a teacher who often spends time on the teaching of maths in the classroom, but claims that history is very important as a school subject. Posture is closely related to individuals' self-confidence, health as well as the degree of interest in the environment in which communication takes place. Gestures and movements often help speakers clarify verbal utterances and they are used in face to face communication (Hosseyni, 2012).

2. WHY NVC IS IMPORTANT IN TOURISM

The key issue in building communication with tourists is to use verbal and NVC means in a relaxed manner. The impressions created in tourists' minds are very important in tourism. Nonverbal aspects of communication play an important role in the creation of these impressions in tourists' minds. Thus communication fulfilled in tourism through the use of nonverbal aspects of language can increase profitability in tourism operations (Otilia, 2013).

Research conducted in the relevant field has shown that NVC used by service employees such as emotional display and facial expression (Du, Fan and Feng, 2011), smiles on the face (Söderlund and Rosengren, 2010) and how they physically look (Söderlund and Julander, 2009) as well as the posture, eye contact, smiling, nodding, vocal tone and intonation all have a significant impact on the perceived service quality (Jung and Yoon, 2011). The Emotional Contagion Theory claims that conveyance of emotions through the use of nonverbal signs, when involved in interaction with other people, helps customers feel service employees' emotions (Pugh, 2001). That is to say that the use of appropriate nonverbal signs, when involved in interaction in the service sector, could help customers have positive emotions when they are exposed to service delivery.

2.1. The Link between NVC and Emotional Response

Dimberg, Thunberg and Elmehed (2000) claimed that when varying facial expressions are used in communication, positive and negative emotional responses could be triggered, which means that individuals

benefit from emotional communication when they are involved in face to face communication. Hess and Blairy (2001) found that some mimicry could be observed in cases of anger, disgust and happiness expression. Similarly, Sonnby-Borgström, Jönsson and Svensson (2003) found that individuals with higher empathy skills exhibit more mimicking reactions. Du, Fan and Feng (2011) conducted research in which they used videos as stimuli to find out how emotional displays used by restaurant employees influence customers' emotions. The findings revealed that higher negative emotional displays used by restaurant employees increased the negative customer emotions during the delivery of services. However, employees' positive emotional displays reduced customers' negative emotions during service recovery.

Sonnby-Borgström, Jönsson and Svensson (2003) and Du, Fan and Feng (2011) researched to gather data from real lives of some examined consumers and found that consumers shopping for accessories and shoes were positively affected by the appearance of the salesperson, claiming that their appearance shaped customers' emotions, perceived store image and their purchase intention.

Some other researchers examined the perceived service quality of some consumers as an emotional response to the NVC signs used by service employees (Lin and Lin, 2011; Pugh, 2001), some others researchers tried to establish a direct connection between NVC of service employees and customers' perceived service quality (Gabott and Hogg, 2000). Pugh (2001) conducted similar research in banks

and found that there is a significant and positive relationship between employees' positive emotion displays and customers' positive emotions as well as their positive evaluations regarding the perceived service quality. Yuksel, Hancer and Cengiz (2007) conducted research using a written scenario and a photo of a hotel employee delivering service and found that an open body posture and appropriate eye contact can help customers to develop positive emotions and positive judgements regarding the service delivering employees. It was also found in the same study that the employees displaying positive nonverbal behaviours in their service delivery processes were found to be more competent, credible, trustworthy and courteous in the eyes of the customers receiving the service. Lin et.al. (2011) claimed that affective service delivery of employees had a positive impact on customers' emotions and the obtained service outcomes.

Even though some researchers highlighted the relationship between NVC and customer satisfaction through emotional response or the Emotional Contagion Theory (Jung and Yoon, 2011), it is clear that customer satisfaction in service delivery is closely related to the good feeling about service delivery or good perception of customers regarding the delivered service. In another study by Barger and Grandey (2006) found in the field of food service that customers' expressions change depending on employees' facial expressions. Söderlund and Rosengren (2008) conducted a similar study and found that service employees with smiling faces lead to higher customer satisfaction. The findings of the research were justified based on the

Emotion Contagion Theory claiming that customers' emotions were affected by the facial expressions or behaviours of service employees.

Jung and Yoon (2011) examined NVC from varying aspects such as kinesics, paralanguage, physical appearance and proxemics. They administered survey questionnaires in family restaurants and found that kinesics and proxemics of the examined service employees had a significant effect on customers' positive emotions. Meanwhile, customers' negative emotion was affected by the kinesics and paralanguage of service employees. Positive or negative emotions of customers affect customers' satisfaction. Some other studies examined the direct relationship between NVC and perceived service quality ignoring the relationship between the two examined variables (Jacob, Guéguen, Martin and Boulbry, 2011).

Gountas, Ewing and Gountas (2007) conducted another research and found that NVC is directly related to the satisfaction levels of customers, but they didn't examine the role of emotions in the found relationship. It is clear from the research findings mentioned above that NVC arouses emotional responses.

2.2. Need for Revision in Foreign Language Teaching Curriculum at Tourism Faculties for the Inclusion of NVC.

Ramírez (2012) claims that VC and NVC should be integrated to deliver the intended message in communication. Therefore, teachers teaching English for Tourism purposes at tourism faculties should combine these two forms of communication in their classroom settings. If teachers could achieve this in the classes, the process of

teaching and learning could be made more effective and better learning outcomes could be achieved.

As claimed by Jackson (2014), the relationship between teachers and students has a key role in the level of students' stress. Teachers who plan their teaching based on effective communication in the target language based on both verbal and NVC will help their students be better learners and users of the target language and meaningful interaction will be encouraged in the classroom together with less learner stress, and this will increase the motivation of tourism students for learning and thus the qualifications of the graduates from tourism faculties will increase in the use of effective foreign language communications skills for tourism purpose.

As mentioned before, body language includes many nonverbal signs which facilitate communication. When teaching tourism English in the classroom, both verbal and nonverbal signs should be used when students are taught in the classroom. Teachers should plan how to and when to use both body and oral language skills and thus students should be helped understand what is delivered in the classroom. Thus teaching and learning of what is taught in the English classes taught at tourism faculties is made more effective. Teachers should use body language, nonverbal signs and eye contact, and they should also care about the distance with the students, and they should always remember that classroom management is achieved through about 75% of nonverbal signs (Darn, 2005).

NVC is influenced by behaviour very much. Therefore, signs and the use of nonverbal signs should be an integrated part of the English language curriculum at tourism faculties. For example, using nonverbal signs in communication in foreign language classrooms has become one of the best ways used for effective English teaching in Japan (Morine-Dershimer, 1985). The teaching of nonverbal signs in English language classes will increase students' awareness of intercultural values as both native and nonnative speakers of that language.

To achieve the teaching of NVC in the classroom, the following techniques could be used.

- Discussion sessions could be held about what each gesture and expression means and this could be done by the class teacher through demonstration, the use of images and relevant materials.
- Then students could be asked to imitate what is demonstrated by the teacher, both physically and emotionally.
- Video watching sessions could be organized and students could be allowed to watch short videos without any sound and then discussions could be organized about the body language, emotions and feelings used in the watched video clip.
- Students could be encouraged to write dialogues using only gestures and expressions.
- Learners could listen to one another in pairs for a moment and try to guess what is meant through the voiceless dialogue

- Charades sessions could be organized in the classroom and the use of nonverbal signs, body language and gestures could be encouraged under the supervision of the class teacher.

Another advantage of integrating the teaching of NVC into the English language curriculum is that the use of NVC in the classroom reinforces the power of communication in the classroom adding extra languages such as reducing the speaking time, increasing students' participation, increasing students' confidence, making the given instruction easy to understand, better classroom management practices, increased listening skills, increased performance in the use of target language, fewer misunderstandings and increased intercultural knowledge (Darn, 2005). It shoıld be pointed out in the curriculum that NVC is always an integrated part of the English language curriculum and students understand the symbols and their meanings.

3. DISCUSSION AND CONCLUSION

This paper aimed to review the relevant literature to highlight the impact of NVC signs in human communication and to justify why NVC should be an integral part of vocational foreign language curricula at tourism faculties in Turkey. It was found through the literature review that the teaching of NVC signs could make vocational foreign language teaching more effective. The findings from the literature review reveal that tourism students' attention should be attracted through both verbal and nonverbal signs in the learning environments. When learners are taught based on a multi-

faceted relationship with students using both verbal and nonverbal communication skills, the efficiency of educational materials used for vocational foreign languages at tourism departments increases. Nonverbal communication could help learners who avoid participation in the classroom participate in the activities and thus gain better productive skills facilitating communication when performing their jobs in the sector following their graduation. It is also another finding from the review that tourism students' consciousness should be raised about the importance and role of the match between verbal and nonverbal communication during interaction considering that nonverbal communication usually dominates the message given through verbal message because tourism faculty graduates are expected to be employed in the tourism sector, which is one of the services and thus communication-based sector. In addition to that, tourism students' consciousness of the functions of NVC should be raised through the curriculum about the functions of nonverbal communication and how they could compensate for their communication failure with the use of appropriate NVC matching with the verbal communication as well as how NVC could make the meaning stronger when involved in face to face communication.

Communication skills are very important for tourism students when their future career in tourism is considered. Integration of NVC in the curriculum at tourism faculties has a major role in the effective teaching of foreign languages for tourism purpose. When the importance of communication is grasped and thus integrated into the curriculum and implemented in the classroom effectively, the

education given to tourism students will be more qualified and learning the taught foreign language will be more meaningful for tourism students as the learned language will be similar to the language used in real-life contexts. Therefore, more effort should be done in the integration of verbal and NVC into the foreign language curriculum at tourism faculties, and thus the qualification and professional performance of tourism faculty graduates will increase and thus the tourism sector will function more efficiently as employees with better foreign language communication skills will be employed in the sector.

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CHAPTER 8

SOCIAL MEDIA ANALYTICS IN CONSUMER BEHAVIOR

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INTRODUCTION

The general purpose of the consumer behavior discipline is to examine consumers' decision processes and create specific behavioral patterns. For this purpose, the determination of the internal and external factors affecting the decision-making mechanisms of consumers and the effects of these factors on the decision-making mechanism has been the subject of many studies in detail. While the internal factors affecting consumers are called psychological factors, environmental factors are classified under socio-cultural factors. Understanding these factors in-depth and determining their effects on consumption decisions made it necessary to benefit from many disciplines such as psychology, sociology, anthropology, and statistics. Thanks to this interdisciplinary structure of consumer behavior, many models have been developed until today. Of course, the development of these models showed a gradual improvement, and the simple models that were put forward in the beginning, gave way to more comprehensive and complex models as time passed. As with early models, the number of comprehensive models is not unique. Today, different consumer behavior models are widely used in the literature. The main reason for this situation is that the researchers whose models are presented have different perspectives on understanding and explaining consumer behavior.

Regardless of which point of view a person has, which discipline he uses, the essential condition for working in consumer behavior is to understand and analyze the characteristics of consumers correctly.

Question of who the consumer is the most critical question to be answered at the beginning of any research. Since the psychological and cultural factors that affect people's decision-making mechanisms will differ for each individual, the answer to who the consumer also varies is. At this point, it would be helpful to narrow the scope of this fundamental question a little. This narrowing process is called market segmentation in the marketing literature. Consumers are grouped by considering their shared characteristics in the market segmentation process, and businesses organize their activities for these groups. These activities include all marketing mix functions, from the products' decisions to be produced to the promotion strategies.

With the help of the opportunities provided by the developing technology over time, both the structure and the amount of information collected about the consumers have changed. Thanks to information technologies, businesses have had the opportunity to gather more information about consumers than ever before. This information has increased so much that a brand-new field of study called big data has emerged today. Determining and using the correct and necessary information from the vast amount of data collected has emerged as a separate field of expertise today.

In this study, social media analytics in consumer behavior was examined. First of all, the development process of the consumer behavior discipline from its emergence until recently and essential names and domains of work that contributed to the field are included. Then, the consumer behavior models that emerged with the past

studies were examined with the comprehensive consumer behavior models used today. Then, psychological, socio-cultural, and other factors affecting consumer behavior are explained in detail. In the last part, the methods used in consumer behavior are evaluated in social media analytics as a new technique.

1. CONSUMER BEHAVIOR

Consumer behavior is a subset of human behavior. For this reason, the way to understand consumer behavior is through the use of concepts and theories that explain human behavior. Therefore, consumer behavior has emerged from many ideas from psychology, sociology, and other social science fields. The use of many disciplines has led to the emergence of different interpretations and approaches in understanding the causes of consumer behavior. The school of consumer behavior constitutes one of the schools with the most significant impact in the marketing discipline. As a result of this situation, many researchers from both inside and outside the marketing discipline have shown interest in the subject. Personal benefit from psychology as a result of benefiting from different fields bounded rationality, cognitive dissonance (Festinger, 1957) and cognitive conflict, emotional and rational behavior, group dynamics, motivation (Maslow 1954, Allport 1961, McClelland 1961) concepts were taken. Social class and opinion leadership ideas and diffusion of innovations are borrowed from sociology (Warner et al. 1949, Katz and Lazarsfeld 1955, Rogers 1962). Apart from behavioral sciences, consumer behavior also used concepts from mathematical sciences.

Stochastic processes, optimization theory, and linear programming are techniques used in operations research and management science to study consumer behavior (Massy et al. 1970). In short, the consumer behavior school of marketing emerged and spread rapidly due to the need for marketing practitioners to understand the consumer.

Many researchers from many behavioral sciences disciplines have been found among marketing scholars interested in consumer behavior research. George Katona was among the early pioneers in the behavioral sciences. Katona's classic work (1953) increased the interest in consumer behavior by addressing the differences between economic and psychological behavior. Another important name is Paul Lazarsfeld. His research on opinion leadership and personal influence (Katz and Lazarsfeld 1955) led to the emergence of the word-of-mouth research tradition in consumer behavior. Rogers (1962) quickly became popular in marketing for his work on the diffusion of innovations, and many empirical studies have been carried out on the distribution of new products and brands. Finally, the cognitive dissonance theory developed by Leon Festinger has led many studies over the years. This theory has now become an integral part of consumer behavior theory.

The consumer behavior school emerged in the early 1950s. Three different research areas were prevalent in this first period. The first of these is motivation research that started under the leadership of Ernest Dichter (1947, 1964). Reference groups and word of mouth's influence are the second research area. In this period, the role of

advertising, personal influence, and opinion leadership in consumer behavior was examined (Arndt 1967). The third research area focused on household decisions (Sheth 1974). In the following years, researchers from many different academic disciplines became interested in consumer behavior. This interest has led to the emergence of new research areas. Brand loyalty, one of them, has led to the development of brand loyalty models based on Bernoulli, Markov, and other stochastic processes. In the 1960s, laboratory experiments in consumer behavior began to become widespread and used electromechanical tools for this purpose. Finally, the perceived risk theory put forward by Raymond Bauer (1960) has added a new dimension to consumer behavior. Bauer argued that consumers do not maximize utility as economists suggest but instead minimize the risks associated with the choices they make. The diversification of consumer behavior and the research methods used have increased the interest in developing comprehensive consumer behavior theories.

Although these models were developed based on models used in the past that tried to explain consumer behavior based on a single concept, they considered more variables. Some of these models, whose fundamental assumptions, despite their differences, are process orientation and feedback through learning and experience, were developed by Howard (1963), Nicosia (1966), and Engel, Kollat, and Blackwell (1968). In the 1970s, new research trends continued to emerge. The first of these is industrial purchasing behavior (Robinson et al. 1967). Population control, education, transportation, and

nutrition were the second area of research (Sheth and Wright 1974). It's a direct result of the growing interest in applying marketing concepts and practices to nonprofit organizations (Kotler 1975). Joint decision-making in purchasing, forming an attitude, and information processing were among the popular topics of this period (Jacoby et al. 1974, Wright 1973, Bettman 1979). Today, symbolism, experiential behavior, and the effect of religion on consumer behavior are among the topics that have gained popularity in consumer behavior.

It is possible to take the models developed to explain consumer behavior systematically within the following three basic approaches.

1. Preliminary approaches (a priori),
2. Empirical approach
3. Eclectic approach

Early examples of consumer behavior models often originate from the sciences that contribute to consumer behavior and marketing. These models can be summarized as follows;

1. The Marshallian economic model with emphasis on economic motives
2. Learning-based Pavlovian learning model
3. The Freudian psychoanalytic model with emphasis on psychoanalytic motives
4. Veblenian socio-psychological model based on socio-psychological factors

5. Hobbesian organizational factor model based on organizational factors

These models attribute the consumer's purchasing behavior to a specific factor and are characterized as relatively simple. In other words, some of them do not go into behavioral details, while those do have partial behavioral pieces. However, they do have some practical benefits because they are relatively simple and easy. On the other hand, these models have helped to develop more detailed models (Jisana 2014).

The models developed within the scope of the eclectic approach are relatively more detailed. In these details, behavioral elements predominate. However, these models have some weaknesses due to their motivational features. They try to explain by considering as many variables as possible that may affect the consumer purchasing process. The most known models are:

1. Nicosia model
2. Engel, Kollat , and Blackwell model
3. Howard and Sheth model

In the Nicosia model, consumer behavior is briefly discussed in four parts and with an information flow and feedback scheme. In the first part, the inputs of the firm and the characteristics of the consumer, which can be influential on consumer behavior, in the second part, the consumer's research and evaluation of these inputs, and in the third part, the purchase decision in case of positive motivation arise as a result of this evaluation. Finally, the last part assumes that the

purchase results are returned as feedback to the firm and consumers (Bettman and Jones 1972).

In the Engel, Kollat, and Blackwell (EKB) model, consumer behavior is considered a decision process. The model, which is the basis for this decision process, can be examined in four main sections. The first part is the inputs, the second part is information processing, the third part is the central control unit, and the fourth part is the decision process output. In the model, initially, the inputs come directly or indirectly to the main control unit. Then, the information received in the central control unit is subjected to filtration in a psychological command center. Finally, new information is evaluated in the light of past knowledge and with the influence of consumer personality in terms of various features, and an attitude is formed. The psychological command center of the consumer, in a sense, constitutes a "black box." Ultimately, the consumer begins the decision process regarding inputs with the diagnosis of the problem and may move towards (a) valuing alternatives, (b) purchasing, and (d) post-purchase valuation or a later behavior (Rau and Samiee 1981).

The Howard and Sheth model, which is a comprehensive model of consumer behavior, consists of four essential elements: (a) input variables, (b) output variables, (c) default (behavioral) items, and (d) external variables. Starting from the difference between buying a brand for the first time and rebuying it, the model is divided into extensive problem solving, limited problem solving, and routinized

response behavior phases (Rau and Samiee 1981, Bettman and Jones 1972)

When all three models are examined, some differences are seen in terms of their assumptions and features. While these differences make their comparison difficult, they also produce some significant contributions to consumer behavior. All three models are based on the consumer purchasing decision. We can specify these standard features of the models as follows:

1. Inputs (marketing components and socio-cultural factors)
2. Behavioral processing (motivating factors)
3. Outputs (purchase or not)
4. Feedback (to the consumer and the firm)

2. FACTORS AFFECTING CONSUMER BEHAVIORS

Many factors have an impact on consumer behavior. While some of these factors have effects at the individual level, the results of others occur at the social level. The factors affecting consumer behavior are classified as psychological factors and socio-cultural factors.

2.1. Psychological Factors

Psychological factors that affect consumer behavior stem from their intrinsic motivations that affect consumers. Psychological factors will be examined as six factors in this study. These factors are; perception, motivation, attitude, learning, personality, involvement.

2.1.1. Perception

Perception is the process of people trying to understand their environment through their five senses. After the environmental stimuli are transmitted to the consumers to be evaluated through the five senses, the exposure stage comes. At this stage, the messages of the enterprises are conveyed to the consumers. For the success of the perception process, attention comes after the exposure stage. At this stage, consumers also need to pay attention to the message conveyed to them and to which they are exposed. Consumers' attention, exposed to hundreds of advertising messages every day, is directed to only a few of these messages. At this point, the concept called selective perception comes into play. Selective perception is the concentration of consumers' attention on specific situations or products for the need they feel at that moment. The final stage of the perception process is interpretation. At this stage, the stimulus exposed is evaluated by the person. While making this evaluation, the characteristics of the perceiver and the properties of the perceived object gain importance (Koç 2019).

Consumers' decision-making and purchasing behavior are heavily influenced by their perceptions of risk (Mitchell 1999, Laroche et al. 2010). In the 1960s, Raymond Bauer, who pioneered the concept of perceived risk in consumer behavior research, proposed that consumer behavior is a case of risk-taking and risk-aversion (Laroche et al. 2004). Evaluating consumers' purchasing behavior has become more

straightforward and understandable since the definition of the perceived risk concept (Yener 2012, 2017).

In different disciplines such as economics, psychology, and statistics, the risk is expressed concerning the choices between situations that can cause both positive and negative results. Consumer behavior generally focuses on the potential negative consequences of the choices consumers make. This is the most crucial difference in marketing and other disciplines to the concept of risk (Stone and Gronhaug 1993, Dholakia 2000). Perceived risk occurs when consumers have uncertainties about the consequences of their purchasing decision. The degree of risk perceived by consumers is an essential factor affecting the purchasing decision (Schiffman and Kanuk 2009). Purchasing decisions involve risk if there is uncertainty in the outcome of the decision. If it is known that the outcome of a situation will result in a loss or damage, this situation is not defined as a risk (Cunningham et al. 2005). If the perceived risk occurs below the level that the individual can accept, the effect is small and negligible (Greatorex et al.1992). However, the perceived high level of risk may cause the consumer to delay or altogether cancel the purchase (Cunningham et al. 2005).

Jacoby and Kaplan found in their study that there are five dimensions of perceived risk. Later, as a result of the studies of other researchers, time risk as a sixth dimension became one of the perceived risk dimensions (Stone and Gronhaug 1993). Dimensions of perceived risk are;

- Physical
- Social
- Financial
- Psychological
- Time
- Functional

Physical risk expresses concerns about the effects of the product or service on the consumer's physical health. Unsuccessful use of some products poses a danger to the health or safety of the consumer, and physical risk arises (Roselius 1971). **Social risk** states that choosing the wrong product can result in social embarrassment (Schiffman and Kanuk 2009). It means the loss of an individual's status in a social group due to purchasing a product. This type of risk relates to the product being unpopular, causing negative thoughts or judgments, and damaging the social image of the individual in any way. **Financial risk** is the cost of the loss that occurs when the product fails, ensuring that the purchased product works as it should or replacing it with a successful product (Evans and Berman 1997). **Psychological risk** is related to whether the product purchased by the consumer will match their personality and increase their sense of self. It is also related to the disappointment and loss of psychological balance caused by making a wrong choice (Yener and Taşçıoğlu 2020). Roselius (1971) defines **time risk** as the consumer spending extra time searching for a suitable product or replacing it when the products purchased do not provide sufficient satisfaction. Thus, the risk of loss of time has two

components—waste of time before and after purchase. **Functional risk** occurs when the product fails to provide the desired benefits because it does not perform as intended and advertised. In other words, it is the fear of the product failing to perform as expected (Taşçıoğlu and Yener 2019).

When the perceived risk literature is examined, it is seen that the focus of the researchers is on the concept of risk and the measurement of the concept of risk. The same attention has been paid to how consumers meet these risks and strategies to reduce these risks (Mitchell and McGoldrick 1996). While some consumers perceive a high degree of risk in various consumption situations, others may perceive less (Assael 1987). There are two general approaches to risk reduction methods. The first approach is to increase the certainty of the purchase so that it does not fail, and the second is to minimize the consequences of failure. Other risk reduction strategies include consulting with family or friends, past experiences, warranty, price information, consulting a salesperson, buying known brands, and obtaining information from advertisements (Mitchell and McGoldrick 1996).

2.1.2. Motivation

Motives are defined as the force that moves people to act. From a physiological perspective, the emergence of motives is closely related to the emergence of needs. When a need arises, people experience a certain level of tension. Elimination of this tension is only possible by meeting the relevant need. Motives have a very dynamic structure.

Therefore, the reactions of different people to the same situation may differ from each other. Likewise, a person's responses to the same situation at different times may vary from each other. This differentiation is affected by many factors, such as the physiological characteristics of individuals, the environment they live in, and past experiences. This situation is that the aims of each person to meet their needs are different from each other (Schiffman and Wisenblit 2015).

Needs can never be fully satisfied; satisfaction will only be possible temporarily. For example, a person who eats will only meet his hunger need until he is hungry again. Needs have a particular hierarchy. Although people have multiple needs simultaneously, there is a hierarchical order of priority regarding fulfilling these needs. For example, a hungry person during an exam has to rank between hunger and the need for success. Whichever need is more dominant will be preferred to meet that need first. Every person has needs. Some of these needs are innate, and some are acquired later. For example, physiological needs are natural needs. These needs are met in the same way for everyone. Acquired needs will differ according to the environment in which the person lives and the cultural characteristics he or she has. Innate needs are called biogenic needs, while needs acquired under the influence of environment and culture are called psychogenic needs (Solomon et al. 2006). Various studies have been carried out regarding the classification of needs. However, none have become as popular as Abraham Maslow's hierarchy of needs. Maslow

formulated biogenic and psychogenic needs in a hierarchy. The fulfillment of a need in this hierarchy leads to the emergence of a higher-level need. The hierarchy of needs are; physiological, safety, social, esteem, self-actualization

For people, their purpose has value. They act to achieve their goals. Some of these behaviors are called approaching, and some are called avoiding. Approach behavior refers to desired outcomes, while avoidance behavior refers to undesired consequences. In particular, consumers may have more than one motive in their purchasing decisions. These motives may conflict with each other. This contradictory situation means a conflict situation that needs to be resolved for consumers. Consumers can have three types of conflicts regarding their motives;

- Approach – Approach conflict
- Approach – Avoidance conflict
- Avoidance – Avoidance conflict

When the consumer is stuck between two equally desirable options, an approach–approach conflict situation arises. The cognitive dissonance reduction process can reduce this conflict. In cases where consumers have to choose between two undesirable conditions, the avoidance-avoidance conflict situation arises. Marketers can eliminate this conflict by highlighting the unpredictable benefits of the products they offer to consumers. The conflict that occurs when consumers want to perform a behavior while avoiding it at the same time is called approach-avoidance conflict. Smoking is an example of this situation.

While smoking is accepted as a cool situation in the environment, it encourages smoking. If it is avoided due to its adverse effects on health, the approach-avoidance conflict will occur (Hoyer et al. 2013).

2.1.3. Attitude

Attitudes are defined as people's general evaluation of an object, a situation, or a person. Attitudes are learned. Every buying experience, comments, and recommendations of others lead to an attitude or change an existing attitude. Attitudes are generally in harmony with behaviors. However, every attitude can't turn into a behavior. Attitudes change more quickly when the consumers are not loyal to the brand or do not have enough information about the product. Otherwise, attitude change is more complicated. If attitudes are neutral, the opinions of others can affect consumers. Moreover, this effect is valid even when this person is not considered to be an expert on the relevant subject (Schiffman and Kanuk 2009).

Attitudes consist of three components. These are effective, cognitive, and behavior (conative) components. The feelings that consumers have towards a product form the affective (emotional) part of attitudes. Cognitions are beliefs that lead consumers to form attitudes towards a particular object or situation. Conation is an attitudinal component that expresses the likelihood that customers will act in a specific way. It is also described as the transformation of attitudes into actual behavior. This model briefly illustrates the relationship between knowing, feeling, and doing. These three components are essential for

attitudes, although their relative importance may differ (Solomon et al. 2006).

Attitudes serve various functions for individuals. For a variety of reasons, people can have the same attitude. Marketers need to know why attitudes are formed. Attitudes have a total of 4 functions. These are;

- Utilitarian function
- Value-expressive function
- Ego-defensive function
- Knowledge function

The **utilitarian function** is concerned with remuneration and punishment. Consumers will develop a positive attitude toward the related product due to the benefits obtained from the products consumed (for example, the taste of the food). The **value-expressive function** is the attitudes developed by consumers to express themselves to the outside world. As a result of these attitudes, consumers prefer to use suitable products for their values. The **ego-defensive function** refers to the use of consumers as a tool to reflect their selves. As a result, a positive attitude will be created towards the products that are compatible with the characteristics of the consumers. **Knowledge function** is the attitudes developed to have the information consumers need to understand the world.

An attitude can have more than one function. However, one of these functions is usually more dominant than the others. It is not always

possible for consumers to have positive attitudes towards products or the way businesses desire. Therefore, companies may want to change consumers' attitudes towards their products. Attitude change is a method frequently used by businesses. Since attitudes have a learnable feature, it is also possible to change them. The types of attitude change are given below;

- Building a new and distinct belief
- Reinforcing an existing positive belief
- Changing the assessment of a strong belief

2.1.4. Learning

People store their information in their memory. Consumer memory is the process of storing consciously or unconsciously formed information and recalling it when needed. Recall is the process of remembering or accessing what was previously stored in memory. The information we learn about events, experiences, and evaluations is constantly stored and remembered. The state of recall differs from person to person. Among the factors that cause this difference are the physiological characteristics of people, situational factors, and the characteristics of the information to be remembered. As a consumer, the degree of satisfaction experienced in the past and as a result of use is recognized (Schiffman and Wisenblit 2015).

Learning is the process of a person's behavior changing as a result of their experiences. As a result, the learning process continues at all times. Incidental learning refers to learning that occurs without people being aware of it. Learning psychologists have developed a variety of

theories to explain the learning process. Because basic learning principles are central to consumer purchasing decisions, marketers must understand these theories. According to behavioral learning theories, learning occurs as a result of responses to external events. This perspective does not take into account internal thought processes. The mind is treated as a black box, and its visual aspects are dealt with. Learning theories are grouped as behavioral and cognitive learning. Behavioral learning theories are divided into two subheadings; classical and operant conditioning.

Classical Conditioning is the process of establishing a link between a stimulus that elicits a response and another stimulus that does not produce a reaction on its own. This was first applied to dogs by Ivan Pavlov, who researched digestion in animals. Without the stimulus, there is no reaction. A stimulus that does not naturally cause a response begins to generate a response due to reactive conditioning. Responsive conditioning is based on three basic principles. These are repetition, stimulus generalization, and stimulus discrimination. Stimulus generalization is when stimuli similar to the conditioned stimulus cause similar responses. In his studies, Pavlov found that his dogs only gave identical answers when they heard bell-like sounds. People react in the same way to similar stimuli as they would to a unique stimulus. Stimulus discrimination is when the conditioned stimulus is perceived as different from other stimuli (Solomon et al. 2006).

Operant conditioning is when a person learns to perform behaviors that result in positive outcomes while avoiding negative consequences. Classical conditioning's responses are involuntary and relatively simple, whereas operant conditioning's reactions are deliberate and complex. There are three types of operant conditioning (instrumental learning) (Hoyer et al. 2013).

- Positive reinforcement
- Negative reinforcement
- Punishment

The response is reinforced, and appropriate behavior is learned when the environment provides positive reinforcement in the form of a reward. Negative reinforcement strengthens answers to understand behavior that is considered appropriate. Punishment occurs when an unpleasant event follows a reaction, as opposed to situations in which we learn to do certain things to avoid discomfort. Punishment teaches not to repeat the behavior.

Cognitive learning is a type of learning that occurs as a result of mental processes. Cognitive learning theory, in contrast to behavioral learning theories, emphasizes internal mental processes. When people observe the actions of others, they learn through observation. They then use the information they have acquired as a result of their observations for their behavior. Even if the person does not have experience with the ability to think, he will understand his problem and learn the solutions. Direct exposure to reward or punishment is not required for learning to occur. By observing the consequences of

the actions of others, people can change their behavior. The process of imitating the behavior of others is called modeling. The person remembers the behaviors he modeled while performing the relevant action and acts accordingly.

2.1.5. Personality

The concept of personality and how it affects consumers has always been an attractive topic for consumer research. As a popular definition, personality is defined as how individuals behave consistently in various environmental situations (Plummer 1985). However, there is no single definition of personality generally accepted by researchers. A person's personality is a distinct, consistent, and structured relationship with his/her inner and outer environment (Yavuz 2004). Until today, many definitions of the concept of personality, about which many ideas have been produced and theorized, have been made. Some of these are (Ryckman 2000);

- Personality is a harmonious whole brought about by the effects of innate biological characteristics and social factors coming from the environment on each other. Thus, it can be concluded that personality is a product of both hereditary traits and the environment.
- Personality refers to the combination of structures, behavior patterns, thinking characteristics, interests and tendencies, talents, abilities and orientations, and mental states that makeup one's personality.
- Personality is all the features of emotion, thought, and behavior

that make a person different from others with their objective or personal aspects.

Although there are many definitions, researchers agree that personality is a dynamic and organized set of character traits that affect a person's thoughts, motives, and behaviors (Rojas-Mendez 2004). People's differences in emotions, thoughts, perceptions, attitudes, and behaviors determine their personality. Thus, personality is the name given to the whole of feelings, thoughts, perceptions, attitudes, and behavior patterns for that person (Furnham 1999). As mentioned above, personality is not a permanent and static feature of human beings. Personality-related traits that change are the character, temperament, intelligence, and abilities of a person (Hogan 1997). Character is the whole of individual behaviors and the value given by the environment to the person's physical, emotional, and mental activity. An individual's character consists of personal characteristics and value judgments of the environment in which he lives. Whether or not to adopt these value judgments creates character. In character, the personality and the value judgments of the environment are interpreted together. Temperament is psychological attitudes caused by inherited physiological features such as the feature of the nervous system or the working of the endocrine glands more or less. Getting angry quickly, being bored, cheering up, getting angry, being active or inactive, etc., temperament traits vary from person to person. Considering the information given about personality, personality can guide studies on consumer behavior according to the characteristics listed below (Yavuz

2004).

Personality distinguishes the individual from others. An individual's personality makes it different due to hereditary characteristics and personal experiences. However, many people can show similarities in certain personality traits. For example, some are introverted while others are more social. **Personality is consistent and continuous**. Consistency means that the person does not change their behavior in similar situations. This feature is essential for marketers. It is pointless and unsuccessful for marketers to try to change consumers' personality traits to lead them to buy their products. Instead, it is meaningful to determine which personality traits influence purchasing certain products and develop strategies to adapt to them. **Personality can change**. Although it is stated that the personality is balanced and continuous in one of the above characteristics, the personality can change in some different conditions.

Different theories have emerged to explain personality, which is defined as a set of functional characteristics that distinguishes one person. Contemporary theories; In modern personality theories, which can be grouped under the headings of type, quality, status, trait, and behavior theories, the act of making generalizations based on singular characteristics predominates. Studies on personality psychology began in the 1930s. Since then, two main personality theories have emerged. The first is the trait theory, and the other is the person-state theory (Wee 2004). While some theories deal with personality development, some views deal with personality structure. Both concepts are essential, but as

a result, they lead to different approaches from each other. Sociologists and anthropologists have also had an impact on the creation of some personality theories. This influence has emerged not from what is inside people but rather from discussions about what is happening outside and around them. Later, with his ideas and discoveries, biologists and geneticists significantly influenced personality research (Furnham 1999).

2.1.6. Involvement

The concept of involvement has its roots in the work of Allport (1943) and Sherif and Cantril (1947). Although there is no standard definition adopted by all authors working on the subject, Rothschild's (1984) definition of involvement is the most widely used in the literature. According to this definition, involvement is the unobservable state of interest, arousal, and motivation evoked by a particular stimulus or situation. Furthermore, Zaichkowsky (1985) defined involvement as a person's interest in an object based on their needs, values, and interests. For this reason, involvement can be considered as the importance attributed to an object. Consumers' decision-making processes and information-seeking activities differ depending on their level of involvement. They can be active or passive in their opposition to promotional messages as a result.

Houston and Rothschild classified involvement and discussed it under three main headings (Laurent and Kapferer 1985, Michaelidou and Dibb 2008). The types of involvement are as follows, according to this classification;

- Enduring
- Situational
- Response

Enduring involvement refers to a customer's long-term interest in a product. The relationship between the consumer and the product is not dependent on a specific purchase. A consumer with an enduring involvement in a product obtains various benefits resulting from the use of the product (Venkatraman 1989). **Situational involvement** is temporary and ends after the purchase is completed. However, Richins et al. (1992) stated that situational involvement would disappear after a while, not immediately after the purchase. The term **response involvement** refers to a behavioral approach that includes information gathering and decision-making. In this context, participation is viewed as a behavior rather than a tool. Information research and product purchase time measure and conceptualize response involvement (Michaelidou and Dibb 2008).

Rothchild and Houston's conceptualization of involvement forms the basis for the views of most authors working in the field. Zaichkowsky (1986), who was influenced by the definition and classification of involvement by these authors, examined the concept of involvement in three different categories. These are;

- Advertising
- Product
- Purchase decision

Product involvement is defined as the consumer's interest, arousal, and motivation for a product regardless of time and situation (Dholakia 2000). The bond determines this that the person establishes between his own life and the product. A development essential to the consumer does not necessitate a constant interest in that product (Mittal 1989). **Purchasing involvement** is defined as the consumer's state of interest, arousal, and motivation towards purchasing the product, depending on the size of the risk to be taken and the benefit to be obtained when a purchase decision has to be made. Product involvement and purchase involvement are different from each other. Purchasing involvement relates to the purchasing activities of individuals. On the other hand, product involvement is the interest towards a specific product category (Quester and Lim 2003). The state of interest, arousal, and motivation felt by a person in response to an advertisement or the message about a product in the ad is known as **advertising involvement** (Çakır 2007).

Consumer involvement is based on motivation theory. Motivation is a very dynamic structure that constantly changes depending on the experiences of people in life. Explaining how one's behavior begins, how it continues, and how it ends is among the processes of this theory (Sansgiry et al. 2001, Michaelidou and Dibb 2008). The average customer has to make dozens of decisions every day, but only a tiny fraction of those decisions matter. The behavior of consumers with different levels of involvement will also differ. For example, when involvement is low, consumers often turn to brands they know

and trust. For this reason, marketers consider consumer behavior from two different perspectives. These are the behaviors of high-involvement consumers and low-involvement consumers (Kim 2005).

2.2. Socio-Cultural Factors

The second of the main factors affecting consumer behavior are socio-cultural factors. People who are social creatures are in contact with other people in the society they live in. Moreover, this communication is a need for humans. Therefore, when considered as consumers, people are influenced by other people in their purchasing decisions. Although the level of this effect differs from person to person, it is valid for all people. Culture, social class, and reference groups are socio-cultural factors that influence consumer behavior.

2.2.1. Culture

People's lives are shaped by culture, which provides "proven" methods for meeting physiological, personal, and social needs. People are born in a culture and live their whole lives within the boundaries that the culture has determined in our lives. However, people do not feel the influence of culture distinctly in their lives. Often, we only become aware of how culture shapes our behavior when encountering different cultural values or traditions. Culture affects people's lifestyles, and their lifestyles affect their consumption patterns (Taşçıoğlu et al. 2019). Culture is defined as the common meanings shared by people in a social group. Culture consists of various elements. These elements are; values, language, religion, beliefs, and myths. The factors that

make up the culture are learned from the environment in which people live, from childhood. These elements, shared by a part of the society, create a bond between the community members. Culture is the personality of an organization, so it is not easy to define its boundaries. Therefore, various studies have been conducted on the classification of culture. However, the most widely used categories belong to Hall and Hofstede.

Hall divides cultures into two groups in terms of their communication. The first of these groups are high-context cultures that use the external environment and non-verbal behaviors while creating and interpreting meaning in the communication process. The second group is low-context cultures that use more direct and clear verbal and written communication in their communication. Messages given to consumers in low-context cultures are clear and do not contain hidden meanings (De Mooij 2019). While the statements are being prepared, it is assumed that the consumers know nothing about the relevant subject.

According to Hofstede (1980), cultures are evaluated according to five criteria. These dimensions are power distance, individualism / collectivism, masculinity / femininity, uncertainty avoidance, long/short term orientation.

Power distance shows how hierarchical the culture is. In cultures where power distance is high, new product adoption is slower. The influence of authority figures is strong. Within the hierarchical structure, the degree of interdependence of individuals is high. In **individualist** societies, the interests of the individual and family are

held above the community's interests, while in collectivist cultures, the organization's interests are held superior. In societies with low individuality, brand images that emphasize the benefits of group membership and belonging are more effective than others. **Uncertainty avoidance** shows how risk-averse individuals in culture are. It is seen that new product development and acceptance of new products are higher in societies with low uncertainty avoidance levels. In communities where uncertainty is high, marketing communication should provide clear, concise, and sufficient information. The **Masculine/Feminine approach** shows which values defined as masculine and feminine are more dominant. Dominant values in masculine societies are more materialistic and achievement-oriented. In feminine societies, the dominant value is caring for others and quality of life. In **long/short-term oriented** organizations, values are related to the future, whereas, in short-time-oriented communities, values are related to the present and the past.

2.2.2. Social Class

Social class refers to an individual's social position in society. Social class is considered one of the elements of a subculture. It is generally determined by considering people's income levels and lifestyles. For example, it may be misleading to consider only the income levels and think that consumers' consumption habits with the same income will be the same. Social class influences consumer behavior. The basic logic in grouping people into different social classes is that people in

the same class will show similar consumption habits (Hoyer et al. 2013).

2.2.3. Reference Groups

Groups consist of two or more people who share certain norms, values, or beliefs and have a relationship so that their behavior is interdependent. Groups give individuals the opportunity to learn and socialize. For marketers, this provides a chance to reach their target audience using group influence. The reference group is the people who affect when making purchasing decisions. They impact consumer behavior by instilling desires in customers and assisting them in selecting the right product for their lifestyle. If someone wants to be a part of a group, he must adhere to its rules. Individuals identify more with groups from which they derive strong material and psychological benefits.

Reference groups include individuals and groups that directly or indirectly affect the consumer's behavior, starting with family members, friends, teachers, famous people, or people (Koç 2019). Reference groups are divided into primary and secondary groups. Primary groups, such as family and close friends, are less in number, have a high frequency of interaction, and significantly impact the individual. Secondary groups, such as friend groups, shopping groups, business groups, virtual groups, product associations, religious groups, advocacy, have many members, a relatively low frequency of interaction, and therefore have less potential to influence consumer behavior.

3. SOCIAL MEDIA ANALYTICS

Today, social media has become a tool that reaches a large user base and allows consumers to purchase products and services online (Stephen and Toubia, 2010). Social media tools with millions of users, the commercial volume is increasing day by day. The trade volume, which was 5 billion dollars in 2011, reached 30 billion dollars in 2016 (Zhou et al. 2011).

Social media analytics is a method that analyzes structured and unstructured data from different online sources to determine the thoughts, needs, and wishes of consumers and provides essential data to be obtained (Chen et al. 2012, Khan 2015). According to another definition, social media analytics is an interdisciplinary modeling and analysis method that collects data from different sources, tries to understand this data with various analyzes, and uses the findings as a decision-making mechanism (Fan and Gordon 2014). When these definitions about social media analytics are examined, it is understood that their common aspect is to obtain data about consumers (Misirlis and Vlachopoulou 2018, Holsapple et al. 2018). Social media analytics plays a vital role in better understanding why consumers buy a product or service and gain a competitive advantage (Brooks et al. 2014). It is considered a science due to the systematic identification and analysis of social media data and as an art, because it is interpreted in line with the purposes of businesses. Social media analytics is a relatively new concept. Its emergence dates back to 2009, according to Google data. Since then, it has attracted a lot of

attention. Businesses need large amounts of data created by users in social media to get to know their consumers better and develop appropriate marketing strategies (Khan 2015).

Social media tools are used as the primary source for obtaining data. Determining consumers' preferences and predicting what their following decisions will be in line with the data obtained is the primary purpose of the consumer behavior discipline. In summary, every tool and analysis method to get to know the consumer will serve this primary purpose of consumer behavior. Compared to classical methods, social media analytics performs data collection faster, and the amount of data collected is much higher. Thus, it becomes possible to make more precise predictions about consumers (Wamba et al. 2016). Many academics and business professionals actively use social media analytics. Thanks to various software, data from social media is collected automatically. Today, popular social media applications with millions of users allow their users' data to be shared with third parties for commercial purposes. According to 2016 data, Facebook has 1.79 billion monthly active users. Ninety-five million photos are shared on Instagram every day. Six thousand posts per second are published on Twitter (Mansfield 2016). The world's largest companies such as McDonald's and Pepsi are trying to gain a competitive advantage thanks to social media analytics. They even create their own social media units and constantly follow social media platforms about businesses (Golden and Caruso-Cabrera 2016). In the name of consumer satisfaction, there are examples where some

businesses communicate with themselves by determining the location of consumers who share about themselves on social media (Lee 2018).

A wide range of analysis methods is used in social media analytics. Among these methods, sentiment analysis and opinion mining analyze people's ideas, attitudes, and emotions, including their evaluations of various situations, products and services, brands, and businesses (Liu 2012). The basic premise of social media analytics is to make it possible to make correct and reliable decisions by using social media data (Chen et al. 2012). Some of the questions to be answered with social media analytics are as follows (Khan 2015);

- What do customers who use social media say about our brand?
- How can we use social media data to improve our products/services?
- Which social media platforms attract the most traffic to our corporate website?
- How are my competitors on social media?

There are a few distinctions between social media analytics and traditional analytics. The most fundamental difference between the two concepts is related to the source, type, and structure of the data obtained. Instead of classical analytical methods' structural and historical data, social media analytics collects and analyzes unstructured or semi-structured data related to current issues (Bekmamedova and Shanks 2014). The structural data of classical methods are in a format that can be processed with various tools. At

the same time, social media data is stored in third-party databases and is in an unstructured format. Therefore, there is no standard method for analysis. Another difference is the way the information is created. Users produce social media data through social media tools. Therefore, it is open to everyone. However, the data obtained in classical methods is entirely under the control of the enterprises that created that data (Khan 2013). While social media data gains value as it is shared, it is tried to gain a competitive advantage by keeping traditional business data confidential (Khan 2015).

3.1. Types of Social Media Data

There are many types of data used in social media due to their structure. A total of 7 different data types were defined by Khan (2015):

1. Text
2. Networks
3. Actions
4. Hyperlinks
5. Mobile
6. Location
7. Search engines

Textual elements of social media content such as comments, tweets, blog posts, and status updates are studied using social media **text analysis**. It is primarily used to comprehend social media users'

emotions or to identify emerging themes and topics. Personal and professional social networks, such as Facebook and Twitter, are analyzed and interpreted using **network analysis**. The goal of network analytics is to find out who and the most influential people and organizations. Likes, dislikes, shares, mentions, and endorsements are examples of social media actions that can be identified, analyzed, and interpreted using **actions analytics**. Identifying, analyzing, and interpreting social media links is what **hyperlink analytics** is all about. Bridge analysis, for example, can reveal traffic to and from a resource. The next step in the social business landscape is **mobile analytics**. Mobile analytics is the study of how users interact with mobile apps and how to improve them. The mining and mapping of the locations of social media users, content, and data is known as **location analysis** or spatial analytics. **Search engine analytics** aims to gain insights into trend analysis, keyword tracking, search results, ad history, and ad spend statistics by analyzing historical search data.

The data produced by using social media tools are different. These data may be in the formats described above. When evaluated in terms of their content, social media data are grouped under seven headings (Wamba et al. 2016);

1. Demographic
2. Product
3. Psychographic
4. Behavioral
5. Referrals

6. Location
7. Intention

Demographic data on social media generally consists of publicly available information. For example, users share gender, age, marital status from their profiles (Kaplan and Haenlein 2010). **Product data** is collected by social media users when they mention certain products or brands in their posts (Mangold and Faulds 2009). **Psychographic data** are data about the values and lifestyles of consumers. It is obtained by sharing their expectations about the products in the social media comments made about the products (Heinonen 2011). **Behavioral data** is data on past horse purchases obtained from social media tools. It defines businesses' target audiences and makes predictions for the future (Kietzmann et al. 2011). Ratings and evaluations created on social media tools are linked to **referral data**. It is made up of both positive and negative online word-of-mouth information (Trusov et al. 2009). **Location data** is the data of the geographical locations of consumers (Wagner et al. 2010). These data offer businesses the opportunity to reach their target audiences in real-time. **Intention data** helps understand consumers' expectations about products (Ballings and Van den Poel, 2015).

3.2. Types of Social Media Analytics

There are three ways to conduct social media analytics (Khan 2015);

1. Descriptive
2. Predictive

3. Prescriptive

Descriptive analytics is frequently used to understand a business situation by describing social media data in visualizations and clustering. For example, social media can identify users' trends by categorizing texts, themes, and topics. It is the most used type of social media analysis. Examples of descriptive analytics include action analytics and text analytics. **Predictive analytics** is the study of social media data to forecast a future event. An intention (recommendation) expressed on social media, for example, can point to a future event. Predictive analytics allows us to make predictions. For instance, for social media users who exhibit specific buying behavior patterns, offer optimization is performed with prescriptive analysis. On the other hand, **prescriptive analytics** recommends the best course of action in a future scenario (Lustig et al. 2010).

CONCLUSION

With the emergence of the modern marketing concept, the amount of production has increased continuously. Increasing production has led to the importance of the sale of products. Significantly since the beginning of the 20th century, competition has increased, making it necessary for businesses to make more efforts to gain customers. Now, a period in which the customer is strong has begun. Therefore, studies to analyze consumers have increased both in the academic field and in practice. As a result of these studies, a discipline called consumer behavior has emerged in marketing. Who is the consumer? How does it make the purchase decision? What factors influence these

decisions? Answers to such questions are sought. Consumers make purchases as a part of their daily activities. Shopping is an ordinary activity for them. Factors that they are under the influence of as consumers have the same effect in all areas of their lives. This situation makes it necessary to benefit from different disciplines to understand consumer behavior. Many social science fields such as psychology, sociology, and anthropology are used in human behavior. Mathematics and statistics are used to analyze the obtained data and make it meaningful. This situation has resulted in the intensive use of theories, models, and concepts developed in different fields in consumer behavior today.

The primary purpose of the theories and concepts developed by researchers working in consumer behavior from past to present has been to get to know consumers better. For this reason, while simpler and fewer variable models were used initially, these models have developed, and multivariate and more complex consumer behavior models that are still used today emerged. According to these models, consumer behavior factors are classified under two main groups: psychological and socio-cultural. Psychological factors are related to the person himself, such as motivation, attitude, and perception. On the other hand, socio-cultural factors focused on the impact of the environment on the individual. In our study, both psychological and socio-cultural factors were mentioned.

Marketing makes a lot of use of technology. Every technological development has essential effects on the lives of consumers. The

development of product features and the emergence of new inventions become more accessible with the opportunities provided by technology. Of course, not only consumers benefit from the advantages of technology. Technology, which offers countless opportunities for businesses, has also had significant effects on companies' businesses in the past. The need to know consumers will never lose its necessity and importance. Thanks to technological opportunities, businesses also have much more advanced options and tools than in the past to recognize consumers and analyze their data. Computer technology and artificial intelligence technologies help people perform analysis methods that require a lot of effort quickly and practically. Social media applications, which have recently entered our lives and have become one of the indispensable habits of many people, are also one of the tools that consumer behavior uses most to obtain data today. Unlike in the past, social media data is produced by consumers, that is, by users of applications. Text, audio, and video are all examples of data formats. These unstructured and unformed data have spawned a new concept. Big data analysis is now considered a field of expertise. Analyzing the data in social media applications is called social media analytics. This method is an advanced version of the analysis methods used in the past according to today's conditions.

Factors affecting consumers when making purchasing decisions are determined in the relevant models. Consumer behavior, which is a subset of human behavior, will always and everywhere occur under the influence of the same factors. Of course, the degree of influence of

factors will differ according to people, time, and place. Social media allows businesses to collect more information about consumers and to offer more suitable alternatives for their needs. Companies should consider psychological and socio-cultural factors when deciding which ones to focus on among the many data presented by social media.

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CHAPTER 9

MULTICULTURALISM: MELTING POT OR SALAD POT?[1]

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INTRODUCTION

In today's modern world, most of the states and societies consist of different cultures. Because of invasions, occupations, conquests, colonization, or migrations, almost all societies contain groups whose culture (language, religion, identities, living styles, etc.) differ from the other constituents. In these conditions of disparities, multiculturalism has been the focus of critical analysis and political debates. While some individuals, groups, organizations, or states advocate this term, some others denounce it, especially in societies or states in which the ruling class has an inclination towards building a national and uniform state. Multiculturalism was in its heyday during the second half of the twentieth century, as the search for a multicultural society had been a principal aim of the most Western nations. However, in today's World, its popularity is gradually wasting away. The states and societies are gradually inclined to withdraw into their own cultures. In this sense, the aim of this study is to put forward and evaluate the views -manifested so far- on the concept of multiculturalism. It lays down what the term multiculturalism denotes, how the opponents and proponents describe it, the advantages and disadvantages of adopting it as a policy in a country, and the reasons that why it has lost its popularity. It also aims to lay down if it is possible to build and maintain a multicultural society or if the practices implemented so far have built a melting pot or a salad pot.

In the time of empires, as long as there has not occurred a strong opposition movements or a blunt rebellion of the minor groups, the empires were tolerant for the minorities. Minority groups that swore allegiance to the power of emperors and their representatives were free to practice their own culture. In this context, these groups could live their own traditions and norms as long as they accepted the empire's legitimate authority. Empires or monarchies welcomed the minorities only if they do not threaten them. In the last two centuries, our world has witnessed the collapse of empires and the withdrawal of European countries from the lands they had colonized on the consequences of which brought an explosion of nation states. The collapse or disintegration of empires and the withdrawal of European countries led the emergence of new states and paved the way for freedom of once colonized people. Since the Second World War, over 100 new nation-states have emerged. Following the disintegration of empires such as Austro-Hungarian, Russian, and Ottoman Empire, the European colonizers withdrew from Asia, Africa, and Caribbean. Towards the second half of the twentieth century, there occurred a tendency that there was only one human race. Racist movements were in decline. Such famous figures like Martin Luther King, Gandi, and Mandela came to the fore with a staunch stance that all people must be considered equal. The motto 'White Man's Burden', coined by Kipling, began to be considered as a phrase that degrades the humanity. There occurred a tendency, which celebrates the differences. Black people began to be engaged in the politics to defend their rights, women were in search of equality, and quer and

postcolonial theories that advocate the individual and social rights emerged. People were encouraged to live their lives as they wished. In this period, the first multicultural states were America, Australia, and Canada, which were the main destination for the migrants all over the world. Although these countries, at first, based their politics on the intentions that those who have migrated to their lands will be melted in the pot, later they managed their rules and legislations in lines with migrants' conformities. Thus, thanks to an understanding of seeing the cultural differences as a richness, immigrants began to adopt to their new countries preserving and maintaining their culture.

However, the September 11 attacks, the riots that took place in some cities of Europe, and some attacks by radical Islamist groups changed the stands and flipped the script on multiculturism. Although there had been some in-undertone criticism on multicultural politics by the leftists, after the attacks mentioned above, the criticism began to be yelled out by the masses who advocated the democratic values. Even such antiracist figures as Kenan Malik, Hugo Young, Farukh Dhondy, and Francis Fukuyama changed their stands against the multicultural politics implemented so far by their governments. By 2005, there occurred a belief that multicultural politics rather caused isolation and separatism than integration. Center-left or liberal-left civil society forums and organizations began to organize conventions and conferences with such titles as "Is Multiculturalism Dead" or "Has Multiculturalism Ended." Fukuyama, through a more balanced analysis, highlighted that countries like Netherlands and Britain

should give up supporting and tolerating extremists under the guise of multicultural politics, and should take drastic measures. To summarize, multiculturalism was in its heyday during the second half of the twentieth century, as the search for a multicultural society had been a principal aim of the most Western nations. However, in today's World, its popularity is gradually wasting away. The states and societies are gradually inclined to withdraw into their own cultures. In line with this brief description, this study will put forward and evaluate the views -manifested so far- on the concept of multiculturalism. After a detailed description of the term culture, It will questions what the term multiculturalism means, how the opponents and proponents handle it, the advantages and disadvantages of adopting it as a policy, and the reasons that why it has lost its popularity. It will also lay down if it is possible to build and maintain a multicultural society or if the practices implemented so far have built a melting pot or a salad pot.

1) What is Culture

Being an inseparable part of humankind's history, it is important to understand what the term culture denotes. In the *New Encyclopedia Britannica,* the term culture is defined as "the integrated pattern of human knowledge, belief, and behavior that is both a result of and integral to the human capacity for learning and transmitting knowledge to succeeding generations" (1992: 783). The definition goes;

Culture thus consists of language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, and works of art, rituals, ceremonies, and symbols. Every human society has its own particular culture, or sociocultural system, which overlaps to some extent with other systems. Variation among sociocultural systems is attributable to physical habitats and resources; to the range of possibilities inherent in various areas of activity such as language, rituals and customs, and the manufacture and use of tools; and to the degree of social development. The attitudes, values, ideas, and beliefs of the individual are greatly influenced by the culture in which he lives, and an individual may, of course, live in or travel among several different cultures. (1992: 784)

The definition of culture has been a much-debated issue among scholars along the centuries. Etymologically, it is derived from a Latin word *cultura* that comes from the word *colere,* which means *to till the ground, to repair, to cultivate,* and *to maintain* (Jahoda, 2012: 290). Having been used for agricultural activities during the Romans time, the word *cultura* has been attributed so many meanings that according to Alfred Kroeber and Clyde Kluckhohn (1952), the word has 164 different meanings. In this regard Mejuyev, linking that semantic plurality to the scientific, social, and historical depth of the word, states that no any words has achieved to such a degree of various

meanings (1987: 7). As mentioned, culture has a vast numbers of definitions. Below are some most commonly used definitions:

According to Louise Damen, culture "is the learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (1987: 367). Geert Hofstede defines it as "the collective programming of the mind, which distinguishes the members of one category of people from another" (1984: 51). Kluckhohn & Kelly underlines that by culture they mean "all those historically created designs for living, explicit and implicit, rational, irrational, and nonrational, which exist at any given time as potential guides for the behavior of men" (1945: 78-105). Lederach defines the term culture, as "culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them" (1995: 9). Ralph Linton defines it as "a configuration of learned behaviors and results of behavior whose component elements are shared and transmitted by the members of a particular society (1945: 32).

As it is seen, the concept of culture has different meanings in the branch of science in which it is discussed, in the society in which it is examined, and in the period (time) in which it is observed. It is such an active term and relevant to the human development process that it is not likely to express it in a pure and literal sense. What is essential in the study of culture is the process of human change and progress. The meaning of culture develops in line with the development of the

humanity. However, according to Ergin, if it is necessary to make a comparison between cultures, a culture's superiority can be measured by four criteria: a) the quality of the people that it (the culture) cultivates, b) the formation of the society, c) its Influence, penetration and effectiveness, d) its Self-preservation, endurance, strength and vulnerability (1988: 5-28)

As this study does not aim to scrutinize the term's 164 definitions in detail, it suggests highlighting a comprehensive definition, which will pinpoint the most essential characteristics of it. This definition seems to be Marx's definition, which reads: "everything that the humanity created or produced" (in Williams, 1977: 260). That is, culture is a multidimensional concept, which denotes material and spiritual activities passing from the previous generations to the later ones through both formal and informal forms of education. Culture also compromises material and non-material objects. Mironenko & Sorokin assert that culture also includes internal and external processes. Internal processes are individual psychic processes. As for external ones, they are social, ranging from individual to collective modes of behavior such as customs and traditions, which constantly emerge and change (2018: 16). According to them, "this definition, primarily, points to the integrity and unity of all manifestations attributable to culture, in all their diversity, material and spiritual, products and processes. They are inextricably linked to each other and cannot be adequately understood without considering their links with each other and in the context of the whole phenomenon" (2018:16).

Since everyone is subjected to various sets of life and has a different way of life, what s/he learns is not the same as to what has been internalized by other peoples. So it is likely to assert that cultures are complex forms of practices, behaviors, specialties, knowledge, beliefs, and esteem. They are relative realities. Every person "reinterprets constantly what s/he has received or experienced in order to deal with evolving environments. The meaning given to the basic belief changes from one to the other and differs for each individual depending on his/her age and experience" (Claval, 2001). Claval, in *Multiculturalism and Dynamics of Modern Civilization,* underlines that:

> *Culture establishes strong links between the individual and the collective past since much of it has been inherited. It is geared to the present thanks to personal experience. It opens perspectives towards the future because of the values it includes and the horizons of expectation everyone is building as a result of his encounters and the models he chooses in his society or elsewhere. Because their culture is an inheritage, the members of a community have generally similar attitudes, preferences, and values. Since everyone is responsible for the construction of his horizons of expectation, an anarchic dimension is at the same time always present in the cultural field… Cultures are built thanks to the passing over of attitudes, practices, know-hows, knowledge, beliefs and values from an individual to the other, from one generation to the next.*

> *Telecommunications play a growing role. Direct face-to-*
> *face communication is perfectly efficient for the handing*
> *over of gestures, practices, or know-hows (2001: 2).*

Claval uses the terms "low cultures" and "high cultures." He asserts
that "low cultures rely on orality and direct imitation, being shared
either by the isolated groups traditionally studied by ethnographers or
by the popular components of historical societies" (2001:3). These
low cultures, he says, "were often associated with animist or
polytheist religions and differed widely from an area to the next since
they relied on low range mechanisms of communication" (2001: 3).
As for "high cultures," Claval claims that "they depended mainly on
the written tools, and in order to build more secure memories, some
oral cultures maintained specialists in this field, bards for instance"
(2001: 3). Writing enables high cultures to grow and civilize.
Consequently, there occurred two discrete ways of life in terms of
ethics and values. High cultures stressed rules more than customs and
habits in the field of social life. Intellectual activities, letters, arts, and
sciences became more important in terms of civilization. As they were
based on writing, high cultures presented similar characteristics. There
has been great deal of relations between low and high cultures living
in the same area. Claval, in this regard, underlines that

> *High culture classes tried to transform local low cultures*
> *by imposing their own form of belief and religious system.*
> *The process was a difficult one. The lower part of the*
> *population resisted this type of innovation, especially in*

the rural areas where peasants remained pagan longer than urban dwellers. The opposition between low and high cultures was parallel to the existence of class structures, even if the two forms of division did not coincide exactly. Because of invasion and war, the upper classes of a society had not always the same origin and did not use the same language as the lower ones (2001: 3).

That is, there occurs different ways of lives within societies who share the same ethnic and religious characteristics. We can say that this was the first form of multiculturalism.

To conclude, the term culture has been defined in various contexts. Scrutinizing these contexts, one can see that the commonality of them is all the learned and shared behaviors of the individuals of a community. As Marx, according to Williams, puts it: "culture is everything that the humanity created or produced" (1977: 260).

2) What is Multiculturism

Multiculturalism is a new word. According to The Oxford English Dictionary it dates back to 1935. However, from the mass human migrations on, people from different ethnicities, religions, and geographies have lived together consisting multicultural states and societies. Highlighting that "many people have used and still use the term "multicultural" in its most basic and relatively neutral sense to refer to a society consisting of a number of cultural groups," Marilyn Edelstein asks: "Is multiculturalism simply the coexistence (peaceful

or otherwise) of different cultures within a larger culture that may or may not try to subsume them?" (2005: 16). In this regard, Joseph Razz highlights that

> *The coexistence of cultural, ethnic, and religious communities within one political society, within one state, has been the condition of European countries long before they knew of themselves as European. Large-scale immigration from one country to another is a more fitful aspect of history, but it is certainly not new. The 19th century in particular saw massive movement of people in Europe, and predominantly out of Europe, to Argentina, Canada, the United States, Southern Africa, etc. To be sure, many aspects of immigration during the second half of the 20th century are without precedent (1998: 195).*

However, it is not likely to claim that this is the reason of the arise of multiculturalism in the second half of the twentieth century. It is likely to assert that the rise of multiculturalism in the late twentieth century was because of the demise of European direct territorial colonization. After Europeans withdrew from the countries they had colonized, the masses began to migrate to European countries hoping to find better life conditions. The West had done unprecedented oppressions in terms of cultural, economic, political, and territorial aspects. In a way, multiculturalism was a kind of confession, which aimed to rewind some of the damage done by colonization. Giddens and Sutton state that migrations in the modern world are defined by four models.

According to them, the first of these models is the 'classical model'. This model includes immigrant countries such as Canada, the United States, and Australia. New immigrants to these countries have generally been encouraged to migrate with the right of citizenship. The second model is the 'colonial model'. European countries such as France and the United Kingdom are considered within this model. It covers the settlement of large numbers of immigrants from colonial countries from Africa and India to the European countries such as France and England after the period of decolonization. The third model is the 'guest workers model' implemented by countries such as Germany, Switzerland, and Belgium. This model characterizes the admission of immigrants to the labor market through certain regulations. The last model is called 'illegal forms'. With this naming, it is expressed that immigrants enter the host country secretly. Illegal Mexicans within the United States fall into this group (2013: 701). Likewise, according to William Kymlicka, there are five types of ethno-cultural groups in multicultural Western democracies (2002: 347). He calls these groups 'the five models of multiculturalism.' The first model is national minorities, which are divided into internal "minorities and indigenous peoples. (Intra-country minorities are communities that do not have a state, but have had or have tried to establish a state in the past). Kymlicka stresses that "indigenous peoples are groups whose lands have traditionally been occupied by new settlers and taken away by force or agreement" (2002: 347). The second model is immigrant groups who have migrated within a policy that includes granting citizenship by fulfilling certain conditions.

People in this group are generally viewed as individuals who have agreed to integrate into the social culture. The third model includes isolationist ethnoreligious groups. Those in this group are individuals who avoid participating in civil society. These groups, "who think that society and politics are corrupt, consciously" seek exemption from various laws. The fourth model includes the people who have come to the country through illegal ways and are therefore in danger of being deported at any time. The last one is the African-Americans who have been forced into "a country as slaves and have forgotten even their own language, but are also prevented from integrating with cultural institutions." (Kymlicka, 2002: 349-361).

The term multiculturalism denotes a vast and disputed sphere. There have been various attributes to the term multiculturalism. Parekh, in his *Rethinking Multiculturalism: Cultural diversity and political theory,* highlights that; "Multiculturalism is about cultural diversity or culturally embedded differences." (196) In their *Unequal Relations: An introduction to race and ethnic dynamics in Canada*, Augie Fleras and Jean Leonard Elliott explicitly incorporate additional dimensions in their definition of multiculturalism as "a principle and a practice for engaging diversity as different yet equal." (2003: 37).

In his study titled *What Is Multiculturalism*, Gregory Jay, a professor in University of Wisconsin, notes that "Like most words, "multiculturalism" needs to be understood from both a historical and a conceptual perspective" (1998: 1). He expounds that saying:

Historically, multiculturalism came into wide public use in the West during the early 1980s in the context of public school curriculum reform. Specifically, the argument was made that the content of classes in history, literature, social studies, and other areas reflected what came to be called a "Eurocentric" bias. Few if any women or people of color, or people from outside the Western European tradition, appeared prominently in the curriculums of schools in the United States. This material absence was also interpreted as a value judgement that reinforced unhealthy ethnocentric and even racist attitudes. Finally, "multiculturalism" may also have become a popular term as "race" lost much of its former credibility as a concept. Scientists agree that, in terms of DNA genetics, "race" has no significant meaning as a way of categorizing human differences (1998: 1).

Politically, multiculturalism is the principle that various cultures can coexist peacefully and equitably in a single country, without any superiority on each other. It is the approval of various ethnic cultures which of each has a different life style and different demands as regards the social services. In this regard, multiculturalists demand that the state must stand impartial to the groups which are different in terms of ethnic and religious aspects. Freedom, equality, and brotherhood, which can be considered as the basic values of liberalism, compose the basic claims of multiculturalism as well.

Therefore, one can claim that a multicultural state is a liberal state that has solved the problems social injustice. Nevertheless, multiculturalism and liberalism differ in one respect. Unlike liberalism, multiculturalism deals with rights of group of people rather than rights of individuals. Therefore, it strives to embrace and respect diversities in terms of race and religion. Multicultural societies reject racism. The rights of different racial and ethnic groups in order to exist free from the fear of either verbal or physical attacks are protected by law. The aim was to build a society in which cultural or ethnic groups feel equal, and all have the same access to that society through the law, education, economic opportunities and so on.

Sociologically, multiculturalism accept that the whole society take advantage of living through the coexistence of different cultures. Generally, multiculturalism proceeds on one of the two theories: the "melting pot" theory and the "salad pot" theory. The melting pot theory of multiculturalism means that different cultural groups will leave their individual cultures and melt together by having been assimilated within the dominant society. The melting pot theory, which is generally illustrated by the metaphor of a foundry's melting pots, where the elements iron and carbon are melted together to form a single, stronger metal-steel, is commonly used to describe the assimilation of immigrants to the United States. In America there is a common saying which reads: 'Individuals, labors, and future generations from all nations have merged to form a new human species that will one day bring about significant changes in the globe'.

The melting pot model has been criticized for damaging diversity, causing people to lose their cultures. For example, the US Indian Reorganization Act of 1934 forced most of Native Americans to be assimilated into American society, regardless of their heritage and diversity of lifestyles. As for salad pot theory, which is considered as a more liberal theory than the melting pot, it describes a divergent society in which people coexist but save at least some unique features of their traditional culture. Like the ingredients of a salad, different cultures are brought together, but instead of coming together in one homogeneous culture, they retain their own distinct flavor. In America, NY City is considered an example of the salad pot community, with many unique ethnic communities. The salad bowl theory argues that people do not have to give up their cultural heritage to be accepted as members of the dominant society.

3) **Debates on the Concept of Multiculturalism**

Debates on the social, economic, and political impacts of multiculturalism have been an ongoing issue. While some set against it, some others advocate it claiming that all cultures should preserve their uniqueness. In general, the supporters of multiculturalism believe that people should keep at least some components of their traditional culture. As for opponents, they argue that multiculturalism jeopardizes the social order by decreasing the dominant culture's identity and power. One of the most important ongoing issues in European countries is the relationship between ethnic groups and ethnicity and the state. In this regard, Fleras and Elliot underline that "since the

1970s, multiculturalism has been accepted as an official policy in some European countries." (2003: 12). Multiculturalism can be approached in two ways, that is, in a descriptive or normative framework. Descriptively, multiculturalism refers to the existing cultural diversity. For example, different cultural structures specific to different ethnic groups in a country can be defined as multiculturalism. In this descriptive look, all European countries can be considered as multicultural societies. However, when we look at multiculturalism with a normative approach, within the framework of determining the ideals and arranging them, we can come across with an ideology or a policy that wants the difference between people of different cultures to be recognized and emphasized at the legal, social, and political level. At this point, we should see the difference between multicultural idealism and multiculturalism politics. Although it is inevitable that we will see the effect of multicultural idealism in multiculturalism policies, it is useful to see that many countries have removed multicultural idealism from being a state policy, but still implement some multicultural policies. In this respect, Timo Lajunen explains the difference between a multicultural ideology and a multicultural policy in terms of a state as follows:

> *In the ideology of multiculturalism, people see themselves above all as members of an ethnic group and view the state through the prism of ethnicity. In this case, ethnic identity is more important than citizenship. As for multicultural policies, they focus on pragmatic issues such as bilingual education or dressing styles without*

addressing the ideology of multiculturalism. (Lajunen, 2011: 59).

According to Lajunen, today, the ideology of multiculturalism is in crisis. He asserts that the results of academic research, the effects of the policies implemented and the experiences among the citizens of many countries show that the ideology of multiculturalism is not a sustainable approach for a state (2011: 59). Additionally, he states that many researchers, including prominent figures such as Samuel P. Huntington, Susan Okin, Bryan Barry, and Robert D. Putnam, criticize multiculturalism as an ideology (2011:59). It is clear that some European leaders share the same views with Lajunen as they highlight the obstacles of dealing with the issue of multiculturalism. To mention some of them, in 2010 Angela Merkel, addressing to younger members of her conservative Christian Democratic Union (CDU) party, said that:

At the beginning of the 60s [,] our country called the foreign workers to come to Germany and now they live in our country. We kidded ourselves a while, we said: 'They won't stay, sometime they will be gone', but this isn't reality. And of course, the approach [to build] a multicultural [society] and to live side-by-side and to enjoy each other... has failed, utterly failed. (BBC, 2010)

It is obvious that according to Merkel, the concept of people from different cultures living together happily has not been confirmed and

the fact that immigrants in Germany should be more integrated with German society is an emerging fact. As BBC stated on October the 7th, 2010, A survey, being held at around the same year, suggested more than 30% of people believed that Germany was overrun by foreigners. Likewise, as Lajunen states, in February 2011, British Prime Minister David Cameron criticized 'state multiculturalism' and stated that he wanted to see much less passive tolerance and more actively tough liberalism in recent years (2011: 60). Underling that similar voices were heard from other European countries, Lajunen concludes that the doses of criticism against the approach to multiculturalism as an ideology are increasingly being announced not only by the politicians but also by many segments of society as well (2011:60). At around the same years the president of France, Sarkozy, as well, joined the European leaders who have condemned multiculturalism as a failed policy. In The Telegraph issued on February 11 of 2011, he states, "we have been too concerned about the identity of the person who was arriving, and not enough about the identity of the country that was receiving him." In line with them, former Spanish prime minister, Jose Maria Aznar, and Australia's former Prime Minister, John Howard, have also said that multicultural policies have not successfully integrated immigrants in their respective countries (The Telegraph, 11 Feb. 2011). Lajunen also adds that

> *As the leaders of ethnic or religious groups are not elected through democratic and fair elections, they represent an elite group that holds certain powers. For this reason, special rights to be transferred to ethnic or religious*

groups will only increase the power of the powerful elite within these groups. A structure where universal human rights are recognized and implemented and citizens are equal before the law cannot be sacrificed for the cultural norms of any group. In a society united in this idea, group rights cannot take precedence over individual rights. Equality of women and men's rights and children's rights cannot be violated for the patriarchal traditions of any group. The aim for the state should be to ensure the rights of every citizen to education, health, political participation and other social life. No religious or ethnic group tradition should hinder their acquisition. The state will provide it. The understanding of the developing human being in the developing world emphasizes the existence of universal rights for all people and the necessity of fulfilling these rights equally without discrimination of religion, language, and race. Within the multicultural structure, groups should see universal individual rights and equality as a superstructure and harmonize their traditions, customs, and rules accordingly. Otherwise, we form groups in a society according to many criteria and then glorify the differences between them, but move away from realism. The first step to prevent conflicts between groups and to create a harmonious society is to create superstructures that all groups and individuals will recognize and fit, starting from the similarity between

individuals and groups. The stones of this structure have already been formed to a large extent with the United Nations Declaration of Human Rights. (2011: 60)

In general, there are two primary challenges to a multicultural society. The first is that multiculturalism prioritizes the interests of specific communities over those of the general population. Thus, it erodes and undermines potential interest in favor of minority interests. The second is that multiculturalism lowers the political ideal of equal treatment by undermining the concept of equal individual rights. Multiculturalism also poses another question, such as which cultures to acknowledge. Some theorists are concerned that multiculturalism may lead to a rivalry between all cultural groups competing for recognition of their culture, which will further strengthen the dominance of the dominant culture. In addition, focusing on the identity of a cultural group may reduce the capacity of political coalition movements to emerge across differences,

4) Opponents and Their Reasons of Opposition to Multiculturalism

Opponents of multiculturalism generally blame multiculturalists with their approach that culture is a relative phenomenon. They underline that all cultural values and practices should not be considered equal. They ask that if multiculturalism is supposed to be the equality of different cultures, that is, no culture is superior or inferior to each other, or if cultural relativity is championed; then, should one respect

and validate the culture of Mayan infant sacrifice, Spanish Inquisitional torture, or Nazi genocide. In general, the critics of multiculturalism oppose the concept of multiculturalism with sarcasm through three main objections. First, they oppose the idea that the different groups should be given equal respect asking that in what circumstance one can respect the cultures that do female genital mutilation. Second, they oppose the idea that the different groups within a country should be kept separate so as to preserve their culture. In this case, they ask; why do they not stay in their original countries - that will preserve their cultures even better. Third, they oppose the idea that no culture is superior to any other asking that; Is Saddam Hussein's "anyone-who-disagrees-with-me-gets-shot" culture equal to other cultures.

According to John Stratton and Ien Ang, conservative critics "accuse proponents of multiculturalism of political correctness and a particularistic pursuit of identity politics" (1994: 124). Underlining Australian Prime Minister John Howard's statement in 1988, which reads ''my argument with multiculturalism is not that it respects and tolerates diversity but rather in many ways it emphasizes division,'' they claim that these critics generally argue against multiculturalism because they see it as encouraging separatism and as a threat to national unity and social cohesion (1994: 124). It seems that similar discussions are being brought forward by other countries as well. In the UK, the Parekh Report, which promotes Britain's multicultural politics and which identifies Britain as a 'community of communities,'

has been criticized by conservatives "as a recipe for the balkanization of society" (Stratton & Ang, 1994: 125). Similarly, In the USA, multiculturalism has been criticized for paving the way to national division, as reflected in the title of Arthur J. Schlesinger's best-selling book, titled *"The disuniting of America."* Underlining the United States' motto *E pluribus Unum* (one out of many), Schlesinger asserts that "multiculturalism is based on a cult of ethnicity and an obsession with difference, unsettling the balance between *Unum* and *Pluribus*" (Schlesinger, 1998: 130). Almost all conservative critics who oppose to the notion of multiculturalism highlight the need for a common culture if a nation is to function peacefully. John Stratton and Ien Ang also suggest that the terrorist attacks on the USA on September 11, 2001 have heightened concerns regarding the possibility of fostering a multicultural society. They assert that as this attack accelerated the tension between Islam and the West, it broke down the living circumstances of the millions of Muslims living in liberal-democratic societies (1994: 150). They conclude that;

> *As they are now in danger of being positioned as 'the enemy within,' and their culture and religion dismissed as backward or inferior by some extremist right-wing politicians, especially in Western Europe (including the Italian prime minister, Silvio Berlusconi), the multiculturalist credo of valuing and protecting cultural diversity is increasingly countered by a renewed call for assimilation or for a halt on immigration altogether –*

> *unrealistic desires in the complex realities of the globalized, postmodern world. (1994: 157).*

In an study published in Financial Times in May 2005, Frits Bolkestein, a member of the European Commission between 1999 and 2004, claimed that many people were disenchanted with the EU, because it had been oversold. He suggested that it was time to take a new look at the European Union and consider what it is, what it can and cannot do and where it should be going. The phrase 'Europe is full' began to be uttered by the political and academic circles. Being confronted with such words and phrases, ordinary people of European countries began to see the growing number of immigrants as a threat for their societies. As Fatos Tarifa and Monica Di Monte claim, Oriana Fallaci, a renowned Italian journalist and novelist, in her book titled *The Force of Reason,* underlined that "Europe, like Troy, is in flames and, under a Muslim siege; [it] is becoming more and more a province of Islam, a colony of Islam (2016: 2). Robert Leiken, an American political scientist and historian, points out that "Western Europe acquired not a colonial empire but something of an internal colony, whose numbers are roughly equivalent to the population of Syria (2012: 120). Tarifa and Di Monti attribute this to two developments, one of which is the decline of the influence of Christianity, and the other is the rapid decrease of birth rates. (2016:3). Europe's demographic structure is changing rapidly by the generations of Muslims whose numbers increase day by day. Welcomed by the liberal policies toward integration that the European

countries have promoted for decades, many of the immigrants have so far refused to adopt local values and it is doubtful whether this trend will change in the future. All these situations mentioned above have led European leaders to harshly criticize the concept of multiculturalism. As Tarifa and Di Monti highlight "multiculturalism was based on the principle of the right of all groups to live by their traditional values, but it has largely failed to promote a sense of common identity centered on values of human rights, democracy, social integration, and equality before the law. On the contrary, it has encouraged "segregated communities" where extremist ideology and homegrown Islamic terrorism can thrive." (2016: 5).

5) Proponents and Their reason of Promoting Multiculturalism

Of course, many politicians and intellectuals do not agree with the idea that multiculturalism has failed. As mentioned above, there seems to arise three main reasons for the rejection of a multicultural society: 1) that multiculturalism has encouraged exclusion rather than inclusion, 2) that by living parallel lives, minorities preserve their ethnic behaviors and values that run counter to broader society, 3) that these separate communities provide fertile soil for radicalization. A research led by Anthony Heath, a professor of sociology at Oxford University, which questioned members of the UK's five main minority groups (Hindu-Sikh-Muslim Indian, Pakistani, Bangladeshi, black Caribbean and black African Muslim and Christian) regarding the situation of a multicultural society has, according to Giddens, shown

that the above reasons of opposing multiculturalism are an overstatement. Giddens, in his study published on 10 August 2012 in The Guardian, highlights that:

> *As we British fans fill those Olympic seats and cheer Team GB, it matters not whether those athletes are first generation, second generation, mixed race, or white. We support every one of them with pride and patriotic emotion. And each athlete is equally as proud to carry the union flag and sing the national anthem as any of their team-mates. As our Olympics ceremony told the world, we have a modern history – an inclusive one –, which we are proud of. Perhaps we could say Britain is in fact a rather successful multicultural society.*

Giddens, referring to Britain, implies that "not all ethnic communities behave in ways that run counter to broader society's values." He staunchly opposes the idea that multiculturalism has been a disaster (2014: 14). Proponents of multiculturalism rejects the objections above by claiming that:

1) The issue is not cultural relativism, but rather the whitewashing of history, which emphasizes the contributions of the majority group while ignoring those of minority groups.

2) When it comes to cultural/artistic contributions, the assertion that minority culture is inferior is frequently founded on politically motivated criteria rather than aesthetic excellence.

3) The issue is frequently not legal equality, but rather the acknowledgement that minorities exist in society.

4) Many minority groups were either imported or had already lived on the land, rather than immigrating.

By implementing such a multicultural way of life, states of occident, America, Canada and some eastern states (such as India, Indonesia, Malaysia, the Philippines, Russia, Singapore) aim to have the individuals, or different societies to feel the 'state of belonging' for the place (country) in which they live.

Multiculturalism proponents say that the social order was established either by explicit discrimination against cultural minority groups (rules restricting their freedoms) or through implicit discrimination, in which other cultural forms are dismissed as unimportant. In this respect, Joseph Razz, a professor at Oxford, underlines that "we should learn to think of our societies as consisting not of a majority and minorities, but as constituted by a plurality of cultural groups" (1998: 197). Nevertheless, Razz also adds that "such developments take a long period to blossom forth, and they cannot be secured through government action alone." (1998: 197). Razz juxtaposes five ideal paragraph to secure such developments, which will be varied and depended on local conditions. The first is that children from all main ethnic groups should be educated in their respective cultures if their parents would also like. All of them, however, should be educated to be conversant with the history and traditions of all of the country's

major cultures, as well as to develop a respect for them. The second point is that different groups' customs and practices should be recognized in law and by all public bodies in society within the bounds of permissible tolerance. The third point is that breaking the relationship between poverty, under-education, and ethnicity is critical. As long as certain ethnic groups are overwhelmingly overrepresented among the poor, illiterate, unskilled, and semiskilled workers, the chances of cultivating cultural identity respect, and even the possibility of members of the group having self-respect and pride in their cultures, are greatly harmed. The fourth point is that autonomous cultural institutions, such as communal charities, volunteer organizations, libraries, museums, theatre, dance, musical, or other artistic groups, should get considerable public funding. The final point is that public spaces, such as streets, squares, parks, retail arcades, and media coverage, should accommodate all cultural groups (1998: 198). According to Razz, all these measures will lead to a relatively harmonious coexistence of a non-repressive but tolerant community. Nevertheless, Razz's toleration is a limited one. Thus, he mentions four significant limits:

> First, all cultural communities should be denied the right to repress their own members. This applies as much to homophobia among native Germans, as to female circumcision among Somali immigrants. Second, no community has a right to be intolerant of those who do not belong to it. All forms of racism or other manifestations of lack of respect should be discouraged by public policy,

*though not necessarily outlawed or criminalised. Third,
the opportunity to leave one's community must be a viable
option for its members. There should be a public
recognition of a right of exit from one's community.
Finally, liberal multiculturalism will require all groups to
allow their members access to adequate opportunities for
self-expression and for participation in the economic life
of the country, and the cultivation of the attitudes and
skills required for effective participation in the political
culture of the state (Razz, 1998: 199).*

Kymlicka identifies multiculturalism as being a Janus faced term as it
has both a forward-looking or progressive side and a backward-
looking or conservative side, (2002: 368). The idea of
multiculturalism, he says, has at times alarmed conservatives who fear
that liberalism and individual autonomy are weakening the traditional
customs and practices of thick cultural communities, and undermining
their capacity to pursue a communitarian politics of the common
good. According to Kymlicka, "this is largely just old-fashioned
cultural conservatism dressed up in the new language of
multiculturalism, and it manifests the familiar conservative fear of the
openness, mobility, diversity, and autonomy that modernization and
globalization imply" (2002: 369). It is multicultural, he says, "in the
sense that it accepts that there is a diversity of groups within the larger
society, but rejects any notion of diversity or dissent within each
group" (2002: 369). However, Kymlicka adds,

This is not the only, or most common, form of multiculturalist politics in the west. More frequently, multiculturalism has been invoked by progressive forces who endorse liberal values, and who want to fight practices of exclusion and stigmatization that prevent members of minority groups from fully enjoying their liberal rights and fair shares of resources. Multiculturalist of this form is invoked by marginalized groups to challenge traditional status hierarchies, and to attack the privileged position of a particular gender, religion, skin, color, lifestyle, or sexual orientation in society. Viewed this way multiculturalism is the enemy of cultural conservatism and both reflects and embraces the openness, pluralism, and autonomy that modernization and globalization entail. (Kymlicka: 369). In this respect, multiculturalism bears the same political ambiguities as the nationalism can be invoked to construct either a thick and exclusive conservative form of national identity or a thin and inclusive liberal form, so too multiculturalist responses to nation building can take a liberal or conservative form. Indeed these two dynamics are probably related. Liberal forms of nation building tend to generate liberal forms of multiculturalist responses, while conservative forms of nation building generate conservative forms of multiculturalist responses. Here we can only understand the politics of multiculturalism by

seeing it in relation to the politics of nation building
(2002: 370).

Commenting on the value of cultures, Joseph Razz states that the understanding that universal principles are manifested in various ways across civilizations and that they are all deserving of respect, is at the heart of multiculturalism (1998: 204). He is not of the opinion that all aspects of any culture should be endorsed. He says "My culture no less than others is flawed. Many cultures are flawed in similar ways: The suppression of sexuality, at least in some of its forms, is common to many, to give but one example" (1998: 204). Razz recommends combatting with superstition, repression, and error in one's own culture as well as in others, and one must distinguish between the fight against error and tyranny and the criticism of civilizations other than our own. He offers a new moral sensibility as regards multiculturalism. This sensibility, he says, should take more seriously "the otherness of the other, a sensibility, which stops us from forcing our own ways on the other, just because he follows a different style of life, because he comes from a different culture." (1998: 205). Joseph Razz's conclusion is that no culture could be considered as flawless. All cultures, more or less, are riddled with error; however, one does not condemn his/her own culture when they are faced with its normlessness. The following excerption shows Razz's stance regarding the concept of multiculturalism.

The idea is not even conceivable for most people. For
each person his own culture covers the horizon. This is

well and good, but then nor should we condemn other cultures for their failings, rather we should—as we do with our own—reject the failings, but not the culture as a whole. The ability to do so requires more than theoretical knowledge of the right moral principle. It requires understanding and sensitivity. To acquire it we must do more than understand others, and the role their own culture plays in their life. We must understand ourselves better; we must acquire the ability not to take our culture for granted (1998: 205).

Kenan Malik, an Indian-born British writer and academic, more or less, seems to share similar opinion with Razz. Asking how the politics of multiculturalism came about, he claims that Europe's failure to demand adequate integration while allowing excessive immigration has fostered the rise of far-right parties and populist politicians across the continent. The mismatch between the amount of immigration and integration, he says, "has eroded social cohesion, undermined national identities, and degraded public trust" (2015a: 2). According to Malik, multiculturalism proponents say that the issue is not too much diversity, but too much discrimination. The truth about multiculturalism, on the other hand, is significantly more intricate than either side will concede, otherwise the debate will quickly devolve into gibberish. (2015a: 2). Malik's thoughts on the concept of multiculturalism are as follows:

Multiculturalism has become a proxy for other social and political issues: immigration, identity, political disenchantment, working-class decline. Different countries, moreover, have followed distinct paths. The United Kingdom has sought to give various ethnic communities an equal stake in the political system. Germany has encouraged immigrants to pursue separate lives in lieu of granting them citizenship. And France has rejected multicultural policies in favor of assimilationist ones. The specific outcomes have also varied: in the United Kingdom, there has been communal violence; in Germany, Turkish communities have drifted further from mainstream society; and in France, the relationship between the authorities and North African communities has become highly charged. But everywhere, the overarching consequences have been the same: fragmented societies, alienated minorities, and resentful citizenries (2015a: 2).

Highlighting that multiculturalism and assimilationist views are "different policy responses to the same problem, namely the fracturing of society, and yet both have had the effect of making things worse", Malik recommends "to move beyond the increasingly sterile debate between the two approaches" (2015a: 3). And to move beyond, he propounds three kinds of distinction. First, Europe must distinguish between variety as a personal experience and multiculturalism as a

political process. The opportunity to live in a society that has become more diversified because of widespread immigration should be embraced. Attempts to institutionalize cultural diversity by formal acknowledgement of differences should be opposed. Second, Europe should make a distinction between colorblindness and racism. The assimilationist commitment to consider all people as citizens rather than as carriers of certain racial or cultural histories is admirable. However, that does not imply that the government should disregard prejudice against specific groups. Different classes of citizens are treated differently, whether because of multicultural policies or prejudice, and citizenship has no significance. Finally, Europe needs to make a distinction between people and values (2015a: 19).

6) Conclusion

In today's world, it is impossible to say that a certain society has a definite culture peculiar to a certain ethnic group or culture. While on the one hand, some countries have official policies targeting to assimilate the minorities within the majority, on the other hand, there are states, which have policies that consider their inhabitants' culture peculiar to them and support them to live within their way of life. As mentioned above, there are opponents and proponents of multiculturalism. The policies, which rely on nationalism, oppose the concept of multiculturalism. They have a modernist and positivist point of view stressing that cultures are relative, and because there have always been "superior cultures" and "inferior cultures", the superior shouldn't move backward to the inferior, instead, it should

compel it (the inferior) to change itself and resembles to the majority. If the "inferior culture," they claim, show resistance in this way, the superior has the right to use all means of violence. On the other side, proponents of multiculturalism promote a postmodernist approach. They claim that all cultures should have the rights to live their cultures under a constitution that views all groups as being equal. They oppose to compel a culture to resemble to the dominant one. Compelling, they claim, causes turmoil and produces anarchy. According to them, the different cultures within a state should be thought of being a "salad pot," not a "melting pot." Proponents of multiculturalism claim that as communication is the most important factor in the development of culture and the progress of civilization, it is no longer possible for societies to remain monocultural. According to them, the view that the world belongs to all humanity is becoming widespread. Since the opportunities such as the internet, Facebook, twitter, transportation, technology, migration, and the influence of the media has turned the world into a small town, they suggest, globalization should be the common and absolute destiny. In this regard, they claim that the world of radio, television, and film somehow dictates to us our identities, our sense of self, our being male or female through the virtual environment. The world of media, they assert, creates our daily life telling us how to become popular and how to succeed. Thus, a common culture is created thanks to the media stories and guiding tips. Media culture offers perspectives, behaviors, thoughts, and identities that will help us make sense of the world. As long as these directions are humane, universal, nature-friendly, and in favor of

freedom, they claim, there should not be any reservations for being melted in a global pot. In a global world, interaction is inevitable and comes with multiculturalism. If there is harmony between cultures, there is no problem.

However, it is not easy to solve problems in case of conflict. Governments of receiving countries do not seem to find ways that quickly adapt public opinion to multicultural life. Researches, especially examining immigrant groups living in Europe, show that immigrants cannot adapt to the countries they migrated. More importantly, there are results showing that the understanding of democracy, gender equality and other norms in the Western countries are not accepted among the immigrants. In such a situation, the problem of how to create a harmonious society with citizens who are in conflict with other groups in the same society makes things more complex. It would not be wrong to admit that it is not easy for the immigrants to adapt new and different codes of behaviors. Because, culture is the codes of behavior that a society has accumulated from past to the present. As Marx put it, it is 'everything that the humanity created or produced' (Marx in Williams, 1977: 260). That is, Culture is a multifaceted phenomenon that encompasses the processes, products, and outcomes of human activity (material and spiritual) that are passed down from generation to generation in a non-biological manner. It encompasses both physical and intangible items, as well as internal and external activities.In other words, it is a way of life. It is likely to claim that this way of life has not shown a stagnation in any

society, it has contrarily shown a constant change. A code of behavior that a certain society attaches vital importance to and regards as indispensable in a certain period can change via the interaction of the members of that society with the members in other societies. This is called 'acculturation'. During this acculturation process, the individuals of both cultures appropriate the codes, which are more compatible with the zeitgeist. Cultural codes (ways of living) cannot be formed in a short time. Nevertheless, once they are formed, it is not so easy to replace them with codes from other cultures. It entails a long-term and well-calculated training. Simply put, because of measures not taken in a timely manner, it is essential to implement long-term open system[3] training to change an undesirable negative behavior that has become a cultural code with a desired positive behavior. Societies that encounter new situations, which are the product of long-term culturations, are likely to have difficulty in appropriating them, as they have not been assimilated in a dialectic process. When two cultures come across with each other, the individuals of both cultures intrinsically make a comparison between the two. Because of the interaction of these two different cultures, the culture that has been acculturated through feedbacks and reformations represents the new; the one that has not changed in accordance with the spirit of the time represents the old. As it is a modified version of the old, the new is in a superior position compared to the old. Considering all the above explanation, when individuals who are

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[3] A system is the interrelated set of elements functioning as an operating unit. It is consisted of three types. 1) Open System, 2) Semi-Open System, 3) Closed System. The Open System consists of four elements: input, process, output, feedback. (Taş, 2018: 62)

cultured with traditional semi-open and/or closed-system static education encounter individuals who are cultured with an open system dynamic education, they intrinsically experience alienation in the form of normlessness against their own traditional values and norms. In other words, societies that have not been renewed and developed in accordance with the spirit of the time consider their own cultures as subcultures and of those that have been constantly renewed and developed as superior cultures. Since the term subculture connotes a deficiency, an inability, an instinctive tendency towards the superior culture occurs in individuals representing the subculture. However, it is not possible, in a short time, to internalize and adopt the high culture's behavior codes that have been formed within a long and systematic process. Individuals in the subculture need the same processes and systematics in order to appropriate these behavioral codes. That is why there occurs nativist, hybrid, mimic, assimilated, and appropriator characters among the individuals of subculture societies that encounter the Western culture. These characters generally do not possess a sense of belonging as they have been deracinated from their land, their environment, and their culture. Sense of belonging is not an intrinsic primordial asset that a newborn infant acquires. Individuals, day by day, create and consolidate their sense of belonging by reciprocal attachments to the entities they encounter (be it a person, a school, the language, the government, the culture, the history, etc.). Nevertheless, it takes too much time to appropriate a new way of life. That is why immigrants have trouble to keep up with the culture of the countries they migrate. Considering the

above explanation, it is likely to assume that there will always exist a superior-subordinate relationship between cultures. The cultures that have been acculturated through feedbacks and reformations will most likely represent the superior; the static ones that have not changed in accordance with the zeitgeist will be the subordinated ones.

Immigrants are generally confronted with two forms of culture (material and non-material) at the country they migrate. Material culture (also called tangible culture), which is the indicator of how material life is produced, and non-material culture, which is the expression of thoughts, feelings, and beliefs that constitute narrative forms (this is called intellectual culture or abstract culture). The form with which it is difficult to adapt is the non-material one. Because it is related with beliefs and the way one perceives the world. Proponents of multiculturalism generally believe that if the majority cultures (states) adopt universality as an umbrella under which all cultures can shelter, then the problems will be solved. However, in this case arises the question of which universalism. Because, as Erdoğan & Alemdar state, there are two fabrications (universal culture and cultural exchange), which legitimizes sovereignty as regards the culture (2005: 3). The first one is the phrase 'universal culture'. In this regard, they assert that:

> *There are universal truths such as people get hungry, eat, and drink. Nevertheless, one could never and ever speak of a "universal culture," because in order for culture to be universal, everyone's material and non-material*

(emotional and religious) expressions, causes and results must be the same. Which is impossible. Everyone eats and drinks, but the way they express eating and drinking (what they cook, how they eat, the results they seek beyond satiety in eating, etc.) are different. Drinking Coca Cola all over the world does not mean that it is a universal culture; it describes the world domination of a commercial/industrial culture. In addition, the practice of drinking "coca cola" all over the world and the satisfactions sought with these practices and the results are different (2005: 5).

For Erdoğan & Alemdar, the second fabrication is 'cultural exchange'. In this regard, they assume that,

This concept is true for traders who trade cultural products. Because they produce, market, buy, and sell culture. However, when societies are taken as a whole, there is very little "cultural exchange." Generally, there is "a culture (today capitalist industrial culture) collapsing on other cultures, transforming them in accordance with the capitalist market, retaining and marginalizing or destroying them by hybridizing them for specific purposes. For cultural exchange to occur there must not be an unbalanced production and flow of cultural products. One of the related parties should not be consuming/buying and the other should not be producing/selling/non-buying.

Thus, cultural exploitation, cultural domination, cultural
destruction, cultural transformation is subtly presented as
cultural exchange (2005: 6).

From the above excerption, one can infer that universalism and cultural exchange, which are the two basic premises of the proponents of multiculturalism, amount to nothing. Both proponents and opponents of multiculturalism agree on the basic premise that widespread immigration has changed European nations by diversifying them. They also accept that the later generations of the first immigrants are not straight arrows compared with their predecessors. This is true, because they are incessantly being assimilated in the mainstream culture. A youngster descended from an African or a Caribbean family live the same styles with her/his peers from Britain, France, or Germany. As Malik states, "the shopping mall, the sports field, and the internet bind them together, creating a set of experiences and cultural practices more common than any others in the past" (2015a: 5).

To conclude, from 1970s to 1990s, there were talks of removing walls and cancelling visas to build a globalized multicultural world. While the way was paved for people from different cultures to live together, the discourse of multiculturalism had almost become fashionable. However, now that globalization or the bankruptcy of globalization is on the agenda, thick barriers, and even traps have begun to be built again. In particular, the influx of new immigrants and the refugee problem must have increased the level of anxiety on this issue, so that

the signals of the bankruptcy of multiculturalism were spoken openly. The narrative of multiculturalism is the masked form of uniformity, and in fact, it has fed inequality, discrimination, and violence in terms of law through the discourse of democracy and equality. Since the necessary and credible culture is to be European, it is assumed that every identity will be included in this. In reality, multiculturalism was perhaps the front version of the dissemination of the only dominant European culture. Now the mask has fallen, and the truth has become public.

Although the old and traditional monocultural model does not work in modern societies with different ethnic and religious groups, it is likely to assert that the multicultural model has failed, as noted by European leaders. Our world is now in the process of creating all cultural values, the common cultural values of all humanity by melting them in a pot. In his seminal book titled The Clash of Civilizations, which is a more detailed work of an study published in 1993, Samuel P. Huntington argues, "the central and most dangerous dimension of the emerging global politics will be conflict between groups from differing civilizations" (1997: 13). However, he also adds, "clashes of civilizations are the greatest threat to world peace, and an international order based on civilizations is the surest safeguard against world war" (1997: 13). Since the publication of the study, twenty-eight years has passed. However, the efforts to build a multicultural world have not been achieved yet. Although the world turned to be a global village,

this globalization seems to be a commercial one, which aims to melt the other ingredients of the salad pot.

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CHAPTER 10

LANDSCAPE ASSESSMENT OF PLANT MATERIAL USED IN CAMPUSES; CASE OF ARTVIN CORUH UNIVERSITY HOPA CAMPUS

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INTRODUCTION

Plants are indispensable parts of the urban landscape, play an important role for supporting green infrastructures and creating a sustainable landscape (Sarı & Karaşah, 2020). Many plants, especially woody species, used in urban areas can help alleviate the urban environmental problems by providing several ecosystem services. Urban trees can reduce ambient temperature through shading and transpiration to reduce the urban heat island effect (Lee et al. 2013; Scholz et al. 2018). Thus, it contributes to economize energy consumption and improving the quality of life of city-dwellers (Hardin & Jensen 2007; Nowak et al. 2016). Urban trees can absorb pollutants, block harmful particles, and help reduce air pollution levels, depending on their leaf characteristics (Nowak et al. 2016; Selmi et al. 2016; Wang et al., 2021).

Plants, which are complementary living materials in landscape designs, contribute to our satisfaction from outdoor spaces by appealing to our senses with their features such as form, texture, smell, seasonal coloration, and temporal change (Sarı & Karaşah, 2018). In addition, ornamental plants used in urban areas serve many different goals such as recreation, directing the development of cities, contributing to the aesthetics and image of the city, providing a functional effect (aesthetic perception, screening, limitation, creating space, direction, shading, emphasis, safety) (Aslanboğa, 2002; Altay, 2012; Akça & Gülgün Aslan 2019). The number and use of plant species in cities where anthropogenic effects are tightly packed, varies

depending on the socioeconomic structure, geographical location, city history, land uses, the attitudes of local governments, and personal preferences (Altay, 2012; Welch, 1994; Yılmaz & Irmak, 2004). Therefore, a unique urban flora may emerge depending on the plant material used in urban areas.

University campuses have one of the richest plant materials where they used to fulfill different functions in different places. Campuses are one of the urban habitats and the social activity areas, plant materials can be used intensively within them (Akça & Gülgün Aslan 2019). Being a part of urban open green areas university campuses are spaces that have many functions and serve different user groups including academic staff, administrative staff, technical staff, students, and sometimes local people (Karaşah et al. 2016). University campuses are known as "small-scale cities" and have a critical importance in cities due to their well-equipped facilities (Guerrieri et al., 2019; Wibowo et al., 2019). Attention toward environmental impact of university campuses is increased nowadays (Srivanit & Hokao 2013). Campus trees can not only increase the vegetation of the campus, provide fresh air, improve the microclimate and campus ecological indicators, but also protect the physical and mental health of teachers and students (Liu et al. 2018; Wang et al. 2021).

Universities are the places where environmental awareness can be best explained and applied accompanied by representing higher education and training (Altay, 2012). Biodiversity on university campuses influences perceived attractiveness of urban areas to students (Lindemann-Matthies & Brieger, 2016), promotes appreciation of the

natural environment of local people (Colding & Barthel, 2017), and may lead to an ecologically responsible future (Liu et al. 2021; Uhl & Anderson, 2001). In this respect, it is important to choose the plants which will be used in the campuses by considering the sustainable planning approach and to make the right applications.

Planted landscape must have functional features as well as aesthetics for being a suitable living environment for humans. These principles develop according to time, space, and human needs, require renewal, and are expressed as the main principles of design (Acar et al., 2007). To fulfill these functions of the plant material used in the campuses, it is important to consider the landscape features with the right planning approaches. There are many campuses with rich floristic diversity in Turkey as in many cities of the world (Güler, 2019). Within the scope of this study, the aesthetic and functional landscape characteristics of the plant material used in the Hopa Campus of Artvin Çoruh University located on the Eastern Black Sea coast of Turkey were scrutinized to contribute the existing plant inventory and literature.

MATERIAL AND METHOD

Within the scope of the study, woody plant material used in Artvin Çoruh University Hopa Campus was examined. Hopa located in the Eastern Black Sea Region of Turkey and has a coast to the Black Sea, is a district of Artvin province. The campus takes its name from this district. Hopa campus is 65 km away from Artvin city center and approximately has an area of 1.5 hectares (Figure 1). The annual average temperature of Hopa district is 14.4°C, and the annual

precipitation average is 2087 mm. Climate of the district generally is mild with too rainy.
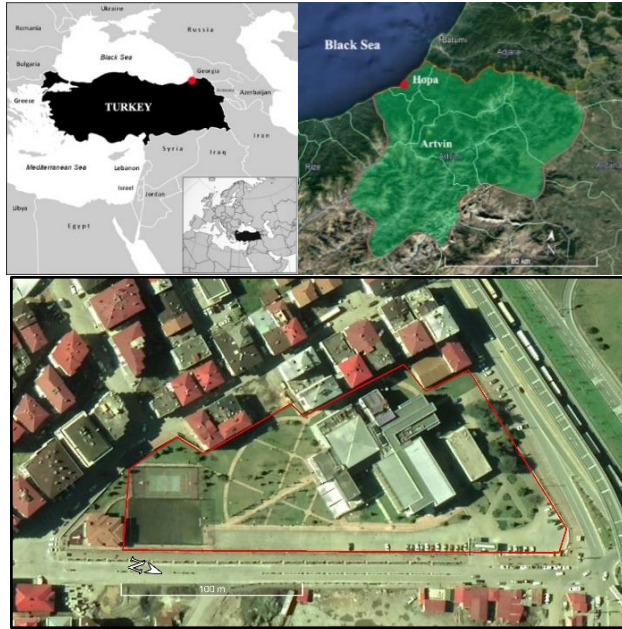
Figure 1: Location of Artvin Çoruh University Hopa Campus, Hopa, Artvin, Turkey

The establishment and planting activities of the campus have a history of approximately 10 years. With the aim of determine the landscape characteristics and take the floristic inventory of this young campus, the existing woody plant species have been identified and listed. Identification of plant species on-site monitoring and detailed information about the species were obtained from various printed and electronic sources and plant databases (Akkemik, 2014a; Akkemik, 2014b; CABI, 2021; PFAF, 2021; theplantlist.org). The data table regarding the landscape characteristics such as the names, families, origin, growth form, number of uses, aesthetic and functional properties, harmful and beneficial properties of plant species were

created in Excel. In line with the data obtained from the plant inventory table, evaluation charts were created according to the characteristics of the plant species used in the campus.

RESULTS

Results showed that 66 woody taxa from 30 families were determined in Hopa campus (Table 1). 19 of these taxa are in Gymnosperm, 47 of them are in Angiosperm. In the distribution of taxa according to families, the most of the taxa were seen in Rosaceace (11 taxa) and Cupressaceae (10 taxa) (Figure 2). The diversity of woody taxa in campus has increased with the presence of exotic taxa. 29 of determined taxa were natural origin (8 of them cultured forms), 37 of them were of exotic origin (16 of them cultured forms). 41 of the taxa are trees, 7 of them are small tree, 17 of them are shrubs, and 1 of them is dwarf tree (Figure 3). There is a balanced use as evergreen and deciduous species. 34 taxa are evergreen, and 32 taxa are deciduous in the campus. The ornamental plants in the campus area display a mix of deciduous, evergreen and conifers. Thus, the uniform appearance of the campus area is eliminated. Evergreen plants (such as coniferous plant species and palm trees) prevent a bare appearance in the campus area especially in winter (Altay, 2012). It has been determined that the evergreen and deciduous taxa used in the Hopa campus provide balanced the mass void effect. According to the number of taxa, the 3 most abundant taxa are *Buxus sempervirens* (18), *Juniperus horizontalis* (18) and *Cupressus sempervirens* "Pyramidalis" (16) (Figure 4).

Table 1: Plant Taxa and Their Properties in Hopa Campus

Scientific name	Family	Status	Growth form	Number	Aesthetics properties	Functional properties	Harmful properties	Beneficial properties
Acer campestre L.	Sapindaceae	Native	Deciduous tree	8	leaf, form	Creating space and shading		Tolerance to air pollution and wind, bee plant
Acer negundo L. "Aureovariegatum"	Sapindaceae	Exotic-cultivar	Deciduous tree	3	leaf, form	Screening	Invasive, (undesirable tree for many urban situations)	Fast growing, bee plant, tolerance to wind, edible, tolerance to pruning
Acer palmatum Thunb. "Dissectum Atropurpureum"	Sapindaceae	Exotic - cultivar	Deciduous tree	1	leaf, form, texture	Focus / emphasis effect		Relatively edible
Acer platanoides L.	Sapindaceae	Native	Deciduous tree	1	leaf, form	Creating space and shading	Invasive, roots can damage	Bee plant, tolerance to wind and air pollution, relatively edible
Acer platonoides L. "Crimson King"	Sapindaceae	Native-cultivar	Deciduous tree	1	leaf, form	Focus / emphasis effect	Invasive, roots can damage	Bee plant, tolerance to wind and air pollution, relatively edible
Berberis thunbergii DC. "Atropurpurea"	Berberidaceae	Exotic-cultivar	Deciduous shrub	12	flower, fruit, leaf, form, texture	Focus / emphasis effect	Invasive	Edible fruit/leaf, medicinal use, tolerance to pruning, erosion control
Betula pendula "Youngii"	Betulaceae	Native-cultivar	Deciduous tree	1	leaf, bark, form	Focus / emphasis effect		Tolerance to wind, edible, medicinal use, attracting wildlife, industrial use
Betula pendula Roth	Betulaceae	Native	Deciduous tree	2	leaf, bark, form	Shading		Fast growing, tolerance to wind, edible, medicinal use, attracting wildlife, industrial use
Buxus sempervirens L.	Buxaceae	Native	Evergreen shrub	18	leaf, form, texture	Creating hedges, Enclosing	Leaves and bark are poisonous	Tolerance to pruning, bee plant
Calocedrus decurrens (Torr.) Florin "Aureovariegata"	Cupressaceae	Exotic-cultivar	Evergreen tree	1	leaf, form	Focus / emphasis effect		
Cedrus atlantica (Endl.) Manetti ex Carrière "Glauca"	Pinaceae	Exotic-cultivar	Evergreen tree	1	leaf, form, texture	Focus / emphasis effect		Tolerance to wind and air pollution, espalier uses, medicinal-aromatic

Table 1, continuation

Cedrus deodara (Roxb. ex D.Don) G.Don	Pinaceae	Exotic	Evergreen tree	3	leaf, form, texture	Creating space and shading		Wind and drought tolerance, espalier uses, medicinal-aromatic
Cercis siliquastrum L.	Leguminosae	Native	Deciduous tree	1	flower, leaf, form	Creating emphasis		Attracting wildlife, drought tolerance, relatively edible, bee plant
Chamaecyparis lawsoniana (A.Murray bis) Parl. *"Ellwoodii"*	Cupressaceae	Exotic-cultivar	Evergreen tree	1	leaf, form, texture	Creating emphasis		Relatively tolerance to air pollution
Chamaecyparis pisifera (Siebold & Zucc.) Endl.	Cupressaceae	Exotic-cultivar	Evergreen shrub	3	leaf, form, texture	Complementing to plant composition		Relatively drought tolerance, attracting wildlife
Cordyline australis (G.Fors.) Endl.	Asparagaceae	Exotic	Evergreen tree	5	leaf, form,	Focus / emphasis effect		Tolerate maritime exposure and wind
Cornus alba L.	Cornaceae	Exotic	Deciduous shrub	4	flower, leaf, bark, form	Complementing to plant composition		Fast growing
Corylus avellana L. "Contorta"	Betulaceae	Native-cultivar	Deciduous small tree	5	leaf, form, bark	Supporting the structural design		Edible fruit, wind tolerance
Cotoneaster horizontalis Decne.	Rosaceae	Exotic	Deciduous shrub	6	flower, leaf, fruit, form	Covering the surface, Complementing to plant composition		Attracting wildlife, erosion control, tolerance to air pollution
Cupressocyparis x *leylandii* (A.B.Jacks. & Dallim.) Dallim.	Cupressaceae	Exotic-cultivar	Evergreen tree	6	leaf, form, texture	Screening		Fast growing, tolerance to pruning, tolerate maritime exposure and wind
Cupressus macrocarpa Hartw."Goldcrest",	Cupressaceae	Exotic-cultivar	Evergreen tree	12	leaf, form, texture, scent	Direction		Tolerate maritime exposure and drought, tolerant of pruning
Cupressus sempervirens L. "Pyramidalis"	Cupressaceae	Native	Evergreen tree	16	leaf, form, texture	Direction, Supporting the structural design		Medicinal-aromatic, drought and wind tolerant, erosion control
Cupressus arizonica Greene	Cupressaceae	Exotic-cultivar	Evergreen tree	1	leaf, form, texture	Shading		Drought tolerance, erosion control, wind tolerance
Diospyros kaki L.f.	Ebenaceae	Exotic	Deciduous tree	3	leaf, form, fruit	Benefiting from the fruit		Edible fruit, medicinal-aromatic

Table 1, continuation

Elaeagnus x *ebbingei* Boom.	Elaeagnaceae	Exotic-cultivar	Evergreen shrub	1	leaf, fruit, form	Complementing to plant composition		Edible (fruit, seed), medicinal use, tolerate maritime exposure, wind and drought, erosion control, tolerant of pruning
Eriobotrya japonica (Thunb.) Lindl.	Rosaceae	Exotic	Evergreen small tree	1	leaf, fruit, form, texture, scent	Shading, Benefiting from the fruit		Edible, medicinal-aromatic, tolerate maritime exposure, espalier uses
Euonymus japonicus Thunb.	Celastraceae	Exotic	Evergreen shrub	10	leaf, form, texture	Complementing to plant composition, Enclosing		Tolerance to pruning, tolerate maritime exposure
Ginkgo biloba L. "Mariken"	Ginkgoaceae	Exotic-cultivar	Deciduous dwarf tree	1	leaf, form, texture	Focus / emphasis effect	Females produce foul-smelling fruit	Edible, medicinal-aromatic, tolerance to air pollution, industrial plant
Hibiscus syriacus L.	Malvaceae	Exotic	Deciduous shrub	2	flower, leaf, form	Creating emphasis		Edible, medicinal-aromatic, attracting wildlife
Ilex aquifolium L. "Argentea Marginata"	Aquifoliaceae	Native-cultivar	Evergreen shrub	1	leaf, form, texture, fruit	Creating emphasis, Complementing to plant composition	Poisonous (The fruit is poisonous, especially for children.), Hard- stinging leaves	Attracting wildlife, shade tolerance, tolerance to air pollution, tolerate maritime exposure, relatively edible, medicinal use tolerance to pruning, bee plant
Juglans regia L.	Juglandaceae	Native	Deciduous tree	3	leaf, form	Shading, Benefiting from the fruit	Roots can damage	Edible, medicinal-aromatic, attracting wildlife
Juniperus horizontalis Moench	Cupressaceae	Exotic	Evergreen shrub	18	leaf, form, texture	Covering the surface, Complementing to plant composition		Groundcover, edible fruit, erosion control
Lagerstroemia indica L.	Lythraceae	Exotic	Deciduous tree	12	flower, leaf, form, texture, bark	Supporting the structural design, Creating emphasis		Drought tolerance, erosion control
Ligustrum japonicum Thunb. "Aureum"	Oleaceae	Exotic	Evergreen small tree	5	leaf, form, texture	Supporting the structural design		Tolerance to pruning, tolerance to air pollution

Table 1, continuation

Liquidambar orientalis Mill.	Altingiaceae	Native	Deciduous tree	1	leaf, form	Shading		Edible, medicinal-aromatic
Liriodendron tulipifera L.	Magnoliaceae	Exotic	Deciduous tree	1	leaf, flower, form	Shading	Roots can damage	Attracting wildlife, medicinal use bee plant
Loropetalum chinense (R. Br.) Oliv.	Hamamelidaceae	Exotic	Evergreen shrub	1	flower, leaf, form	Focus / emphasis effect		Tolerance to pruning, relatively medical use
Magnolia grandiflora L.	Magnoliaceae	Exotic	Evergreen tree	1	flower, leaf, fruit, form, texture	Creating emphasis	Roots can damage	Shade tolerance, wind tolerant, relatively edible (flowers), medicinal-aromatic, espalier
Malus floribunda Siebold ex Van Houtte	Rosaceae	Exotic	Deciduous small tree	1	flower, leaf, form, texture	Creating emphasis		Edible, bee plant, espalier, attracting wildlife
Nerium oleander L.	Apocynaceae	Native	Evergreen shrub	5	flower, leaf, form, scent	Creating emphasis	Poisonous	Drought and maritime exposure tolerance, erosion control
Paulownia tomentosa Steud.	Paulowniaceae	Exotic	Deciduous tree	2	flower, form, scent	Creating space and shading	Invasive, roots can damage	Air pollution tolerance, edible, medical use
Photinia x *fraseri* "Red Robin" (*Photinia serrulata* "Red Robin")	Rosaceae	Exotic-cultivar	Evergreen shrub	1	flower, leaf, form	Complementing to plant composition		Tolerance to pruning
Picea pungens Engelm."Glauca"	Pinaceae	Exotic-cultivar	Evergreen tree	3	leaf, form, texture	Focus / emphasis effect		Wind tolerance, edible, attracting wildlife
Picea orientalis (L.) Peterm.	Pinaceae	Native	Evergreen tree	5	leaf, form, texture	Creating space and shading		Shade tolerance, edible
Pinus mugo Turra	Pinaceae	Exotic	Evergreen small tree	1	leaf, form, texture	Complementing to plant composition		Tolerance to wind and maritime exposure, medicinal-aromatic, soil stabilization
Pinus sylvestris L.	Pinaceae	Native	Evergreen tree	6	leaf, form, texture	Creating space and shading		Tolerance to drought, wind, maritime exposure, tolerance to air pollution, medicinal-aromatic
Pittosporum tobira (Thunb.) "Nana",	Pittosporaceae	Exotic-cultivar	Evergreen shrub	12	leaf, form, texture	Covering the surface, Complementing to plant composition		Tolerance to pruning, tolerance to drought, wind, maritime exposure

Platanus orientalis L.	Platanaceae	Native	Deciduous tree	1	leaf, bark, form	Creating space and shading	Allergen, roots can damage	Tolerance to drought, wind, air pollution, relatively medicinal
Platycladus orientalis (L.) Franco	Cupressaceae	Native	Evergreen tree	13	leaf, form, texture	Supporting the structural design	The leaves are poisonous if eaten	Edible seed, medicinal-aromatic, tolerance to pruning, tolerance to air pollution
Platycladus orientalis "Aurea"	Cupressaceae	Native-cultivar	Evergreen small tree	10	leaf, form, texture	Complementing to plant composition	The leaves are poisonous if eaten	Edible seed, medicinal-aromatic, tolerance to pruning, tolerance to air pollution
Prunus cerasifera Ehrh. "Atropurpurea"	Rosaceae	Native-Cultivar	Deciduous tree	1	flower, leaf, form, texture	Creating emphasis		Edible, attracting wildlife, bee plant, wind tolerance
Prunus domestica L.	Rosaceae	Native	Deciduous tree	1	flower, fruit, leaf, form	Benefiting from the fruit		Edible, attracting wildlife, bee plant, medicinal-aromatic
Prunus laurocerasus L. (*Laurocerasus officinalis* M.Roem.)	Rosaceae	Native	Evergreen tree	1	flower, leaf, fruit, form, texture	Benefiting from the fruit		Attracting wildlife, shade tolerance, tolerance to air pollution and wind, edible, medicinal-aromatic, tolerance to pruning, bee plant
Prunus avium (L.) L. (*Cerasus avium* (L.) Moench)	Rosaceae	Native	Deciduous tree	3	flower, leaf, form, fruit	Benefiting from the fruit		Edible, medicinal use bee plant, attracting wildlife, espalier uses
Pseudotsuga menziesii (Mirb.) Franco	Pinaceae	Exotic	Evergreen tree	1	leaf, form, texture	Shading	Roots can damage	Wind tolerance, partially edible, medicinal-aromatic
Punica granatum L.	Punicaceae	Native	Deciduous tree	8	flower, leaf, fruit, form	Creating emphasis		Edible, medicinal-aromatic, wind tolerance
Pyracantha coccinea M. Roem.	Rosaceae	Native	Evergreen shrub	2	flower, leaf, fruit, form	Creating borders	Thorny branches	Bee plant, attracting wildlife, tolerance to wind and air pollution, relatively edible, tolerance to pruning, espalier uses, erosion control
Pyrus communis L.	Rosaceae	Native	Deciduous tree	3	flower, leaf, form	Benefiting from the fruit		Edible, drought and air pollution tolerant, attracting wildlife
Rosa sp.	Rosaceae	Exotic-cultivar	Deciduous shrub	10	flower, form, scent	Enclosing, Creating emphasis		Edible, medicinal-aromatic

Table 1, continuation

|								
Salix caprea L. "Pendula"	Salicaceae	Native-cultivar	Deciduous small tree	3	leaf, form, texture	Focus / emphasis effect		Maritime exposure and air pollution tolerant, bee plant, edible, medicinal use, tolerance to pruning
Salix matsudana Koidz. "Tortuosa"	Salicaceae	Exotic	Deciduous tree	1	leaf, bark, form, texture	Creating emphasis	Roots can damage	Relatively edible, medicinal use bee plant
Taxus baccata L. "Fastigiata"	Taxaceae	Native-cultivar	Evergreen tree	2	leaf, fruit, form, texture	Focus / emphasis effect	Poisonous	Shade tolerance, edible, wind tolerant, tolerance to air pollution, medicinal use tolerance to pruning, attracting wildlife, espalier uses
Tilia platyphyllos Scop.	Malvaceae	Native	Deciduous tree	1	flower, leaf, form, scent	Shading	Forms sucker shoot	Bee plant, attracting wildlife, edible, medicinal-aromatic, wind tolerance, tolerance to pruning, espalier uses
Tilia cordata Mill.	Malvaceae	Native	Deciduous tree	2	flower, leaf, form, scent	Creating space and shading	Forms sucker shoot	Bee plant, attracting wildlife, edible, medicinal-aromatic, wind tolerance, tolerance to pruning
Trachycarpus fortunei (Hook.) H.Wendl. (*Chamaerops excelsa*)	Arecaceae	Exotic	Evergreen tree	3	leaf, form	Creating emphasis		Edible flowers, industrial use
Yucca filamentosa L.	Asparagaceae	Exotic	Evergreen shrub	3	flower, leaf, form	Focus / emphasis effect		Drought and wind tolerant, edible, industrial use, erosion control, attracting wildlife
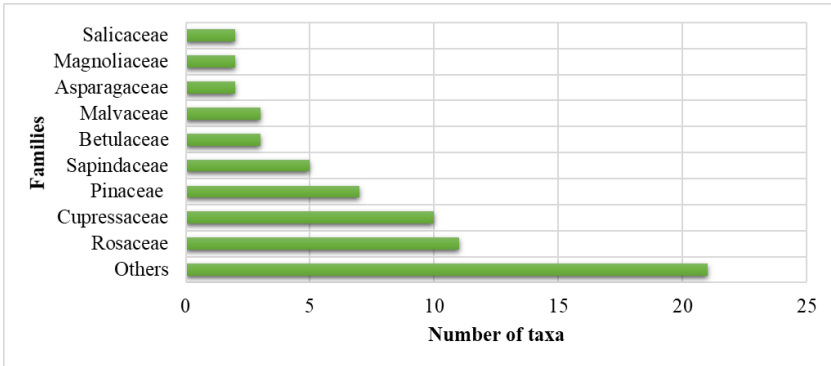
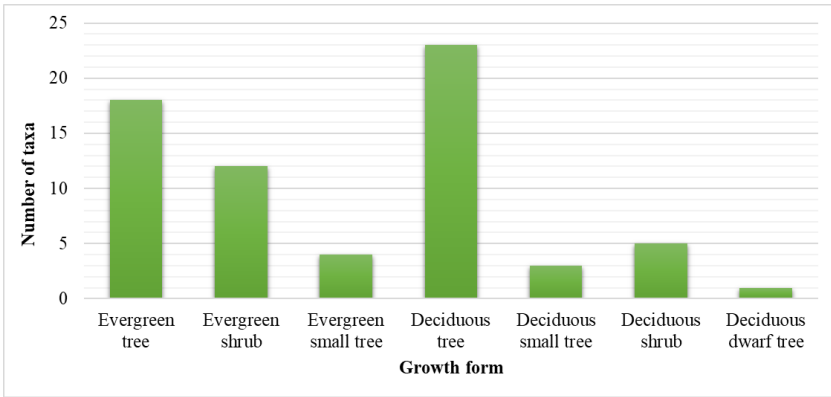**Figure 2**: Distribution of Taxa According to Families

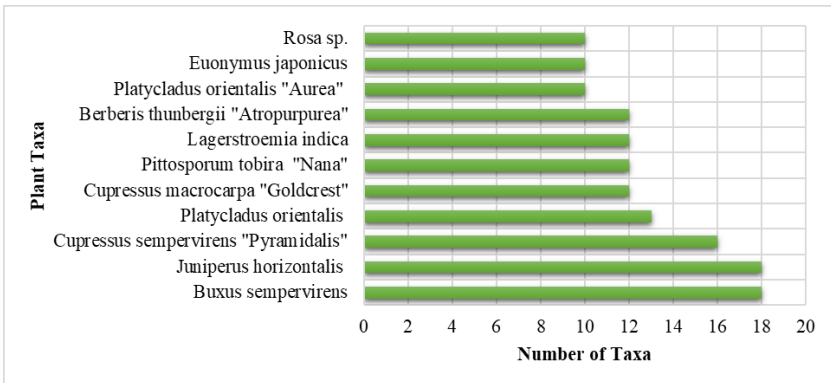**Figure 3:** Distribution of Taxa According to Growth Forms

Figure 4: Taxa of 10 and Over According to Number of Uses in the Campus

It has been determined that the plant species used in the campus attract attention with their leaf color (aesthetic leaf color, evergreen leaf feature, attractive autumn coloring feature etc.) and form (geometric forms such as column and pyramidal, calligraphic form feature) in terms of aesthetic properties (Table 1). One of the most effective features on preference of ornamental plants is flower aesthetics. It has been determined that 24 taxa have flower aesthetics, and 33 taxa are attractive in terms of texture which is one of the features that appeal to the senses of people. It has been recorded that 7 taxa (*Betula pendula* "Youngii", *Betula pendula*, *Cornus alba*, *Corylus avellana* "Contorta", *Lagerstroemia indica*, *Platanus orientalis*, *Salix matsudana* "Tortuosa") draw attention with their stem and shoot aesthetics (calligraphic appearance and attractive color), 13 taxa with aesthetic fruit characteristics (*Berberis thunbergii* "Atropurpurea", *Cotoneaster horizontalis*, *Diospyros kaki*, *Elaeagnus* x *ebbingei*, *Eriobotrya japonica*, *Ilex aquifolium* "Argentea Marginata", *Magnolia grandiflora*, *Prunus domestica*, *Prunus laurocerasus*, *Prunus avium*, *Punica granatum*, *Pyracantha coccinea*, *Taxus baccata* "Fastigiata"), 7 taxa with fragrant properties (*Cupressus macrocarpa* "Goldcrest", *Eriobotrya japonica*, *Nerium oleander*, *Paulownia tomentosa*, *Rosa* sp., *Tilia platyphyllos*, *Tilia cordata*) in the campus.

The flower feature of the plants creates a visual that we can watch seasonally in certain periods (a few weeks or months). For this reason, the correct planning of taxa whose flowering period follows each other in compositions will increase the visual quality of the landscape throughout four seasons. Campus environments are also using spaces

throughout four seasons. The flowering of 24 taxa with aesthetic flower characteristics in the campus observed between March and September, with varying periods. The months with the highest number of flowering taxa are April and May. However, it has been observed that flowering taxa are insufficient in some places in terms of the number of uses. *Lagerstroemia indica* (12) and *Punica granatum* (8) used around the walkways create sufficient visual impact, but in other parts of the campus, trees and shrubs are used more solitary (e.g *Cercis siliquastrum, Malus floribunda, Prunus cerasifera* "Atropurpurea") are not sufficient for visual effect. On the other hand, it has been observed that some taxa (e.g *Calocedrus decurrens* "Aureovariegata", *Cedrus atlantica* "Glauca", *Trachycarpus fortunei*) that stand out with their form, leaf, and texture aesthetics apart from their floral characteristics, are used solitary because of their functions in the space (Figure 5).

Figure 5: Some Taxa Used Solitary in the Campus (From left to right: *Prunus cerasifera* "Atropurpurea", *Calocedrus decurrens* "Aureovariegata", *Cedrus atlantica* "Glauca", *Trachycarpus fortunei*)

It has been determined that plant material used in spaces such as education buildings, canteen entrances, walking paths, sports fields,

sitting and resting areas, border elements for various functions such as creating focus and emphasis, creating hedges, enclosing, covering the surface, direction, supporting the structural design, shading, creating a space, screening, creating borders, completing the planting composition, and benefiting from the fruit feature (Table 1). These functions can be realized thanks to the growth form and aesthetic properties of plant taxa. For example, species such as *Acer campestre*, *Acer platanoides*, *Eriobotrya japonica*, *Liquidambar orientalis*, *Liriodendron tulipifera, Paulownia tomentosa*, *Platanus orientalis*, *Pseudotsuga menziesii*, *Tilia platyphyllos*, *Tilia cordata* have large canopy and effective in autumn coloring, they fulfill the shading function as well as creating spaces (Figure 6). Thus, natural spaces that offer the opportunity to spend time for students and other users are created.

Figure 6: Some Taxa with Shading and Space Forming Functions (From left to right: *Liriodendron tulipifera, Platanus orientalis Tilia platyphyllos*)

13 taxa were identified used for focus and emphasis in the campus. Some of these are *Yucca filamentosa*, *Taxus baccata* "Fastigiata", *Salix caprea* "Pendula", *Picea pungens* "Glauca",

Loropetalum chinense, *Ginkgo biloba* "Mariken", *Cordyline australis*, *Cedrus atlantica* "Glauca", *Calocedrus decurrens* "Aureovariegata", *Betula pendula* "Youngii", *Acer platonoides* "Crimson King", *Acer palmatum* "Dissectum Atropurpureum". Some taxa used for supporting the structural design, completing the planting composition and direction as well as emphasis feature, increase the visual effect by emphasizing the building entrances, connection points, circulation axes (Figure 7).

Figure 7: Examples of Some Taxa That Support the Structural Design, Emphasize and Direct in Planting Design in the Campus (From left to right, photos above: *Acer palmatum* "Dissectum Atropurpureum", *Ginkgo biloba* "Mariken", *Ligustrum japonicum* "Aureum". Photos below: *Berberis thunbergii* "Atropurpurea", *Cupressus sempervirens* "Pyramidalis")

It has been determined that some of the plants in the campus have undesirable harmful properties in landscape designs. For example,

some of these are invasive plants that pose a threat in the urban landscape as well as in natural areas. It is stated that *Acer negundo, Acer platanoides*, *Berberis thunbergii* "Atropurpurea", *Paulownia tomentosa* species used in the campus are invasive (Sarı, 2019). However, it was determined that taxa did not have a negative effect on the place where they were used apart from *Paulownia tomentosa*. Some woody species can damage the flooring and drainage due to aggressive root development. *Pseudotsuga menziesii*, *Platanus orientalis*, *Paulownia tomentosa*, *Liriodendron tulipifera*, *Magnolia grandiflora*, *Juglans regia*, *Acer platanoides* are among the species that can cause root damage. However, these taxa do not pose any threat as the places where they are planted have sufficient green space. It is also undesirable for ornamental plants to have poisonous and allergenic properties in public spaces. It is known that *Nerium oleander*, *Buxus sempervirens*, *Ilex aquifolium* "Argentea Marginata", *Platycladus orientalis* and *Taxus baccata* "Fastigiata" have toxic properties. *Platanus orientalis* has allergenic properties. These taxa are in acceptable numbers and do not pose a serious threat in terms of the number of uses in the campus. *Tilia platyphyllos* and *T. cordata*, are few in the campus, are taxa that require care because they give root shoots. Regular pruning activities in the campus ensure that many shrubs and tree species look well-groomed and healthy.

Within the scope of the study, the beneficial properties of the plant species in the campus were also examined (Table 1). In this context, it has been listed that plants' tolerance to drought, to air pollution, to wind, to sea effect, to shade, attractive to wildlife, being a bee plant

edible, pruned, medicinal - aromatic, erosion control (assisting soil stabilization), useful properties such as being industrial use, suitable for espalier use and rapid growth. Considering the features of being near the highway and being close to the sea effect, it has been determined that the plants used in the campus are resistant to air pollution, wind, and sea effects and are generally suitable for the place where they are planted in terms of the growth demands of taxa. When the characteristics of 66 taxa in the campus are examined, it has been determined that 14 taxa are bee plants, 34 taxa have medicinal properties, 21 taxa are attractive for wildlife, 9 taxa are suitable for espalier use, and 41 taxa have edible (fruit, leaf, flower, seed, bark) properties. In this respect, the campus has a diversity of taxa with beneficial properties.

CONCLUSION

Although the Artvin Çoruh University Hopa campus does not have as large a scale as the central campuses, the diversity of taxa in the campus made it an important pilot study area that allows us to evaluate the landscape characteristics of the plants. University campuses in many cities of the world are attractive with their remarkable plant diversity (Güler, 2019; Liu et al. 2021; Nerlekar et al. 2016; Singh, 2011). In terms of woody taxa diversity, Artvin Coruh University has a significant richness with 205 taxa from 56 families (Sarı & Karaşah, 2020). Hopa campus also contributes to this with 66 woody taxa.

The plant species determined within the scope of the study have various aesthetic characteristics such as leaves, forms, flowers, stems-shoots, fruits, textures, and smell, various functions such as creating focus and emphasis, creating hedges, enclosing, covering the surface, direction, supporting the structural design, shading, creating a space, screening, creating borders, completing the planting composition, and benefiting from the fruit feature in terms of functional landscape features. It was found that plant species with harmful properties were not a significant number. It has been determined that plants contributed to the spaces and ecosystem services have useful attributes such as tolerance to drought, to air pollution, to wind, to shade, tolerance of maritime exposure, tolerance of trimming, espalier use, rapid growth, erosion control (assisting soil stabilization), attract wildlife, being a bee plant, edible use, medicinal aromatic uses, industrial use.

To perform the functions mentioned above, plants must be established in accordance with the principles of appropriate planning, design, application, and maintenance. While determining the plant preferences in planting designs, it is necessary to consider the aesthetic appearance of the species as well as their ecological demands and functional functions (Dönmez et al., 2016). Plants offer various options to the designer in landscape designs, such as size, color, texture, movement, light and shadow effect (Aslanboğa, 1997). Therefore, designs should be realized considering these features. Thus, it is ensured that the plants fulfill the functions expected from them and the sustainability of the designs (Önder & Polat, 2007; Selim, 2021)

Trees in the university campus can provide some invisible help, such as reducing the pressure on students and teachers and improving mental health (Hipp et al., 2016; Lau & Yang 2009; Liu et al., 2018; Wang et al. 2021). Previous studies have found that the level of green infrastructure in the campus is positively associated with students' mental health and academic performance (Hodson & Sander 2017; Li & Sullivan 2016; Lin & Van Stan 2020; Liu et al. 2018; Kweon et al. 2017). Similarly, several studies have quantified the aesthetic benefits of urban trees in other land use types and reported great contributor of this benefit to total benefits. For example, Maco and McPherson (2003) found that the aesthetic benefits of street trees accounted for 60% of the total benefits in a US city (Wang et al. 2021).

The floristic diversity of campus areas attracts not only the academicians but also the public. Many university campuses with large green spaces are considered recreational areas and attract thousands of visitors each year (Colding & Barthel, 2017). A significant portion of visitor activity in these green spaces is related to native plant species (Palliwoda et al., 2017), for example observing spring flowering species. Therefore, biodiversity in university campuses also offers a valuable opportunity for public education (Liu et al., 2021). In some studies, it has been reported that most of the young population does not recognize the plants around them (Adams et al., 2010; Struwe et al. 2014). Therefore, campuses have significant value and material for education, training, and public awareness. The campuses not only provide aesthetic and functional services with their plants, but also provide ecosystem services by supporting urban green

infrastructures. For this reason, creating compositions with the right plant selections as well as planning and designing a campus will allow campus landscapes to be more qualified and sustainable.

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BÖLÜM 11

HEDGES AND THEIR FUNCTIONS IN PLANTING DESIGN

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INTRODUCTION

Being an important part of green areas, which are the lungs of cities, plants provide many aesthetic and functional benefits to cities and citizens. Since plants are living materials, changes occur in their properties such as colour, texture, form, and size over time. They contribute to people's enjoyment of nature, especially with the colour changes they exhibit during seasonal variations.

Plants are used in planting designs for many aesthetic, functional and ecological purposes such as supporting structural design, separating/dividing spaces, providing privacy, benefiting from fruit characteristics, climate control, erosion control. For example, plants used in urban parks can provide habitat for birds, food sources (fruit, nectar, seeds, insect attraction), shelter and shade for wildlife during their breeding season (Mel, 2006; Idilfitri et. al. 2014) and provides pollen for bees and insects (Escobedo et. al. 2008; Ghafari et al. 2020).

In planting designs, hedges mostly are preferred to separate/divide spaces. Hedges afford several frontline ES including privacy, security against intrusion, screening-off visual intrusions such as major roads, railway lines and unsightly industrial developments, providing shelter, pollution and noise mitigation, rainwater capture (flood protection) and habitat for wildlife (Varshney & Mitra, 1993). Hedges have been used historically to enclose gardens within castles and monasteries (Aben & De Wit, 1999) or and provide 'aesthetics within the landscape' for example the parterres of Versailles, France (Baridon,

2008). Studies involving different forms of green infrastructure such as street trees, hedges, green roofs, parks etc. have identified how plants contribute to a multitude of individual ecosystem services. These services include mitigation of surface and air temperatures (Alexandri & Jones, 2008; Shashua-Bar et al. 2009; Blanusa et al. 2013; Cameron et al. 2014), air quality and pollution mitigation (Rowe, 2011; Tallis et al. 2011; Abhijith et al. 2017), rainfall capture and retention (Czemiel Berndtsson, 2010; Berland et al. 2017), noise abatement (Van Renterghem et al. 2014), carbon sequestration (Gratani & Varone, 2013), phytoremediation of soils and water (Zhang et al. 2007) and biodiversity provision (Davies et al. 2009; Dover, 2015; O'Sullivan et al. 2017), contributes to human health and well-being (Grahn & Stigsdotter, 2010; Cameron et al. 2012; Shanahan et al. 2015) and cultural services that include education (Hodson & Sander, 2017), recreational opportunities (Grunewald et al. 2017), social capital (Holtan et al. 2015; Bogar & Beyer, 2016) and economic development (Nesbitt et al. 2017; Blanusa et. al. 2019).

Kö-Bogen II commercial and office building in Düsseldorf, with Europe's largest green façade consisting of 8 km of evergreen Hornbeam hedges that provide ecosystem services such as urban heat reduction, carbon dioxide sequestration, moisture storage and supporting biodiversity (Höpf et al. 2021) is one of the good examples. The 165 m long Beech hedge planted in 1906 in Royal Botanic Garden Edinburgh is also a good example (Figure 1).
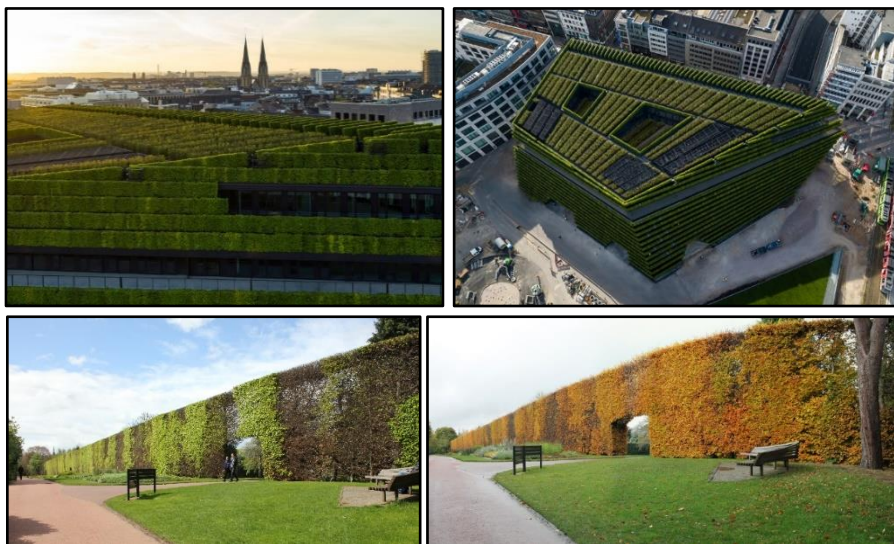
Figure 1. Upper photos: Kö-Bogen II commercial and office building in Düsseldorf (URL-1, 2021); Below photos: Autumn and spring view of beech hedge in Royal Botanic Garden Edinburgh (Original)

As a result of rapid urbanization, the grey infrastructure is increase and threatens green infrastructures by putting pressure on land use. Hedges are materials that will contribute to the creation of more liveable cities, can support green infrastructure by using them even in small spaces in urban areas due to take up less space, at least in terms of width. In this study, some hedges that can be used with their aesthetic and functional properties and their properties in planting design are examined.

MATERIAL AND METHOD

The material of the study consists of 25 plant taxa that can be evaluated as hedges in different sizes in planting design. These hedges can be grown in different regions of Turkey, which is in the temperate climate zone of the northern hemisphere. Information on these plants

was obtained from different studies in the literature and plant database sites (Brickel, 2003, Botanica, 2004, Akkemik, 2014a; Akkemik, 2014b; PFAF, 2021).

The study was carried out in 2 successive steps.

In the first step, 25 plant taxa were selected by pre-selection in line with the aesthetic and functional characteristics of the plants from literature review. In the second step, plants' information including family, leaf characteristics, size properties, aesthetic properties (flower, fruit, stem) and functional properties were revealed.

RESULTS

Goal of the planting design to produce ecological, aesthetic and functional solutions in order to offer people more liveable and quality spaces by presenting the beauties of nature (Karaşah, 2021). In this study, some hedges were determined in order to produce aesthetic and functional solutions in planting design (Figure 2), information about these plants (family, leaf characteristics, size properties, aesthetic properties (flower, fruit, stem) and functional properties) were tabulated (Table 1) and general information were revealed.

Figure 2. Some examples from high-medium-low sized hedges (1:*Spiraea x vanhouttei* (URL-2, 2021); 2:*Laurus nobilis* (URL-3, 2021); 3:*Pyracantha coccinea* (URL-4, 2021); 4: *Carpinus betulus* (URL-5, 2021); 5: *Berberis thunbergii* (URL-6, 2021); 6: *Chanomeles japonica* (URL-7, 2021); 7: *Lavandula angustifolia* (URL-8, 2021); 8: *İlex aquifolium* (URL-9, 2021))

Table 1: Information about chosen plants (Plant names sorted by plant size)

Plant Name	Family	Leaves	Size	Aesthetic properties (leaves, flower, fruit, stem)	Functional properties
Carpinus betulus L.	Betulaceae	Deciduous	Tree	Leaves (yellow-brown in autumn)	Medicinal use, espalier, separating/dividing spaces
Cupressus macrocarpa Hartw.	Cupressaceae	Evergreen	Tree	Leaves (light green)	Separating/dividing spaces
Fagus sylvatica L.	Fagaceae	Deciduous	Tree	Leaves (yellow in autumn)	Wildlife-attracting, separating/dividing spaces
Laurus nobilis L.	Lauraceae	Evergreen	Tree	Leaves (dark green)	Medicinal-aromatic use, separating/dividing spaces closing unwanted views, providing privacy
Taxus baccata L.	Taxaceae	Evergreen	Tree	Leaves (dark green), Fruit (red)	Espalier, topiary, separating/dividing spaces, closing unwanted views and providing privacy
Tilia tomentosa Moench	Malvaceae	Deciduous	Tree	Leaves (yellow in autumn), flowers (light yellow, fragrant)	Shade, separating/dividing spaces
Prunus laurocerasus L. (*Laurocerasus officinalis* M.Roem.)	Rosaceae	Evergreen	Tree /Small tree	Leaves (dark green), fruit (black), flowers (white, fragrant)	Used in pharmacy and medicine, separating/dividing spaces closing unwanted views, providing privacy
Buxus sempervirens L.	Buxaceae	Evergreen	Small tree/ Shrub	Leaves (dark green)	Separating/dividing spaces, closing unwanted views and providing privacy
Ligustrum japonicum Thunb.	Oleaceae	Evergreen	Small tree/ Shrub	Leaves (dark green), flower (white)	Separating/dividing spaces, closing unwanted views and providing privacy
Pittosporum tobira (Thunb.) W.T.Aiton	Pittosporaceae	Evergreen	Small tree/ Shrub	Leaves (green), flowers (white fragrant)	Attractive to wildlife, separating/dividing spaces

Table 1, continued

Plant Name	Family	Leaves	Size	Aesthetic properties (leaves, flower, fruit, stem)	Functional properties
Abelia x *grandiflora* (Rovelli ex André) Rehber	Caprifoliaceae	Evergreen/Semi-evergreen	Shrub	Leaves (bronze in winter), flowers (pink-white fragrant)	Attractive for bees and butterflies, separating/dividing spaces
Berberis thunbergii DC.	Berberidaceae	Deciduous	Shrub	Leaves (claret red)	Separating/dividing spaces, preventing passages
Chanomeles japonica (Thunb.) Lindl. ex Spach	Rosaceae	Deciduous	Shrub	Flowers (bright red)	Separating/dividing spaces, preventing passages
Cotoneaster dammeri C.K.Schneid.	Rosaceae	Evergreen	Shrub	Fruit (red), flowers (white), leaves (reddish-purple in autumn)	Separating/dividing spaces
Euonymus fortunei (Turcz.) Hand.-Mazz.	Celastraceae	Evergreen	Shrub	Leaves (green)	Separating/dividing spaces
İlex aquifolium L.	Aquifoliaceae	Evergreen	Shrub	Fruit (red), leaves (dark green)	Medicinal use, attractive to wildlife, Separating/dividing spaces, closing unwanted views
Lavandula angustifolia Mill.	Lamiaceae	Evergreen	Shrub	Flowers (purple)	Medicinal and aromatic use, separating/dividing spaces
Lonicera nitida E.H. Wilson	Caprifoliaceae	Evergreen	Shrub	Leaves (glossy dark green)	Separating/dividing spaces
Mahonia aquifolium (Pursh.) Nutt.	Berberidaceae	Evergreen	Shrub	Flowers (yellow), fruit (purplish black)	Separating/dividing spaces, closing unwanted views
Philadelphus coronarius L.	Hydrangeaceae	Deciduous	Shrub	Flowers (white, fragrant)	Espalier, separating/dividing spaces

Table 1, continued

Plant Name	Family	Leaves	Size	Aesthetic properties (leaves, flower, fruit, stem)	Functional properties
Photinia x fraseri Dress	Rosaceae	Evergreen	Shrub	Flowers (white), leaves (bright red-burgundy)	Separating/dividing spaces, closing unwanted views
Pyracantha coccinea M.Roem.	Rosaceae	Evergreen	Shrub	Flowers (white, fragrant), fruit (dark orange)	Vase plants, attractive to wildlife, separating/dividing spaces, closing unwanted views and providing privacy, erosion control, espalier
Rosa sp.	Rosaceae	Deciduous	Shrub	Flowers (pink, red, white, yellow, fragrant)	Separating/dividing spaces and preventing passages
Spiraea x vanhouttei (Briot) Zabel	Rosaceae	Deciduous	Shrub	Flowers (white)	Separating/dividing spaces, closing unwanted views
Viburnum tinus L.	Adoxaceae	Evergreen	Shrub	Leaves (dark green), flowers (white, fragrant),	Attracts butterflies, separating/dividing spaces

Carpinus betulus **L.**

Carpinus betulus, which grows naturally in Europe, the Caucasus, Iran, and Turkey, is a deciduous tree, growing to 20-25 m (Akkemik, 2014a). The leaves have medicinal uses. It prefers moist climate and soils. Being attractive with its autumn colours, *Carpinus betulus* is suitable for medium and high sized hedges. They retain their dead leaves throughout the winter if clipped at least once a year in late

summer. They should not be clipped in spring since they will bleed profusely (PFAF, 2021). In addition to being used as an aesthetic and functional urban tree in the urban landscape, it also makes a good choice as an espalier and high hedge.

Cupressus macrocarpa **Hartw.**

Its natural distribution is in North America and California. It is a tree, growing to 25 m and its crown can be in different forms (Akkemik, 2014a). The plant can tolerate drought and maritime exposure, but not shade and can grow in different soil types (PFAF, 2021). Its evergreen scaly leaves have a beautiful texture. This fast-growing tree species is suitable to pruning, so it is especially preferred in high-height hedge applications. There are also many varieties of *Cupressus macrocarpa* as an ornamental plant. One of these is *Cupressus macrocarpa* "Goldcrest" taxon, whose leaves odourising a lemon scent when rubbed. This variety can be used in low hedge applications as well as used alone as a form and emphasis plant. Nowadays, *Cupressus macrocarpa* and its culture forms are widely used in Turkey as well as in many countries of the world. It is a highly decorative option in evergreen vivid hedge applications with its form, fragrant, and colour aesthetics.

Fagus sylvatica **L.**

It is a deciduous tree that growing to 30 m (Akkemik, 2014a). Its general geographical distribution to Europe, including Britain, from Norway south and east to Spain, Greece, W. Russia, and the Crimea (PFAF, 2021). However, there are cultivars in many forms used as

ornamental plants. The plant can tolerate strong winds and atmospheric pollution but not maritime exposure. Fagus sylvatica has edible plant parts (leaves, oil, seeds) and is used for medicinal purposes as well as industrial uses (PFAF, 2021). As a wildlife-attracting tree, *Fagus sylvatica* is also an attractive species with its aesthetic autumn colour. summer and autumn scene of this species is so attractive. It can be used as an urban tree or as a high hedge.

Laurus nobilis **L.**

One of the characteristic plants of the Mediterranean, the origin of this plant is the Balkans and Turkey (Akkemik, 2014b). It is an evergreen tree with a rounded top and dense branches, mostly in the form of shrubs, sometimes growing to 15 m, and sometimes stunted or tall shrub/bush (Akkemik, 2014b; Karık et al., 2016). Laurel oil is obtained from its edible leaves and fruits. For this reason, medicinal-aromatic use has been common since ancient times and still today. In April-May, not very effective flowers bloom and attract bees. The plant can tolerate strong winds but not maritime exposure. The tree is highly resistant to pests and diseases (PFAF, 2021). Laurus nobilis is an ornamental plant that is highly used in planting designs, as it is tolerant of being pruned into shape. Today, there are many forms that can be used in interior and outdoor designs (Sarı and Karaşah, 2019). It can be used in various ways in borders and vivid hedge plantings, as a solitary form plant and as a topiary plant. It is one of the most successful vivid hedges that offers form, leaf and smell aesthetics as well as being evergreen, durable and contented.

Taxus baccata **L.**

It is evergreen, densely branched, long-lived tree, growing to 15 m. It spreads from Europe, including England, the south and east of Scandinavia to North Africa, the Caucasus, Iran, and the Himalayas. It is located between 1000-1900m altitudes in Turkey (Akkemik, 2014a). the plant can tolerate atmospheric pollution, urban pollution, shade, and strong winds, but not maritime exposure (PFAF, 2021). It is attractive to wildlife. All parts of the plant, except the flesh of the fruit, are highly toxic. The fleshy part of the red fruits ripen in September-November is edible. This species has industrial and medicinal uses. *Taxus baccata* is a slow growing tree and very easy to grow. It can adapt to many different ecological conditions and is very tolerant to pruning. For this reason, it has been an indispensable hedge in landscape designs for many years. It is widely used in landscape designs as espalier, topiary, hedge, screen, superior hedge, solitary. It supports quality vivid hedge designs with its leaf texture, good formability, and longevity. It may be recommended to keep it away from children's playgrounds due to its toxic feature.

Tilia tomentosa **Moench**

It is a deciduous tree, growing to 35-40 m, distribution to Southeast Europe (Akkemik, 2014b). The fragrant flowers bloom between June and July are very attractive to bees and pollinators. It has edible parts and medicinal uses (PFAF, 2021). It is a good shade tree with a wide canopy. It is widely used as an urban tree as a solitary or in groups and as an alee plant. The underside of the green leaves is silvery grey and

displays an aesthetic appearance. The autumn colour is also attractive. *Tilia tomentosa* is tolerant of pruning, so it can be used for medium to high sized hedges. It is ideal for striking vivid hedges with its flower, leaf, fragrant, and colour aesthetics.

Prunus laurocerasus **L.** *(Laurocerasus officinalis* **M.Roem***.)*

Native to Northern Iran, Turkey, and the Balkans, growing to 5-6 m in its natural environment, it is an evergreen small tree or tree (Akkemik, 2014b). White fragrant flowers bloom from April to June. The fruits are green at first, then red, and when ripe, they are dark red, close to black, and can be eaten (Mamıkoğlu, 2008). The substance obtained from the leaves of this species, has medicinal-aromatic properties, is used in pharmacy and medicine (Akkemik, 2014b). Preferring moister soils, the plant can tolerate atmospheric pollution and strong winds, but not maritime exposure. An attractive plant for wildlife, *Prunus laurocerasus* is extremely shade-tolerant and tolerant of pruning. For this reason, the plant and some cultivars are used as hedges in temperate climates. Some forms of this plant, notably 'Cherry Brandy', 'Otto Luyken', 'Zabelina' and 'Schipkaensis' are low-growing and make very good ground cover plants for sun or shade (PFAF, 2021). With its evergreen glossy leaves, flowers, and fruits, it can be used as a good alternative for both aesthetic and functional vivid hedge designs.

Buxus sempervirens **L.**

Its natural distribution is in Northwest Africa (Morocco, Algeria), Spain, Northwest Europe, West of Iran, Southern England, Northern France, Southern Belgium, Russia, Northern Ireland, Georgia and

Turkey (Kocaeli, Bolu, Kastamonu, Zonguldak, Trabzon, Rize, Artvin, Denizli, Osmaniye, Kahramanmaraş and Hatay). It is mostly a densely branched shrub, sometimes a small tree, growing to 6-10 m. The upper surface of the leaves is dark green, the underside is light green or yellow green (Mamıkoğlu, 2008). Its wood is hard and very durable (Akkemik 2014a). It prefers dry or moist soil (PFAF, 2021). Since it is evergreen and suitable for pruning, it can be used as a vivid hedge in all seasons. Due to its dense branching and leaf feature, it can provide year-round continuity in separating/dividing spaces, closing unwanted views and providing privacy. The species, which also has medicinal use, is also used as a topiary plant.

Ligustrum japonicum **Thunb.**

It grows naturally in Japan and Korea. They are evergreen shrubs or small tree, rarely growing to over 3 m. Racemes white flowers bloom in April-June. When the fruits ripen, they turn bluish black and stay on the tree for a long time (Akkemik, 2014b). This species, prefers moist soil, can adapt to different ecological conditions. It is grown as a hedge and screening plant in many countries of the world because it is easy to maintenance and suitable for pruning. At the same time, other species of this genus are widely used as ornamental plants. It is an ornamental plant due to its persuasiveness, evergreen leaf aesthetics, flower, and fruit characteristics.

Pittosporum tobira **(Thunb.) W.T.Aiton**

It is an evergreen shrub/small tree with dense branches, growing to 3-4 m, natural distribution in Japan, China, and Korea. Umbrella type

white flowers bloom in spring, have a strong fragrant like lemon blossom (Akkemik, 2014b). This shrub/small tree, which is mostly grown in temperate climates, is not very selective in terms of ecological demands. Growing well in shade and penumbra, this species can tolerate sea exposure, salinity, and wind (PFAF, 2021). *Pittosporum tobira*, is attractive to wildlife, can be used for functional purposes. It can be preferred in urban areas due to its aesthetic qualities (such as flowers, leaves, forms) and adaptability. The plant is also a good hedge plant because it can tolerate pruning, and a good alternative for creating medium-height sized vivid hedges. However, *Pittosporum tobira* "Nana", a dwarf variety of the plant, is widely preferred as an ornamental plant (mostly as a groundcover and border plant) in the landscape.

Abelia x grandiflora (Rovelli ex André) Rehber

It is an evergreen or semi-evergreen shrub, originates from East China and growing to 4 m. Leaves turn bronze in winter. It blooms with pink-white fragrant flowers throughout the summer (between June and September) (Akkemik, 2014a). It generally likes temperate climates; it can tolerate to temperatures up to -10°C (URL-10, 2021). Its ecological demands are relatively modest and can tolerant salinity. It is an attractive shrub for bees and butterflies. This type of shrub, can tolerate pruning, preferred in solitary and group plantings with its long flowering, leaf and form aesthetics. It is one of the most effective options for flowering vivid hedge. There are many cultivars used as

ornamental plants. It offers a variety of aesthetic and functional uses in urban areas.

Berberis thunbergii **DC.**

It is native to Japan, growing to 0.6-2.5m, thorny, densely branched deciduous shrub (Akkemik, 2014a). Due to its aesthetic landscape features, it is a common species not only in Asia, but also in many countries in Europe and America. It is a highly preferred species as an ornamental plant due to its ability to adapt to different habitats, being contented and easy to maintenance. It can be used to create effective plant compositions in all seasons due to its flower, fruit, and leaf aesthetics (Sarı, 2019). Due to its sufficient pruning feature, it is widely used as a border and hedge at different scales. Vivid hedges with high visual value can be designed with fruit and flower aesthetics as well as autumn colour. It is not recommended for use in children's playgrounds, as it has thorns on its shoots. However, *Berberis thunbergii* has been shown in the invasive plant category in some countries. Therefore, it can be recommended to be used cautiously in urban and rural areas.

Chanomeles japonica **(Thunb.) Lindl. ex Spach**

It is a densely branched and thorny deciduous shrub, growing to 2 m. The leaves are glossy dark green and oval. The flowers are bright red, singly or in bunches. They bloom in March-April before leafing (Akkemik 2014b). This species, which blooms without leaves, creates a very aesthetic flowering hedge. It can tolerance pruning. Although the leaves fall in winter with its densely branched and thorny

structure, it is a hedge that fulfils the function of separating/dividing spaces and preventing passages.

Cotoneaster dammeri **C.K.Schneid.**

Most distinctive of the fully prostate cotoneasters, this central Chinese evergreen species have relatively large, round-tipped leaves with the veins deeply impressed into their dark green upper surfaces, the scattered starry. White flowers appear through summer and are followed by solitary red fruit that last well into winter, when the leaves turn bronze. (Botanica, 2004). It is vigorous, evergreen shrub with long, spreading shoots. (Brickel, 2003). With its evergreen leaves and red fruits, it can be used as a good alternative for both aesthetic and functional vivid hedge designs. Due to its leaf feature, it can provide year-round continuity in separating/dividing spaces. It is also used as a border, and it is a very effective hedge plant with its red fruits in a monochrome appearance in winter.

Euonymus fortunei **(Turcz.) Hand.-Mazz.**

It has a natural distribution up to 4000 m above sea level in India, Indonesia, Japan, Korea, Myanmar and Pakistan. It is an evergreen shrub, growing to 10 m. The leaves are leathery, ovoid or elliptical (Akkemik, 2014a). As a ground cover it has an indefinite spread, but it is mostly more compact forms that are grown in gardens (Botanica, 2004). It prefers dry or moist soil. It can grow in full shade (deep woodland) semi-shade (light woodland) or no shade (PFAF, 2021). The plant can tolerate pruning. Due to its leaf feature, it can provide

year-round continuity in separating/dividing spaces, closing unwanted views and providing privacy.

Ilex aquifolium **L.**

Its natural distribution is in North Africa, Western and Southern Europe, Anatolia, and Northern Iran (Mamıkoğlu, 2008). It is an evergreen shrub, sometimes as a tree, growing to 15 m. This species is very tolerant to shade (Akkemik, 2014a). White flowers bloom in in May-June. It produces small red fruits in autumn. The flowers and fruits are attractive to wildlife. However, the fruits are poisonous and especially dangerous (poisonous) for children (PFAF, 2021). Used leaves for medicinal purposes can be consumed as tea. The plant can tolerate pruning and maritime exposure. Suitable for relatively humid climates, *Ilex aquifolium* gives very successful results in vivid hedge applications as an easily formable shrub/tree with leaf, flower, and fruit aesthetics.

Lavandula angustifolia **Mill.**

It is an evergreen shrub growing to 45 cm and over (Akkemik 2014b). This dense, bushy subshrub is not native to England despite its English common name but comes from the Mediterranean region of South Europe. It is grown mainly for the long-stemmed heads of purple, scented flowers that appear in summer and through the warm months, these are easily dried for lavender sachets, potpourri, and the like. (Botanica, 2004). The flowers bloom in May-June (Akkemik 2014b). It prefers dry or moist soil and can tolerate drought and maritime exposure (PFAF, 2021). The plant attracts wildlife and has

medicinal and aromatic uses. It is especially a good alternative aesthetic vivid hedge designs as well as functional. It can tolerate pruning, and a good alternative for creating low-medium sized vivid hedges. Due to its leaf feature, it can provide year-round continuity in separating/dividing spaces and can be used in borders.

Lonicera nitida E.H. Wilson

An evergreen shrub to Yunnan and Sichuan, China, this is possibly the smallest-leafed honeysuckle (Botanica, 2004). These shrubs grow upright and growing 2 m in their natural environment. The leaves are quite small, the upper surface is glossy dark green, the lower surface is light green. The cream-whitish flowers bloom in May (Akkemik, 2014a). It prefers moist soil and can tolerate drought (PFAF, 2021). The plant can tolerate pruning. It is a good alternative as a low-medium sized hedge. Due to its leaf feature, it can provide year-round continuity in separating/dividing spaces.

Mahonia aquifolium (Pursh.) Nutt.

It is an evergreen upright or erect shrub growing to 1-2 m. It is native to North America. Yellow flowers in dense racemes bloom in March-June. The round fruit is purplish black and blue purple smoky at maturity. Leaflets are often reddish rather than green when fresh and in winter (Akkemik, 2014a). Its long deep green pinnate leaves each consist of 5 to 9 holly-like leaflets, in the cooler months, these develop purple tones (Botanica, 2004). It can grow in full shade (deep woodland) semi-shade (light woodland) or no shade. It prefers dry or moist soil (PFAF, 2021). The plant can tolerate pruning. Due to its

leaf feature, it can provide year-round continuity in separating/dividing spaces, closing unwanted views and providing privacy. With its evergreen leaves, flowers, and fruits, it can be used as a good alternative for both aesthetic and functional vivid hedge designs. Its fruits and flowers are edible, and the plant also have medicinal uses.

Philadelphus coronarius L.

It is native to Italy, Austria, Romania, southern parts of Europe and the Caucasus. It is an upright, densely branched, deciduous shrub, growing to 3 m (Akkemik, 2014b). The fragrant white flowers bloom in May-June. This type of shrub, which develops well in a temperate climate, can tolerate cold, wind and air pollution. Fast growing *Philadelphus coronarius*, is easy to maintenance and suitable for pruning (PFAF, 2021), so it can be considered as a hedge and espalier in the landscape. Although it is a deciduous shrub, it is a good alternative for the category of "vivid flowering hedge" with its aesthetic and fragrant flowers.

Photinia x fraseri Dress

It is an evergreen hybrid shrub, is slightly shorter in stature than the broad-branched main species. White flower bloom in spring (Akkemik, 2014b). It can be grown in many different soil types and ecological conditions. The leaves in the spring are bright red-burgundy colour and display a very flamboyant appearance. For this reason, it can be preferred to be used alone or in groups as an emphasis plant. It is widely used as a hedge due to its dense branches

and tolerate to pruning (PFAF, 2021). Although the flowers are aesthetic, they are more striking because of the leaf colour in the spring. *Photinia x fraseri* 'Red Robin' cultivar is one of the scrub cultivars (approximately 50 cm) most used as an ornamental plant. It is a frequently preferred taxon in private and public spaces, children's gardens, urban and street plantings.

Pyracantha coccinea **M.Roem.**

Its general distribution is Europe, Crimea, Caucasus, Northwest Iran, and Anatolia. It is an evergreen, thorny shrub (Akkemik, 2014b) with scattered, generally 2-4 m. White, slightly fragrant, umbrella-like flowers bloom in June-July. Edible fruits ripen in autumn are dark orange and highly decorative (Mamıkoğlu, 2008). The fruits remain on the shoots for a long time in winter and offer an aesthetic appearance. Fruiting shoots can also use as vase plants. It is a good bee plant and attractive to wildlife. The plant can tolerate strong winds and atmospheric pollution, but not maritime exposure (PFAF, 2021). However, it adapts to different ecological conditions and is extremely tolerant to pruning. For this reason, it is one of the best choices in impermeable vivid hedge applications with evergreen, flower, and fruit aesthetics. It can also be preferred for functional purposes such as erosion control or espalier uses.

Rosa **sp.**

They are deciduous shrubs with extraordinarily beautiful flowers and do not completely deciduous in places with mild winters. It is the most desirable and common ornamental plant due to its beautiful coloured

and fragrant flowers. Flowers singly or in groups. The spherical fruit is green when fresh, turning pink or red as it ripens (Mamıkoglu, 2008). Petals are 5-part yellow, white, pink, and pink red. 26 rosa species are registered in the flora of Turkey (Akkemik, 2014b). Valued for their beauty and perfume and sometimes for their bright fruits (Botanica, 2004). It can tolerate pruning. Its flowers are edible. It is a hedge that fulfils the function of separating/dividing spaces and preventing passages with its thorny structure. It is also a good alternative for flowering hedge and fragrance composition in landscape designs.

Spiraea x vanhouttei (Briot) Zabel

It is a deciduous shrub with drooping branches, growing to 2m (Akkemik, 2014b). It bears dense clusters of white flowers amiss dark green, diamond-shaped leaves in spring (Botanica, 2004). Leaves turns yellow bronze before fall in autumn and white flowers bloom in May-June (Akkemik, 2014b). The plant can tolerate pruning. It is a suitable species for flowering hedge applications because of having a very showy appearance. It is a good alternative medium sized hedge design.

Viburnum tinus L.

This densely foliaged evergreen shrub from the Mediterranean region may eventually grow to 4.5 m high and 6m wide (Botanica, 2004). Its general distribution is south of Europe, North Africa, Lebanon, Palestine, and Anatolia (Akkemik, 2014a). The dark green, pointed elliptical leaves develop purplish tones in cold weather. Cluster of

white flowers open from pink buds from late winter, followed by blue-black berries (Botanica, 2004). It can grow in semi-shade (light woodland) or no shade. It prefers moist soil. The plant can tolerate strong winds but not maritime exposure (PFAF, 2021). This plant attracts butterflies. It is a good alternative high-medium sized hedge design. The plant has attractive and fragrant flowers and evergreen leaves, so it can be used for flowering vivid hedge designs. Due to its leaf feature, it can provide year-round continuity in separating/dividing spaces.

CONCLUSION

Plants provide many ecosystem services to the areas where they are used due to their properties. Especially in our world, where grey infrastructures begin to dominate green infrastructures, hedges that can be evaluated even in very small areas have great importance. The continuity of ecosystems in densely urbanized areas will be ensured to a certain extent by using hedges. In this study, both evergreen and deciduous hedges, which provide the continuity of their functions with their features (densely branched, thorny structure) were selected. While some of the selected plants are more attractive with their aesthetic features, some of them stand out with their functional features such as being vase plants, attracting butterflies, and closing unwanted images.

Especially in urban areas, the use of these small plants in planting designs will provide the opportunity for people to come together with

both plants and animals that these plants attract. In addition, the continuity of many ecosystem services provided by green infrastructures will be ensured. It is thought that the selected species in this study will be a resource for both landscape designers and landscape architecture students.

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CHAPTER 13

CHINA'S RISING POWER SINCE THE END OF THE

1970s Assist. Prof. Dr. M. Nergis ATAÇAY[1]

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INTRODUCTION

China has become a significant regional and global power since the end of the 1970s as a consequence of high economic growth and successful integration to the world economy. Consequently, there has been a growing interest in China. Economic success and transformation, rising regional and global power, criticisms on its political system, competition with the USA and recently COVID-19, its vaccine and vaccine diplomacy have been among the most debated issues regarding China.

Since the beginning of the reform period in China at the end of the 1970s, increasing exports and foreign direct investment, economic growth rates reaching double-digits, dealing with regional and global economic crisis have been pointed out as some of the indicators of China's economic success. It is undisputable that China has recorded a considerable economic progress within the rules of the global economic system as a consequence of the reforms. On the other hand, it is also important to understand and explain China's reform process and its consequences by taking the help of the discussions on the concept of development which is currently seen as more than economic success. In this regard, focusing on the political and social dimensions of development process, as well as the Chinese reform experience, has also gained significance.

Within the discipline of economics, development has been mainly viewed as a concept which explains a linear process that is based on the improvement of macroeconomic indicators. On the other hand,

ongoing theoretical discussions on development have currently made the concept also include the development of democracy, social justice and social equality. Within this perspective, explanation of the development concept has focused on how economic resources are distributed within a society in addition to how much they increased (Bramall, 2009: 15). Amartya Sen, Mehbub Ul Haq, Martha Nussbiam and Behrooz Morvaridi are important names emphasizing such issues when studying on the concept of development. This perspective has also indicated once more that there is no one general recipe for the development of every country.

The attempt to understand China's reform process and its consequences has also been related to the discussions on how to explain the concept of development. On the one hand, it gives a chance to analyze Chinese reform experience by searching to what extent it fits to the current understanding of development. In this sense, it would also be a contribution to the discussions on the concept. Within this purpose, after pointing out the preparatory conditions, China's economic, social and political transformation as a consequence of the reforms is briefly overviewed in this chapter. Following this overview, it is purposed to discuss the successes and failures of China's reforms in order to have an explanation of the process and its consequences by making use of the discussions on development.

1. BRIEF OVERVIEW OF CHINA'S REFORM PROCESS

The process that is known as China's reform period began when Deng Xiaoping gained power in 1978. Significant policy changes have marked the period when compared to the pre-reform period, although loyalty to the principles of socialism has been officially emphasized. As a consequence of the reform policies, China has recorded high economic growth and integrated to the global economy. In addition to the economic achievements, it is important to focus on political and social transformation of China in this period in order to understand the process within the discussions on the concept of development. This section begins with overviewing the pre-reform period briefly to have an idea on the historical conditions preparing the reform period and then presents the reforms by focusing on China's transformation.

1.1. Pre-reform Period

The Chinese Revolution of 1949 represented a significant political, social and economic transformation of China, also having important effects on the world order at the beginning of the Cold War. Chinese dynasty of thousand years was ended by the Revolution of 1911 and was replaced by the republican regime known as the Kuomintang regime. Chinese Communist Party which was founded in 1921 found itself in a struggle with the Kuomintang on the one side, while also fought with Japan forces which invaded China in 1937. After the Communists had a victory in both sides, Chinese People's Republic was founded in 1949 and national unity was achieved in China by the Chinese Communist Party and its leader Mao Zedong. The initial

target of the Party was industrialization of the economy as well as social and cultural transformation.

The strategy adopted by the Party for economic development was establishing a command economy. Agricultural collectivization, heavy industry and the transfer of agricultural surplus to the industry were the main elements of the command economy. The First Five Year Plan which was adopted in 1953 targeted to increase government revenue, decrease inflation and fight corruption (Gabriel, 1998). One of the targets of the Great Leap Forward which was put into action between 1958 and 1961 was economic development. On the other hand, the persistent emphasis on heavy industry turned out to be the main cause of decreasing agricultural output in this process (Bramall, 2009: 130). Consequently, China experienced a great famine between 1958 and 1961 giving rise to 25-30 million deaths only in 1961 (Naughton, 2007: 72).

Cultural Revolution between 1966 and 1976 was adopted with great expectations on economic, political and social progress in China, while it turned out to bring an unexpected political and social violence (Bramall, 2009: 161). It is possible to state that sections of the Chinese society which were injured by the Cultural Revolution played an important role in the rise of Deng's power. On the other hand, it is also important to take into consideration the positive developments of the pre-reform period to have a better understanding of the reform period. For instance, industrialization and infrastructure works achieved during the pre-reform period made things easier at the

beginning of the reform period (Hart-Landsberg and Burkett, 2005: 37-38, Bramall, 2009: 255-256).

After Mao passed away in 1976, Hua Guafeng who was seen as Mao's heir, became the leader of the Chinese Communist Party. On the other hand, only after two years Deng gained power and a new era began in China (Meisner, 1986: 452). This political development in China also brought economic progress to the country which has had an important role in China's new strong position in the global and regional power relations, in addition to the social transformation.

1.2. Reform Period

It is known that post-communist countries, especially after the dissolution of the Soviet Union preferred *shock therapy* strategy, meaning that they adopted immediate political and economic liberalization. The process which began at the end of the 1970s in China was different. China adopted a gradual and incremental strategy for changing the rules of the economy. On the other hand, there was no political change, meaning that one-party rule has continued under the official discourse of loyalty to socialism. In this sense, the main target was the gradual adoption of market mechanisms (Aiguo, 2000: 126). *Open door* policy which was seen as the main factor of economic growth at the beginning of the reform period was one of the best examples of such reform policies. In addition to the open-door policy, releasing price controls and fiscal decentralization were the main policies which liberalized decision making processes in China (Bramall, 2009: 336).

At the beginning of the reform period, there was an emphasis on rural development. In this regard, increasing agricultural efficiency and rural industrialization were on the agenda. Agricultural decollectivization was adopted through giving some shares of land to the farmers in return to payment or output under the household responsibility system. This system increased agricultural output through increasing the incentives of the Chinese farmers. In addition, Township and Village Enterprises (TVEs) were established as an important step of rural industrialization. These collective enterprises were also important because they produced light industry products, contrary to the emphasis on heavy industry in the pre-reform period. In addition to this, TVEs provided non-agricultural employment and revenue in rural areas at the beginning of the reform period.

Rural development at the beginning of the reform period also brought some problems. First of all, elimination of the commune system deteriorated irrigation works, education and health services in rural China. In time, agricultural efficiency decreased because of smaller parcels of land caused by the decollectivization process. Capitalist relations accompanied the emergent capitalist system in rural China as well as urban areas. Labor was transferred from agriculture to industry. The ones who had entrepreneurial skills or the ones who had close relations with the Party members constituted the emerging Chinese rural bourgeoisie (Meisner, 1999: 465-468). This social transformation has been among the most significant factors of deepening different types of inequalities in China during the reform

period. Tiananmen Events in 1989 emerged as a consequence of the social unrest caused by this transformation, gathering Chinese workers, intellectuals and urban residents with the demands of economic and democratic rights (Fairbank and Goldman, 1998: 425).

After the 1980s passed with the emphasis on rural development, urban reforms gained significance in China's reform agenda. The initial step was the gradual elimination of the work unit (*danwei*) system. The work unit system which was established at the beginning of the 1950s was a system which determined the workers' conditions and welfare rights under the principles of permanent life-time employment and immobility of labor (Andreas, 2011:2). In this process of system elimination which damaged most of workers' rights and increased inequalities, state enterprise reform played an important role (Chen, 2007: 3). State enterprise reform began with granting some autonomy to the Chinese enterprises in decisions such as employment and profit that they did not possess during the pre-reform period. The target was improving the incentives of these enterprises in increasing efficiency and profitability. At the beginning of the state enterprise reform, privatization was not on the agenda contrary to the practices of the other countries implementing such a reform, especially because of the emphasis on loyalty to socialism. Consequently, a two-track enterprise system constituting state and private enterprises emerged in China (Guo, 2003: 556-557).

China's reforms have gained a momentum since the beginning of the 1990s. Large numbers of worker lay-offs marked the beginning of this

period. The ones, who did not lose their job, lost the right of *permanent employment*, in addition to the reduction of welfare services including education and health with the purpose of decreasing expenditures of state enterprises. These reform policies were seen as crashing the *iron rice bowl* which was a metaphor representing the rights of the Chinese workers during the pre-reform period (Andreas, 2011: 2).

Privatization also appeared on the reform agenda in the 1990s. Chinese privatization practice was different from the other countries' which were based on the privatization of the big-scale and profitable state enterprises. China preferred to keep state ownership in the efficient big enterprises and sell inefficient small and medium-scale ones. In this way, it was targeted to sustain state ownership in especially strategic sectors of the economy. Such a strategy has not only had a role in China's integration to the global economic relations and gain important positions in global markets, but also regulated state and capital relations in China.

Although China's reforms did not include a change in the political regime and one-party rule has been sustained, there has also been a significant political transformation in China during the reform period. Despite the official discourse on the loyalty to socialism, it is obvious that there has been a radical break from the pre-reform order, not only economically but also politically. Actually, the economic and social policies which have lost targeting equality and focusing on having an important position in global and political power relations would be

seen as one of the best indicators of this fact. Within this perspective, China's reform policies have also been related to the discussions on neoliberalism which is seen as a global economic and political project rising since the beginning of the 1980s (see Ataçay, 2021).

2. CHINA'S ECONOMIC SUCCESS

There is an agreement that the main consequence of China's reforms is economic success and integration to the global relations by the help of this success. Economic growth rates reaching double-digits in some of the years and averaging 9 percent since the reform period began were seen as the best indicators of this success. COVID-19 virus which has threatened mainly human health since the beginning of 2020, has also turned out to be a kind of crisis damaging social life in all of the countries and hence has threatened all national economies and the world economy. Under these conditions, China was the only country which had 2.3 percent economic growth in 2020 and it is expected that the Chinese economy will also grow in 2021 (NTV, 19th January 2021). This means that China has survived in another crisis. Whether as a final target or for having more resources to distribute, high economic growth rate is certainly sufficient for development. High economic growth, in other words increasing the resources is exactly what China's reforms achieved, whereas there have been critical problems with the distribution of these economic gains as it is discussed in the next section.

The role of the *open-door* policy has been vital in China's economic growth during the reform period. This policy immediately increased

China's volume of foreign trade and direct investment. Special Economic Zones which were established in coastal areas and were exempted from some taxes and regulations have had an important role in increasing China's trade and investment volume at the beginning of the reform period. In the following decades, China's open-door policy and industrial policy played a crucial role in transforming the Chinese enterprises into global champions by making them strongly competitive and gain important positions in global markets.

As a consequence of the reforms, China became the highest foreign direct investment receiver, leaving the USA as the second in 2003 (*Hürriyet*, 29th June 2004). China's membership to the World Trade Organization in 2001 had positive effects in its foreign trade performance and economic growth. Since the beginning of the 2000s, Chinese goods have invaded the world markets including Turkish markets (BBC, 1st October 2019). In 2019, it is declared that China became the second country after Japan with its investments abroad. As mentioned above, Chinese enterprises have become global champions having great competitive power. China's economic success and integration to the global economy have had consequences for both China and the rest of the world.

Increasing economic power has also brought increasing political power to China, both regional and global. Consequently, China has become a rival to the *super power* USA. Whether China will be the next hegemon in the world has been discussed widely; however, it would be better to concentrate on the consequences of China's rising

power and its impacts on the economic and political order of the world. In recent years, the competition between China and the USA has been indicated in trade wars between the two countries. USA has taken some protection measures as a consequence of this process, meaning that China has achieved to put some pressure.

China has investments in all of the continents and especially concentrates on improving its economic relations with developing countries. In this regard, it is discussed that China has the target of contributing the development process of these countries in line with the arguments of Giovanni Arrighi and Samir Amin that China will be a peaceful hegemon. One Belt One Road project which has systematized China's investments has been one of the best initiatives strengthening China's economic and political power. This project affects almost half of the world population and covers one fifth of world income (BBC, 1st October 2019). In 2020, direct investments within the project reached 18 billion and 690 million USD Dollars and more than 10 thousand enterprises were established (CRI Online, 16 September 2020).

It is important to mention China's another success that is decreasing poverty during the reform period. 750 million people lived under poverty line in 1990, whereas this number decreased to 7.2 million in 2016. It is recorded that 100 million people have been deprived of poverty since the beginning of the reform period (BBC, 28th February 2021).

In addition to these, stability of the Chinese economy during regional and global economic crises such as the Asian Crisis of 1997 and the global financial crisis of 2008 would be seen as another success of the reforms. In 2008 and 2009, China recorded economic growth rates higher than 9 percent, while the crisis has certainly had some impacts on the Chinese economy. The crisis threatened China's economic growth model which had been mainly based on investment. Consequently, the Chinese government has put emphasis on increasing consumption in China. It is difficult to claim that this policy has been fully achieved. Contribution of consumption to the increase of national revenue has still been less than the contribution in the developed countries (China Daily, 25th June 2021).

3. SOCIAL IMPACTS OF CHINA'S REFORMS

Although reforms have brought economic success to China since the end of the 1970s, there have also been considerable social problems. China's social transformation in this process which has been marked by mainly deepening different types of inequalities has been one of these problems, such as income inequalities, regional inequalities, urban-rural gap, inequalities in education and health. In other words, reforms and economic success have also brought socioeconomic inequalities to China. This fact makes important to understand China's reform experience by making use of the discussions on development. It is obvious that China has recorded economic success since the reform period began; however it would be a discussion point whether this has been an experience of development which is based on social

justice and social equality. It is a question to what extent the returns of China's reforms have been distributed equally within the Chinese society.

Deepening inequalities in China is observed as a consequence of the policies at the beginning of the reform period and also in the 1990s. At the beginning of the reform, it was declared by personally Deng that equality was not the priority. In an interview he gave in 1986, Deng clearly stated that some people and some regions have to sacrifice for increasing national growth and wealth (China Daily, 18 October 2007). This statement of the reform leader indicates the policy of the Chinese state at the beginning of the reform period, which targeted economic growth at the expense of deepening income inequality, regional inequalities or urban-rural gap. In the 1990s, this process was accelerated by a series of policies such as the state enterprise reform as mentioned above.

Income inequality has been one of the most important socioeconomic problems of China which has risen since the beginning of the reform period. For developing countries, increasing income inequality is seen to be normal at the beginning of the economic development, and it begins to decrease in the following stages of the process as it is indicated by Kuznets-U curve. On the other hand, China's experience of income inequality since the end of the 1970s does not fit to this theoretical knowledge. China's gini coefficient was around 0.3 at the beginning of the 1980s, while it increased steadily during the reform period and recently reached almost 0.5.

In addition to income inequality, China's rising regional inequalities have also been problematic. China is a large country which is officially divided into three regions: Eastern Region, Central Region and Western Region. It is difficult to carry on economic activities in the Western Region and the Central Region because of mountainous physical conditions. This has been one of the reasons that these two regions economically lack behind the Eastern Region. Eastern Region which has suitable physical and climatic conditions with its coastal areas has become the economic center of China since the beginning of the reform period. Consequently, Eastern Region became ahead of the Western Region and the Central Region in terms of development by increasing industrial improvement, trade and investment volume, employment and income opportunities. Consequently, critical socioeconomic inequalities have risen between the Eastern Region which has been prioritized by the reform policies and the other two regions.

As a consequence of the reforms, urban-rural gap has also widened in China. The emphasis on rural development did not last much and increase in agricultural income did not continue. In addition to this, income inequality increased in rural areas because it was not possible to employ everyone in TVEs. As a consequence of these problems, Chinese people living in rural areas have had to migrate to find job, meaning that millions of people began to move within the country because of economic reasons. Such a migration was forbidden during the pre-reform period which was systematized by the Household

Registration System (*hukou*). *Hukou* was based on the rule that people live and work in the place where they are registered officially. Since the beginning of the reforms, gradual dissolution of this system has been envisaged in order to ensure labor mobility. It is also important to mention that migrants have not been welcomed and they had serious problems with socioeconomic rights in the places they migrated (Lee and Selden, 2007: 13). Such problems have played an important role in the increasing urban inequalities.

Despite the inequalities in the cities, Chinese urban areas have been developed more than the rural areas as a consequence of the priority policy which was adopted since the beginning of the reform period. Most importantly, Chinese urban areas have had the advantages of higher income levels, infrastructural works, education and health services when compared to the rural areas. The negative impacts of the *hukou* system and its gradual dissolution were also higher in rural areas. Also, the problems have become more severe when two different kinds of inequality coincide, such as urban-rural gap in the Western Region.

These different types of inequalities have also impacted the areas of education and health in China. It is important to mention that there have been improvements in education and health since the beginning of the reform period. On the other hand, it is difficult to claim that the returns of these improvements have been equally distributed because of a number of reasons such as income inequalities, fiscal decentralization, migration, hesitancy of private sector to invest in the

interior areas and gender inequalities (Sicular, Ximing, Gustaffson and Shi, 2007: 123). Regional inequalities have also affected education and health. Literacy rate is still low in the Western Region, while the quality of schools and teachers' educational status are better in the Eastern Region. Also the negative impact of gender inequalities has been higher in the interior regions (Lee, Yu, Huang and Law, 2016: 3-11).

Urban-rural gap has also been observed in the areas of education and health. It would also be mentioned that education services have been improved both in urban and rural areas during the reform period. On the other hand, improvement has been faster in urban areas. The rates of schooling, registration and graduation have been higher in urban areas (Zhang et seq., 2015: 198). Education institutions in urban areas have been more qualified when compared to the ones in rural areas as well as the educational status of teachers. Consequently, it becomes difficult for the students in rural areas to go to university; rather they generally become migrant workers like their parents. These problems have been observed more critically in the Western Region (Herd, 2010: 8). In addition to these, the fact that migrants have not been welcomed in urban areas also brought educational problems to their children (Zhang et seq., 2015: 201).

There have also been improvements in the area of health since the beginning of the reform period. There have been improvements in basic health data such as mortal rate, marital and infant mortal rate and vaccination rate. In addition to these, China's recent performance

on health during the COVID-19 crisis has been impressive, by immediately building hospitals and completing the clinic works of vaccines that also reached Turkey. On the other hand, there have also been inequalities in this process in reaching the health services in China. For instance, although there have been improvement in health services in both urban and rural areas; recently marital and infant mortal rates recorded in rural areas have not fallen as much as urban areas. During the reform period, mortal rates in rural areas have been at least two times the rates recorded in urban areas (China Statistical Yearbooks).

In the mid-1990s, the Chinese government began to take some measures to decrease inequalities as their negative impacts became apparent in terms of damaging economic, social and political stability. First of all, inequalities have been a considerable threat to the sustainability of China's economic growth. In addition to the concern on economic stability, it was worried that inequalities will cause social unrest and constitute a threat to the political regime based on one-party. In other words, one of the purposes was the preservation of the power of the Chinese Communist Party. Consequently, the Chinese government has implemented some programs since the mid- 1990s in order to control inequalities. Western Development Program which was put into action in 1999 is one of the examples. The program has targeted increasing the government expenditure, improving infrastructure, developing the economy, increasing investment and protecting the environment in the region. There has been a similar

program for the Central Region. It is also known that the routes of the One Belt One Road project which pass through the Western Region will also play a role in the development of the region.

It is possible to claim that these programs have contributed to the development of China's interior regions; however it is difficult to state that the Western Region and the Central Region have caught the development level of the Eastern Region. In other words, there are still critical regional inequalities in China. Generally, the causes of the regional inequalities in China stem from the differences in geographical characteristics, investment level, local capital, government expenditure, infrastructure, education and health services. These are all related to the policies of the Chinese government except the geographical characteristics.

The Chinese government has also implemented some policies in order to deal with the urban-rural gap. It is targeted to develop rural areas and improve the conditions of migrants. On the other hand, it is seen that the main focus has been on the acceleration of urbanization and increasing the population in urban areas (The New York Times, 17th March 2014). China's overemphasis on urbanization has put pressure on the targets of rural development and decreasing urban-rural gap. Hence, urban-rural gap has also indicated that there have been some problems in the distribution of the returns of the economic growth during the reform period.

CONCLUSION

The establishment of the People's Republic of China in 1949 is an important event within the political history of the world. Similarly, China's economic, social and political transformation since the end of the 1970s is important, affecting the world order. Because of this reason, China's reform experience has been generally examined by focusing on its impacts on the global power relations. This chapter purposes to concentrate on some of the internal conditions of China, mainly the socioeconomic problems which have deepened during the reform period which began at the end of the 1970s. Relating China's reform experience to the discussions on the concept of development, inequalities are important.

Within this perspective, there has been a social transformation in China since the beginning of the reform period which has been shaped by the reform policies and the impact of neoliberalism on these policies. Income inequality, regional inequalities and urban-rural gap have been among the significant problems. While the Chinese government have implemented some programs to deal with such inequalities, it is not possible to claim that they have been eliminated. China has recorded economic success as a consequence of the reforms; however, it is seen that the returns of this success have not been equally distributed. This is why it is meaningful to take China's reform experience into consideration within the discussions on development.

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CHAPTER 12

TURKEY-RUSSIA RELATIONS IN THE CONTEXT OF FOREIGN POLICY: CRISES AND STRATEGIC PARTNERSHIPS AFTER THE ARAB SPRING

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MULTIDISCIPLINARY PERSPECTIVES IN EDUCATIONAL AND SOCIAL SCIENCES

INTRODUCTION

For many years, the relations between Turkey and Russia have had a broad geographic influence which extends from the Black Sea to the Caucasus and from Central Asia to the Middle East in a way that covers nearly the entire Eurasian region. Additionally, the perspective and approaches of the Western world towards Russia and Turkey have affected relations between these two players and the mutual perspectives of these regional actors on each other. The synergy created in the early 2000s within the governments of the two leaders, Putin and Erdoğan, is the basic reason behind the emergence of debates on whether there is a regionally and globally effective alliance in place. Mutual dialogue in the diplomatic area led to a new space for bilateral cooperation under the severe impact of an anti-Western geopolitical discourse adopted by Russia and Turkey and the changing perception of Eurasia (Çelikpala, 2019: 1-2).

Looking at Turkey-Russia relations as of the 2000s, there has been a visible transformation. In terms of Turkey's policy approach, developing economic and political relations with Russia has taken priority. Thus, we can see that the commercial and political relations between the two countries have increased, and conflict and competition have been reduced. Russia has become a vital partner in ensuring stability and regional peace in the Eurasian region (Aras, 2009: 4).

It is possible to point out that Turkey's Eurasian rhetoric derives from the problems and the clogged process with its relations with the EU.

Considering its economic and commercial priorities, Turkey has revealed an approach that envisages cooperation with Russia. Following this period, after 2009, discourses such as Neo-Ottomanism and "Zero Policy with Neighbors" of the AK Party Government also have shown that the relations between Turkey and Russia have gained a different dimension (Erşen, 2017: 39). These discourses emphasized the concepts of "strategic partnership" and "cooperation" more, while a competitive environment and problems were mentioned less. In this period especially, it was intended to form a political and economic cooperation between the Moscow-Ankara-Central Asia triangle, the "strategic triangle." For the first time, both parties accepted this region, which they defined as a competitive and strategic priority, as an area for cooperation (Çelikpala, 2019: 8).

From the period of the Arab Spring to the present, the last ten years in Turkey and Russia have not only seen disagreements on different political issues but have also entered a cooperation process due to their common strategic interests. These policies have been shaped around issues such as disagreements about the Syrian crisis, which were moderated with the regional agreements in Astana and Sochi in recent years, rising tension because of the 2015 aircraft crisis, good relations with Russian thanks to the purchase of S-400 missile defense system, and the Ukrainian crises. In this context, this study will briefly try to analyze the milestones in Turkey-Russia relations in the last ten years.

1. SYRIAN CRISIS AFTER THE ARAB SPRING

The first issue is the Syrian crisis showing that the expectations and interests of the two sides have fundamentally diverged. After the Arab Spring, Turkey became conscious of its status as an important regional actor in the Middle East, and it had to serve as a prescriber of democracy and human rights in the region. So, the rising instability created by the Syrian crisis precipitated a recoinage of Turkey's national interests (Öniş, 2012: 50).

In the Syrian issue, Ankara followed an active policy that desired a change in the Assad regime and supported the anti-regime opposition forces along the border, while Moscow extended its support to Assad due to its strategic benefits in the region. Russia's involvement in the Syrian civil war as an ally to Assad created serious setbacks in Turkey's geopolitical and security interests and restrained Turkey's ambitions over the authoritarian Syrian regime (Agha, 2021: 438). On 30 September 2015, Russia's airstrikes, which targeted opponent forces supported by Turkey, significantly changed the course of the Syrian issue.

Syria is strategically more important for Russia than economic issues. Russia has been trying to prevent the U.S. from changing the balance of power in the Middle East in favor of itself and maintaining the region's dominance throughout Syria (Samaylov, 2019: 211). Since the Tartus Naval Base is Russia's gateway to the Middle East, and Russia desires to promote its arms industry and increase its arms trade to Syria, Syria remains a crucial country for the sustainability of

Russia's presence. The city of Tartus was used as a supply and maintenance base by the Russians during the Cold War, and they want to continue to meet the needs of their Military Navy by retaining the port. Russia is also renewing the technical components of the port after its involvement in the Syrian civil war and currently has navy warships anchored in the port. Although the Russian state has not released an official number, it is assumed there are at least 15 warships at the Tartus port (AA, 2021). A Russian company has also led the construction of the necessary infrastructure at the port for the past 49 years (Reuters, 2019). All in all, this city has become a small naval base of Russia.

According to the Defense Ministry of Russia, the Hmeymim airbase, established by the Russians in Latakia in the northwest of the country, is fully provided with material and technical supplies from Russia. In a short period, the Russian military built dozens of field facilities in the region, including refueling stations and stocks of supplies. In total, there are currently 30 aircraft positioned at Hmeymim, with a fleet consisting of Su-35S, Su-34, Su-24 planes, and Mi-35/Mi-8AMTSh helicopters (Global Security, 2020). Russia justifies its presence in Syria, intending to support the regime against ISIS and other extremist groups.

Turkey's regional involvement in the Syrian crisis differs from that of Russia. Syria has a land border with Turkey of nearly 911 km, so any conflicts created at the border bring serious security risks for its Turkish citizens. After 2015, a significant part of the land border came

under the control of the PYD (Democratic Union Party), which Turkey accepts as the Syrian branch of the PKK (Kurdistan Worker's Party) terrorist organization, and this situation poses a significant threat to Turkey's national security.

Turkey has been struggling with the PKK since the 1980s, and a new terror group related to the PKK that could be formed on the Syrian-Turkey border means a heightened security threat and economic burden for the Turkish State and its military. It is known that Assad has been supporting terrorism by providing weapons and ammunition to the PYD and has allowed them to cross from Aleppo. In this context, Turkey centered its Syria policy upon "the resignation of the Assad regime" to protect its own national security and ensure the security of the Syrian citizens against Assad's use of chemical weapons inside Syria.

On the other hand, Turkey, which has officially embraced 3.7 million Syrians (Directorate General of Migration Management, 2021) since the beginning of the Syrian civil war, wants to prevent new refugee flows into the country. Since Turkey borders Syria, most asylum seekers were coming to Turkey, Lebanon, and Jordan. Under these circumstances, in a meeting between Erdogan and Putin in 2013, Erdoğan requested Russia's support on "the creation of a safe zone" to prevent the migration of Syrians under the leadership of the UN Security Council Turkey, but Putin did not accept Erdogan's proposal.

2. THE ASTANA AND SOCHI PROCESS REGARDING THE SYRIAN CRISIS

The period of the last four years seems to be based on the cooperation of Turkish-Russian relations and the actors have both played an active role in the resolution of the Syrian crisis. In this period, the active movement right regarding the resolution of the crisis has passed from the UN to Turkey and Russia. The Astana Process, which was initiated with the efforts of Turkey and Russia in particular, has taken the Geneva talks one step further. Turkey and Russia's realization of the Astana Negotiations with the participation of Iran and their guarantor positions have been important for the Syrian crisis.

Turkey's primary aim is to ensure security along its border and not allow separatist movements or terrorist groups on its territory. The long land border with Syria can create a "security threat" for Turkish citizens if any problem arises there. Furthermore, Turkey has embraced millions of Syrians due to the civil war in Syria and wants to take precautions against new refugee flows. In comparison, Russia's main goal here is to ensure security in Syria, which is accepted as the gateway to the Mediterranean, and secondarily, to keep other great powers out of the area. Thus, Russia aims to change the balance of power in the Middle East in its favor guaranteeing the security of the Tartus Naval Base (Baharçiçek & Ağır, 2020: 4).

Looking at the relations between Turkey and Russia, the central aspect is cooperation. During the Astana and Sochi Processes, many bilateral meetings were held in the international arena, and a general

compromise was reached between the parties regarding the conflict at the Syrian border. In this perspective, the Astana Process has undoubtedly been the longest-running resolution work of the Syrian crisis, and the Kazakhstan capital of Astana has become a center of diplomacy and peace, where a total of 14 negotiations have been carried out so far. In the Astana talks, in which Turkey and Russia played a vital role, significant decisions were made to resolve the Syrian crisis. The participation of the US Ambassador in Kazakhstan as an observer in these meetings and the intermediary role of the UN Special Envoy of the Secretary-General for Syria also confirmed the international validity of the meeting (Yılmaz, 2018: 86).

The Astana Process aimed to terminate the conflicts in Syria and to achieve perpetual peace in the region. These negotiations are crucial to ensure the guarantor positions of both actors to provide territorial integrity of Syria and protect the Turkish borders against terrorist groups. Due to the profound cooperation between Turkey and Russia, the process achieved its first success with the ceasefire agreement on 30 December 2016. In the following months, the bilateral negotiations between Turkey and Russia, which were held on 23-24 January 2017, gained a broader dimension with the participation of new participants (Arı, 2017: 506) - the opposition block of Iran and the Syrian Regime also took part in the negotiations. Turkey requested Russia to keep PYD (Democratic Unity Party) out of the talks, and Russia accepted. This acceptance was one of the indicators that Turkey and Russia could take further steps and act together in the Syrian crisis.

It is possible to summarize the decisions of the negotiations outlined by the three guarantor countries in Astana under the following headings (Arslan, 2017):

-Confirmation of Syria's territorial integrity, independence, unity and sovereignty as a multi-ethnic, multi-religious, non-denominational, and democratic country.

-Refusing a military solution for the Syrian crises and strongly believing in a political solution.

-Permanence of the ceasefire

-Establishment of a tripartite mechanism to observe the ceasefire and prevent provocations about the ceasefire.

-Joint struggle against terrorist groups such as ISIS and El Nusra.

Another negotiation, which had great value in sustaining political relations between Turkey and Russia, was the Sochi Agreement. Within the framework of the agreement, on October 22, 2019, Recep Tayyip Erdoğan and Vladimir Putin agreed on ten articles. The articles of the agreement generally consisted of issues such as the territorial integrity of Syria and the protection of the Turkish-Syrian border against terrorism. In this context, it was decided to preserve the situation of the region controlled by Turkey as a result of the "Peace Spring Operation" in the way that it would cover Tel Abyad and Ras al-Ayn at a depth of 32 km[2].

According to the Sochi Agreement, Russian military police and Syrian border guards would start removing the YPG 30 km (19 miles) from

the Turkish border. Six days later, Russian and Turkish forces would jointly start to patrol a narrower, 10 km strip of land in the "safe zone" that Ankara has long sought to control in northeast Syria. This process would be completed in 150 hours (Euronews, 2019). It was also aimed to force the YPG to withdraw from Tel Rifat and Manbij. In other words, the YPG had to relinquish the military presence it had built in the north of Syria under the auspices of the United States.

Within the safe zone that Turkey planned to create with Sochi Deal, Ankara aimed to both protect its borders and ensure the return of approximately 2 million Syrian refugees to their home country. Article 8 of the memorandum included the sentence, "*Turkey and Russia will jointly facilitate the return of refugees in a safe and voluntary manner*" (UNICEF, 2019). This article would give Ankara an advantage in preventing millions of Syrians from migrating to Turkey.

This positive environment which began with Astana turned into cooperation between the two regional actors with the Sochi Agreement. Dependent upon the memorandum of the agreed-upon topics, it was decided to establish a mechanism based on joint execution of the plan in Syria. Furthermore, the role of Ankara and Moscow in these processes projected their image as powerful regional actors who could solve problems around the region without relying on the West. These positive and collaborative relations have continued via regular meetings and conferences.

3. 2015 FIGHTER JET CRISIS

On 24 November 2015, Turkey-Russian relations went into crisis stemming from the shooting down of a Russian SU-24 that entered Turkish airspace from the Syrian border and moved into Yayladağı, a town situated in Turkey's Hatay Province (BBC, 2015). The shooting of the Russian SU-24 sparked simmering controversies in Turkish-Russian relations. Due to this crisis, the environment of cooperation that had dominated the last 15 years of Turkish-Russian bilateral relations came to an end. The 9-month period after the plane crash, the "Horrible Year" or "annus horribilis" in terms of bilateral relations, indicates how sensitive the relations are between the two countries (Çelikpala, 2019: 19).

The Russian President Vladimir Putin described the aircraft's downing as a "stab in the back from Turkey," while Russian Foreign Minister Sergey Lavrov described the event as a "planned act." Putin stated that there would be "serious consequences" of this action for Russian-Turkish relations and added, "*We have always treated Turkey as a friendly state. However, instead of getting in contact with Russia, the Turkish side immediately turned its face to their partners with NATO to discuss this incident, as if we shot down their plane and not they ours*" (The Guardian, 2015). With this, Russia gave signals to prescribe economic sanctions against Turkey. Furthermore, Putin described Turkey as a country that backs terrorism and ISIS, targeting to damage the image of Ankara in the international area.

According to Turkish authorities, despite several warnings given to the straying Russian aircraft, one of the planes left while the other hovered, ignoring the Turkish military's warnings to move out of its airspace. In reaction to the Russian jet's hesitance to obey the signs to leave, two Turkish F-16's responded with air-to-air missiles shooting down the Russian SU-24. A Turkish government official said, "*In line with the military rules of engagement, the Turkish authorities repeatedly warned an unidentified aircraft that they were 15km or less away from the border. The aircraft didn't heed the warnings and proceeded to fly over Turkey. The Turkish air forces responded by downing the aircraft*" (The Guardian, 2015).

After the crisis, Russia showed a rapid reaction carrying out sanctions against Turkey from January 2016, which were consciously chosen to damage Turkey economically. The sanctions put economic pressure prohibiting any security-oriented actions of Turkey-based firms in Russia, banning some Turkish-made products from being exported to Russia, preventing the Russian employment of Turkish citizens, stopping all charter flights to Turkey, and abstaining from selling Russian operating tours to Turkey. Additionally, the abolishment of the visa-free era, which had been in effect since 2011, was put into force.

Turkey was particularly negatively affected by this crisis in terms of its tourism. The ban on charter flights meant that tourists could no longer freely come to Turkey, putting a significant strain on the

Turkish tourism industry, which received the most of its clients from Russia.

In 2015, the number of Russian tourists was 3,649,003, amounting to $2.6 million in revenue. However, upon the crisis in 2016, there was a significant decrease in the number of Russian tourists who came to Turkey, about 866,256, signaling a 76.26% decrease from the 2015 tourism records (Uslu & Akay, 2019: 63–65), negatively impacting Turkey's 2016 tourism revenue.

In June 2016, to decrease tensions between Turkey and Russia, President Erdoğan sent a letter to Putin expressing his regret for the downing of the Russian military aircraft and expressing his condolences to the families of the two Russian pilots who died in the incident. Even though Erdoğan did not use the word "apology," this attitude showed Turkey's willingness to normalize the frosty relations that had plagued the two countries for seven months. In response to Erdoğan, Putin's acceptance of the letter was a positive step for rapprochement between the two countries.

4. PURCHASE OF THE S-400 AIR MISSILE DEFENSE SYSTEM AND STRATEGIC PARTNERSHIP

Another strategic partnership between Turkey and Russia was the purchase of the missile defense system from Moscow despite objections and threats from the U.S. The security threats and deep insecurity based on these domestic and foreign hazards accelerated the purchase of the S-400s. Especially after the 2016 coup attempt, it was understood that Turkey seriously needed an air defense system to

protect critical public buildings, including the assembly, which terrorist attacks had damaged. Also, the efforts of the U.S. to set up a substructure for the PKK generation project in Northern Syria made Turkey defenseless against any attacks from the border. During these foreign and domestic political situations, Turkey agreed to buy the S-400 missile-defense system from Russia, which cannot be integrated with NATO's missile-defense technology and could not achieve interoperability with NATO systems in 2017 (Balta, 2019: 81).

Obtaining the S-400s would mean much more than the purchase of a battle tank. The primary target of such procurement would be the control of Turkish air space and the projection of foreign missile systems beyond the Turkish borders and protect Turkey's critical national infrastructure and top-priority military, economic, and government facilities from air and missile threats (Kasapoğlu, 2017).

This move forced the U.S. to carry out a strict strategic policy against Turkey removing it from the F-35 fighter jet program. The U.S. authorities announced that the four F-35 aircrafts, which had been previously delivered to Turkey, would no longer be transferred due to U.S. security. Some American defense experts and public authorities claimed that the S-400 is identified as a compatible program to the F-35 systems. Thus, Russia's military technology could easily pursue the privacy of F-35 technology and reach secret information shared between NATO and the U.S. air defense system. Upon Turkey's insistence on the S-400s, the White House warned Ankara not to purchase both the S-400 missiles and F-35 fighter jets and threatened

to impose economic sanctions on Turkey, "Countering America's Adversaries Through Sanctions Act (CAATSA).

In the context of CAATSA, these implementations were carried out by the White House (Reisinger, 2020):

-Prohibition on granting specific U.S. export licenses and authorizations for any goods or technology transferred to Turkey's Presidency of Defense Industries (SSB),

-Prohibition on loans or credits by U.S. financial institutions to SSB totaling more than $10 million U.S. in any 12-month period,

-Ban on US Export-Import Bank assistance for exports to SSB.

-Blocking all properties and interests of four people working in SSB that they have in the United States and visa restrictions prohibiting their travel to the United States.

Despite the U.S. pressure on imposing sanctions, Turkey did not pull out from purchasing the S-400s and their delivery began on 12 July 2019 (Ministry of National Defense, 2019). Turkey and Russia signed a deal that Ankara would pay 2.5 billion dollars to Moscow for its most advanced missile defense system, the S-400. In accordance with the contract, it was announced that the delivery of all systems and the training of Turkish personnel would be completed by the end of 2019, and the system would be activated in April 2020. Furthermore, President Erdoğan stated that Turkey would consider buying a new batch of Russian missile systems despite the U.S. opposition (Dailysabah, 2021).

While this military agreement strengthened the strategic partnership between Turkey and Russia, it indicated that Turkey took more pragmatic steps in its foreign policy. After the Astana and Sochi processes, the strategic cooperation between the two actors regarding the S-400s was promising for the future of bilateral relations. On the other hand, this pragmatic move by Turkey had increased tension in its relations with NATO and the United States.

5. UKRAINIAN CRISIS BETWEEN TURKEY AND RUSSIA

After the 2014 unilateral declaration of independence in the Donbas region (Donetsk and Lugansk), which is dominated by the Russian population and pro-Russians, clashes continued between the pro-Russian separatists and the Ukrainian army. In the town of Shumi in Donetsk, on March 26, 2021, four Ukrainian soldiers were killed and two wounded by Russian snipers. In April, there was unusual military activity along the Russian-Ukrainian border. Upon the massive reinforcement of weapons and ammunition by the United States towards the Ukrainian border, including the Donbas region, Russia warned the United States not to increase tensions to avoid a possible war. According to Moscow, the presence of NATO troops in Ukraine crosses a red line for Russia.

While tensions rose along the Ukraine-Russia line, President Erdoğan met with President of Ukraine, Volodymyr Zelensky, in Istanbul. At the joint press conference, Erdoğan reiterated Turkey's support for Ukraine's territorial integrity and sovereignty, stating that *"Our cooperation is by no means an attempt against third countries"* (BBC,

2021). Turkey also reaffirmed its support for Ukraine's membership in NATO in April 2021 and its intention to obtain a Membership Action Plan in the near future (Zaman, 2021). In response, Russian Defense Minister Sergey Lavrov pointed out that "responsible" countries such as Turkey should not encourage Ukraine's militaristic tendencies, and Russia declared flight restrictions to Turkey between April 15 and June 1, 2021. Although the Kremlin stated that they made this decision within the scope of the increasing coronavirus cases in Turkey, many experts argued that there were political reasons behind the decision, such as Erdogan's meeting with Zelenski and Ankara's support to Kyiv regarding Donbas and NATO membership.

Turkey's strategic support for Ukraine is derived from the defense industry, with the relations between Turkey and Ukraine resting on a very strategic basis in terms of the development of this industry. Ankara supports the Kyiv administration regarding the modernization of the Ukrainian navy and the supply of unmanned aerial vehicles. With the agreement signed in 2020, the delivery of Bayraktar TB2 unmanned aerial vehicles (UAVs) to the Ukrainian army, which has attracted the attention of popular political scientists in international relations such as Francis Fukuyama, is seen as a "game-changer" for Ukraine (Güngörmez, 2021). Additionally, Turkey did not recognize Russia's annexation of Crimea in 2014 - as it has historical and cultural ties with the Crimean Turks, they support Ukraine's territorial integrity. The Autonomous Republic of Crimea came under the domination of Ukraine after the collapse of the Soviet Union; thus, Ukraine supported the reverse migration of Crimea Tatars and ensured

they could live in peace and tranquility in their homeland. Unfortunately, Ankara's pro-Ukrainian attitude to Crimea led to strained relations between Turkey and Russia.

CONCLUSION

In the last ten years, Russia-Turkey relations have shown a fluctuating graphic. While the tension between both actors has at time increased, the relations have also moderately progressed, and cooperation has been found. On the one hand, the relations' positive atmosphere has been shaped mostly around the strategic interests of countries. However, the negative developments have derived chiefly from regional problems and the "jet crisis" of 2015.

Looking at the bilateral relations in the Syrian issue, it is possible to assert that Russia and Turkey follow different policies. For Russia, Syria is important in terms of keeping the Tartus port and the Latakia airbase. For Moscow, these two strategic points refer to "the door opening towards the Mediterranean" and "filling the power gap in the Middle East." For this reason, Moscow supports the survival of the current regime. On the other hand, for Turkey, the resolution of the Syrian issue is crucial for the country's security. Turkey is concerned that the terrorist organizations established along the Syrian border may damage Turkey's national integrity and that the Syrian migration wave may continue. For this reason, Ankara desires a regime without Assad. With this in mind, the Astana and Sochi processes have shown that the two regional actors have come together in the international area and have partially agreed on the protection of Syria's territorial

integrity, the dominance of both state's soldiers in the region, and in keeping terror organizations away from the Syrian-Turkey border.

Another crisis between the two countries is due to the SU-24 Russian aircraft, which was shot down by Turkish F-16s in 2015 as, according to Turkish authorities, it violated Turkish airspace. While the parties mutually blamed each other, Putin's harsh accusations about Turkey created negative consequences for Ankara. In this context, economic sanctions were imposed on Turkey, causing significant economic loss, especially in terms of tourism revenues. Turkey, trying to get out of this economic crisis, began to normalize relations with Russia as Erdogan expressed condolences to the Russian citizens whose relatives lost their lives in the incident.

Still another issue that Turkey has had disagreements with Russia on at the regional level is the Ukraine crisis. Turkey supports Ukraine's struggle against Russian separatists in the Donbas region and has shown this support by selling UAVs to Ukraine. In addition, Turkey and Russia have come face to face regarding the independence of Crimea and the security of the Crimean Tatars. Therefore, the protection of Ukraine's territorial integrity has become one of Turkey's top priorities; however, it has been criticized by Russia. Despite differences of opinions, this issue has not led to a deep crisis between the two powers.

The most significant cooperation between the two countries has been the Turkish procurement of the Russian air defense system, S-400s. Both the coup attempt on 15 July 2016 and the terrorist activities

along the Syrian border have created a necessity for a new air defense system, which had not received enough support from NATO. Within the framework of the military agreement signed between Moscow and Ankara, Turkey purchased the S-400 system from Russia for 2.5 billion dollars, which began entering the country in 2019. This move was met with a harsh reaction by the U.S., and in response, the CAATSA economic sanctions were imposed on the Turkish defense industry. While Turkey is not strategically closer with Russia, it has deteriorated its relations with the U.S.

This process has shown that Turkey has acted pragmatically in its foreign policy and relations with Russia after the Arab Spring. This pragmatist approach positively and negatively affected domestic politics and has also created changes to domestic political elements, especially in terms of security and the economy. It should be considered that Russia is a significant strategic partner for the security interests of Turkey as well as a serious economic ally in creating elevated tourism potential and supplying natural gas. Therefore, if the relations with Russia go well, Ankara will gain an advantage in the long run.

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CHAPTER 13

ISLAM AND IT'S CHALLENGES IN CONTEMPORARY BANGLADESH

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INTRODUCTION

Bangladesh is a South Asian country, which is known as the beauty of natural queen. It is one of the multi-national, religious, cultural region and 87% are Muslim in this country among the total population of 185 million. According to the constitution of Bangladesh, Islam is the state religion. Bangladesh is the fourth-largest Muslim populated country. Muslims are the predominant community of the country and they form the majority of the population in all nine divisions of Bangladesh. In the contemporary moment in Bangladesh, Islam and Muslim communities are facing some domestic and worldwide challenges directly or indirectly related to politics, economy, culture, education even in social life. The secular mentality government and the Arakan Rohingya problem are the two main factors at present among them. Most of the Newspaper, TV channels are used as anty Islamic tools and a huge number of mass media have been banned by the government which was used as a mouthpiece of the Muslim community. A huge number of Muslim scholars and politicians have been arrested and some of them got the death penalty from the ruling government. Overall, in contemporary Bangladesh, Islam and the Muslim community face a myriad number of challenges and the main purpose of my writing to show it and try to give a solution to these problems. This study will research the contemporary problems of Islam in Bangladesh. I also try to show in my paper, what kinds of challenges the Muslim community faces in this region. This paper will mention an overview of the historical background of Islamization in

Bangladesh then will give a picture of the contemporary Islamic movement in this country. The main aim of this writing is to show that in the contemporary period how Muslim communities are getting oppressed directly and indirectly, even though they are the majority which is 87% of the total population. Another aim is to show how the newspapers, TV channels and other mass media are used to creating propaganda among Muslim. Which kinds of problems and interreges they face with the identity of Muslim. At the end of this study, it will give information on how the Islamic scholars deal with these challenges and what are the solutions them that help to overcome those challenges rational and skilfully. The hypothesis of the article is that there is an anti-Islam program carried out on purpose in Bangladesh, especially through the mass media.

1.INTRODUCE BANGLADESH

Bangladesh is a sovereign state in South Asia. The constitutional name of Bangladesh is the People's Republic of Bangladesh. Bangladesh covers the lion's share of the world's largest deltaic islands. 56 international rivers flow through riverine Bangladesh. To the north-east and south-east of Bangladesh are Tertiary mountains. The world's largest mangrove forest Sundarbans and the longest natural beach Cox's Bazar beach is located in Bangladesh[3].

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[3] Bangladesh.gov.bd. Bangladesh National Information Window. On 16 February 2015.

1.1 HOW THE NAME OF BANGLADESH IS 'BANGLADESH'

There is a thousand years of history behind naming this country Bangladesh. Historians analyze how this country was named Bangladesh by dividing it into several periods of history. Dhaka University Professor of History. Syed Anwar Hossain also gave the original explanation of the word "Bangladesh". Where the word "Bangla" originates from the Sanskrit word "Banga". It is known from history that the Aryans used to call this region "Banga". However, Muslims living in Bengal add the Persian suffix "al" to the word "Bengal". The name stands for "Bangal" or "Bangalah ". "Al" meant the division of land or the construction of a dam on a river[4]. Famous historian Abul Fazl, Syed Anwar Hossain said, "During the Muslim rule, especially during the Sultanate period from 1336 to 158 and after the Mughals occupied Bengal in 158, the region came to be known as Bangal or Bangalah or Bangladesh".

1.2 GEOGRAPHICAL LOCATION

The geographical location of Bangladesh extends from 20° 346 to 26° 36 north latitude and from 8° 017 to 92° 417 longitudes. The maximum extent of the country is 440 km in the east-west and 60 km in the north-northwest to south-southeast[5]. Bangladesh is bordered by West Bengal, India to the west, West Bengal, Assam and Meghalaya to the north, Assam, Tripura and Mizoram to the east, the Chinese and

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[4] BBC NEWS Bangla, Sanjana-Dhaka, 16/12/2018.
[5] Banglapedia. Asiatic Society of Bangladesh. On 14 August 2020.

Rakhine states of Myanmar to the southeast, and the Bay of Bengal to the south.

1.3 HISTORICAL DEVELOPMENT

According to the archaeological finds found in the Wari-Bateshwar region in 2006, settlements in Bangladesh have formed about 4,000 years ago. It is thought that the Dravidian and Tibetan-Burmese peoples settled here at that time. Later, the region was divided into small states and ruled by local and foreign rulers. After the arrival of the Aryan nation, the Gupta dynasty ruled Bengal from the 4th to the 6th century AD. Shortly afterward, a local king named Shashanka was able to seize power in the area for a short time. At the end of nearly a hundred years of anarchy (called the Matsanya period), the Buddhist Pala dynasty took over most of Bengal and ruled for the next four hundred years. After that, the Hindu Sen dynasty came to power. Islam was introduced in Bengal in the twelfth century through Sufi missionaries. Later, Muslim rulers came to power through military campaigns and war victories. In 1205-1207[6], Ikhtiyar Uddin Muhammad bin Bakhtiyar Khilji, a general of Turkish descent, defeated Raja Lakshman Sen and brought down the Sen dynasty. Bengal was ruled by local sultans and landlords until it came under the Mughal rule in the sixteenth century. After the Mughal conquest, the capital of Bengal was established at Dhaka and was renamed, Jahangir Nagar.

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[6] Abdul Morin Jalalabadi, Islamic History of Bangladesh, Islamic Foundation of Bangladseh, 1998, p. 78.

1.4 RELIGIOUS STATUS

The main religion of the population is Islam (87.2percent); This is followed by Hinduism (12.1 percent), Buddhism (0.8 percent), Christianity (0.4 percent), and others (0.3 percent)[7]. Islam is the largest and official state religion of Bangladesh, accounting for 87.2 percent of the total population. Most Bangladeshi Muslims are Sunni, followed by Shia and Ahmadiyya. About four percent of them are untitled Muslims. Bangladesh has the fourth-largest Muslim population in the world and is the third-largest Muslim majority country in the world after Indonesia and Pakistan. The region has a long tradition of Sufism[8]. The largest gathering is at the annual World Ijtema organized by Tabligh Jamaat, the second largest Muslim gathering in the Muslim world after the Hajj[9].

2. ISLAMIZATION OF BANGLADESH

The Muslims who came to the Indian subcontinent to preaching Islam from abroad can be divided into two classes. A class of Muslims came in the guise of victors in the hope of conquering the country. Their victory gave the Muslims a political foothold in India. Another class of Muslims came to trade and spread Islam in different parts of India. Some of them came as saints, saints, fakirs only to spread the message of Islam and spent their whole lives here.

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[7] Government of the People's Republic of Bangladesh". www.bangladesh.gov.bd. On 2015-02-18

[8] "Community: Sufism in Bangladesh". Sufism Journal. On July 14, 2010

[9] Abdul Mannan Talib, Bangladesh-Islam, Islamic Foundation of Bangladesh, in Dhaka, 2002., 44

2.1 SPREADING ISLAM IN A POLITICAL WAY

In 612 AD, Muhammad bin Qasim conquered Sindh province by waging war against Sindhuraj Dahir in Sindh province of India. This was the first political victory of the Muslims. His conquest did not stop at Sindh but extended as far as Multan in Punjab. But in the real sense, the work of conducting military operations up to Sindh province started long ago. Before the conquest of Sindh by Muhammad bin Qasim, there were several Muslim wars against the province of Sindh. The Indus expedition started in the middle of the first century AH. In the fifteenth Hijri, during the caliphate of Hazrat Omar (R), Uthman Ibn Abul Abi Sakafi was appointed Governor of Bahrain and Oman. Uthman left his brother Hakam in Bahrain and went to Oman himself. From there he sent an army to the Indian border. After the expedition, he again sent his brother Mugira with the army towards Debal (present-day Karachi). The Mughals returned home after defeating the Indus pirates and their allies. During the caliphate of Hazrat Ali (R) at the beginning of 39 AH Haris Ibn Murra Abdi led an expedition on the Indus frontier and won. During the reign of Amir Muawiyah, Muhallab Ibn Abu Sufra invaded the Indus frontier and advanced as far as Banna and Ahwaz, between Multan and Kabul[10] . When Hajjaj bin Ifsuf was appointed governor of Iraq during the reign of Caliph Walid, he sent Muhammad bin Harun Nasiri, Ubaydullah bin Nabhan and Budayl bin Tohfa Bajli one after another for the Indus expedition. Finally, in 93 AH (712 AD),

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[10] Abdul Mannan Talib, Bangladesh-Islam, Islamic Foundation of Bangladesh, in Dhaka, 2002, 45

Muhammad bin Qasim conquered the Indus by conducting expeditions both by water and by land. But the Muslims before Muhammad bin Qasim did not try to establish a lasting influence here. Muslim merchants were repeatedly plundered by pirates with the help of Sindhuraj and had to fight against them. After defeating them in battle and recovering the looted goods and freeing the captive merchants, the Muslims returned to their homeland. Although the arrival of Muslims in Bengal took place at some point in the distant past, it was politically established during the reign of the then Emperor of India, Qutbuddin Aibek, with the conquest of Bengal by Muhammad bin Bakhtiyar Khilji. Muhammad bin Bakhtiyar Khilji established a political establishment in the Radha and Barind regions of West and North Bengal in 1203 AD, almost unhindered in 1200 sects. Since the conquest of Bengal by Ikhtiyar Uddin Muhammad bin Bakhtiyar Khilji, a large number of Muslims have been arriving from the western part of India, Afghanistan, Iran, Arabia, and Turkey. Most came as soldiers under Muslim rule. The rest came for trade and commerce, to spread Islam, and to take refuge. Thus the number of Muslims in Bengal was constantly increasing.

2.2 SPREADING ISLAM BY MUSLIM BUSINESSMEN AND SAINTS

Before the advent of Islam, the Arabs were not only a backward, greedy, and bloodthirsty nation, but also those among them who were aristocratic and wealthy, traded for a living. They had to trade in different countries to buy food and other necessities to survive in the

desert. He used to travel from one country to another with the help of camels by land and by boat with water. In the pre-Islamic era, they expanded their business by sea to Abyssinia and faraway China. They also had several bases in Arab-China. Their first base on this route was Malabar. Long before the birth of the Prophet Muhammad (pbuh) a large number of Arab merchants came to this country (Malabar). They used to travel to China through this route i.e. Chittagong, Sylhet, and Kamrup over Malabar. Thus Chittagong and Sylhet were used as their travel bases. This shows that Arab settlements were established in Malabar, Chittagong, Sylhet, etc. during the pre-Islamic period[11]. The Prophet Muhammad (pbuh) was born in Mecca, Arabia, in the late sixth century AD, and began preaching Islam in the early seventh century, at the age of forty. This movement for the propagation of Islam was extremely revolutionary. The wave of this revolution reached Malabar, China, distant Chittagong, and Sylhet through Arab merchants. The Arabs of Malabar probably converted to Islam at the beginning of the Hijri year. It is also a historical fact that the message of Islam was spread in Asia and Africa until the seventh century by Arab merchants. After Malabar, Chittagong and Sylhet became the other bases of trade routes for Muslim Arab emigrants. After the permanent settlement of the Arab emigrants in Malabar, many of them started their business in the port of Chittagong, where they also settled. That was very normal. Now the question is whether the spread of Islam in Chittagong took place in the contemporary period, or much

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[11] Abdul Morin Jalalabadi, Islamic History of Bangladesh, Islamic Foundation of Bangladesh, 1998, 47.

later, just as in Malabar in the first century AH. It is not possible to provide any reliable information about this. However, the close contact that the Muslim merchants of Arabia established with Chittagong in the 8th-9th century AD can be said with certainty. Although Muslims have lived in Chittagong for centuries, they have not gained any political status. Their job was to trade and propagate Islam. Long after the establishment of Muslim rule in Bengal by Muhammad bin Bakhtiyar Khilji, the independent Sultan of Sonar village, Fakhruddin Mubarak Shah (1338-49 AD) was the first to conquer Chittagong and incorporate it into Muslim rule[12]. Chittagong is generally referred to to the masses as the land of Bar Auliya. This time the names of ten of the Auliyas can be heard in the mouths of the people of Chittagong and adjoining areas. Respectively - Sultan Bayazid Bostami, Sheikh Farid, Badr Shah, Katal Pir, Shah Mohsin Aulia, Shah Pir, Shah Umar, Shah Badal, Shah Chand, Shah Zayed, and others.

According to the relevant information, it is assumed that these Auliyas did not come to Chittagong together. Probably two or three of them came to Chittagong together or separately. The people of Chittagong still firmly believe that Pir Badr Shah, Katal Pir, and Mohsin Aulia probably came to Chittagong together first. Even after inquiring about the veracity of this rumor, not much was known. However, subject to some evidence, it can be said that these three saints played a leading role in the propagation of Islam in Bangladesh. During the reign of

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[12] Muhammad Anwar Mahmud, Islamic History, Bangladesh Madrasah Education Board-Dhaka, 2009, 162.

Sultan Alauddin Ibn Muhammad Shah of Delhi, a few houses of Muslims lived in the Gaur kingdom of Sylhet. The king of Gaur was Gaur Govinda. It is said that a Muslim named Sheikh Burhan Uddin lived in the kingdom of King Gaur Gobind. When the bone or flesh of a cow slaughtered on the occasion of Akika, the son of Sheikh Burhan Uddin, suddenly fell in front of the palace from the mouth of a crow or vulture, the king was influenced by communal views and narrow-mindedness and failed to find the truth. Burhan Uddin then went to Sultan Alauddin Ibn Muhammad Shah and asked for justice. The Sultan sent his nephew Sikandar Shah to Gaur with his army. Sikandar Shah failed to resist the Gaur Raj and retreated. When he met Hazrat Shah Jalal (RA) on the way, he informed him of everything. When Hazrat Shah Jalal (ra) arrived in Sylhet from Yemen to propagate Islam in 1303 AD, when he was upset and angry at the king's double standard, he declared war on Raja Gaur Gobind with 359 of his traveling companions (there is controversy over the exact number). Upon receiving this news, when King Gaur Gobind Shahjalal (R) created various obstacles to prevent him, Hazrat Shah Jalal (R) performed his miraculous miracles. King Gaur Govinda could not stand the miracle of Fakir and left the kingdom and hid. Shah Jalal (RA) concentrated on the propagation of Islam in Sylhet and established a khanka there to spread the message of Islam among the people. His disciples preached Islam in Sylhet and surrounding areas, Dhaka, Mymensingh, Noakhali, Rangpur, Chittagong, Tripura, and Assam. Due to class and discrimination in other religions, in many

cases due to the generosity of unity and security, many converted to Islam and took refuge.

3. CHALLENGES OF ISLAM AND MUSLIM IN BANGLADESH

The world has come a long way. The excellence of knowledge and science has enlightened the civilization. As a result, many of the impossible of the people today have come within the reach and capacity. Needless to say, the present civilization has become richer in beauty, excellence and comfort than in any previous century. However, the discomfort, instability, busyness and anxiety among the people have increased many times more than before. The problem has increased in the country. Conflict and violence have increased and the center of all this instability, conflict and conflict is the different countries and settlements of the Muslim world. Muslim nations are miserable today, despite their vast wealth and resources and a great standard of religion and morality. They are on their knees to the Christian and Jewish lobbies. Muslims today are the victims of extreme oppression and destruction by the imperialist powers. The religion of the Muslims seems to depend on the mercy of the unbelievers. The politics of the Muslim world are captive in the hands of non-Muslims. Islamic civilization, in such a horrible situation, Muslims are immersed in enmity and violence among themselves. Muslim communities today are engaged in a devastating game of disunity and violence. The catastrophe of non-idealism and immorality surrounds Muslims from all sides. They are now helpless

and helpless. In this opportunity, the infidels are building a wall of inaccessible confusion in the cities of the Muslim world. It is trying to cripple the religion, politics and economy of Muslims. For this, the anti-Islamic forces have united the anti-Islamic forces all over the world. Has also used international organizations and organizations. After all, they are using the world body like the United Nations against the Muslim world. Muslim persecution and killings are going on in every country in the silence of the United Nations. In order to properly understand the plight and degradation of Muslims, it is important to have an idea of the following issues. This is the picture of contemporary situation of Muslim and Islam worldwide. Now we can look at the contemporary challenges of Muslim in Bangladesh. Bangladesh is the third largest Muslim populated country and 87% population are Muslim, but the situation of Muslim community of this country is not different from others. Bangladeshi Muslim community face some major challenges like, secular minded ruling government, lack of religious knowledge of Muslim, grouping among the religious movements, poverty, influence of western culture among the Muslim young generation and Rohingya crisis, etc.

3.1 RULING GOVERNMENT OF BANGLADESH AND ISLAM

Bangladesh is a democracy country and Islam is the state religion of Bangladesh but all religious people get equal freedom. In constitution of Bangladesh there has a great influence of Islamic law like family law, inheritance law and some others because majority of its

population are Muslim[13]. Ruling government try to remove Islam from constitution as state religion. They want to established equality in inheritance both man and women which is violence The Quranic law. Islam said man gets of inheritance is twice then women. Allah said: Allah decrees a will for your children; the male gets twice the share of the female (Nisa, 4/11). In educational field, government put new rules and regulations which obstruct the religious education properly. Some important part of Islamic education either moderated or omitted government, for example the chapter Jihad is totally prohibited by government in all Islamic education centres in 2015[14]. They try to stop religious politic and a number of Islamic religious scholars and politicians get death penal by this government and the most populated Islamic political party Jamati Islam Bangladesh is banded by them. A huge number of Islamic books, education centres, newspaper and TV channel closed by ruling government.

3.2 LACK OF RELIGIOUS KNOWLEDGE

Islam is religion of knowing and acting according to it. "It is only those who have knowledge among His servants that fear Allah." (Qur'an 35:28). Everything was ours The golden history, the inspiring past are all in the possession of the Muslims but Muslims do not have enough knowledge about their religious teaching, history and manners. A survey was done by Bangladesh Islamic Satro Shivir in

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[13] Md Nazrul Islam and , Md Saidul Islam, Islam, Politics and Secularism in Bangladesh: Contesting the Dominant Narratives, Thesis paper, 2012
[14] Md Nazrul Islam and , Md Saidul Islam, Islam, Politics and Secularism in Bangladesh: Contesting the Dominant Narratives, Thesis paper, 2012.

2009. It shows that only 30% Muslims in Bangladesh have primary knowledge about Islamic basic principles and 15% Muslim children get religious education in their childhood. As a result, Muslims do not have enough knowledge about their glorious history, the real teaching of Islam and what is the goal of their religion, how they should lead their daily life in politic, economy, social and family life.

4. THE CHALLENGE OF ISLAMİC DA'WA İN BANGLADESH

Although Bangladesh is the 4th largest There are several Muslim-majority countries in the world Here is the challenge of Islamic Da'wa. Christian mission, People are taking advantage of poverty and despair Promoting them through financial aid and others I mean. The rapidly growing number of conversions Christianity is a concern among tribal peoples[15]. The Missionary activities spread throughout the country, Mainly in the intellectual arena, in educational institutions, And other areas of life. Its effect on it Culture, education, religion and the outcome of human life Converting people to Christian ideals. Especially leaning towards the younger generation The lucrative curiosity of this new age. Media, both print and Electronic, promoting and demanding bans Da'wah movement. In this situation, Islamic Dawah Need to explore and apply new ones for movement.

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[15] Md. Yousuf Ali and Abu Sadat Nurullah, Challenges of Islamic Da'wah in Bangladesh: The Christian Missions and Their Evangelization, in April 2008, 88

4.1. PROBLEM IN RELIGIOUS EDUCATION SYSTEM

Education is the harmonious development of body, mind and soul.: Poet Milton. Importance of Islamic teachings: Allah Ta'ala has sent the great book Al-Quran from Laohe Mahfuz for the guidance of mankind. Which has 6236 verses. The first five verses he chooses to be revealed are, 'Read! In the name of your Lord, who created you. He created man from clotted blood. Read on! Your Lord is the Most Merciful, who taught by the pen. He taught man what he did not know '(Surah Al-Alaq: 1-5). Aims and Objectives of Islamic Education: The aim and purpose of Islamic education was to acquire the correct knowledge of Islam, to convey the message of the noble ideals of Islam to the people, to reflect it in one's life and to create honest and skilled people in the society. Those who cherish the fear of God in their hearts, establish human rights, do not abuse power, form a just society, do not be traitors, and try their best to restore human rights to the people. But Bangladeshi Muslim community cannot get proper support from government to established a good religious' education system. They have some problems in this field. Due to the lack of adequate teacher training centers in the Islamic education system, teachers are not aware of the modern and effective teaching methods in the world. As a result, students are being deprived of proper education[16]. However, in general education, students are adopting various advanced methods including PTI, B.Ed, M.Ed. Extreme inequality prevails at all levels of Islamic education, although Dakhil

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[16] 4 Joe Devin and Sara White Politics and the Everyday Moral Order in Bangladesh, Centre for Development Studies University of Bath, 2009.

and Alim are given SSC and HSC standards, but they are not given the opportunity to be admitted to Honors in several subjects of the university. As a result of the long movement, Fazil has been given a degree and Kamil a master's degree, but he is being deprived of jobs in all public and private sectors, including LLB and BA admissions.

4.2. YELLOW JOURNALISM

The value of that media and that journalist becomes skyrocketing to the unbelievers only if they can assert themselves against the interests of the Muslims. When someone writes in a way that hurts religion and insults Islam, Muslims and the Prophets, the unbelievers come to his side. Using the media to harm the interests of Islam and Muslims is the main task of the infidel clique. The media today is in competition with how much truth can be established as false and false as true. The value of that media and that journalist becomes skyrocketing to the unbelievers only if they can pretend to work against the interests of Muslims. When someone writes about religion and insults Islam, Muslims and the Prophet, the unbelievers stand by him. They take responsibility for his safety, there is no one for the Muslims.

4.3. INFLUENCE OF WESTERN CULTURE

The relationship of culture with life is inseparable. Every activity of the people living in the society is one of the elements of their culture. No society can deny their culture. Basically culture and life complement each other. In nineteenth century Bengal, Western culture gave birth to reckless luxury and extravagance. The social reformer

Bengali scholars called for the adoption of the positive aspects of Western culture by rejecting the injustices and disorder that had arisen at that time in the frenzy of the new culture. At present, the unfettered culture has infiltrated our national life with the free flow of globalization. The drug addiction and degradation of the western youth is spreading in our young society through the skyculture. Excessive Western mentality, extreme alienation and consumerist obesity are sitting to consume the mainstream of our culture today. The relentless adoption of foreign cultures is now a threat to our own culture. Foreign culture is hitting another important aspect of our national life, which is our religious life and moral education. As a result of the widespread propagation of Western consumerist culture, the sense of religiosity and morality in our youth is declining. Free intercourse between men and women and alcoholic culture is against our culture. For a happy, beautiful and peaceful life, it is more important to follow the principles of religious life than these things. Foreign culture is acting as a major catalyst in the erosion of our social values.

4.5 ROHINGYA CRISIS

The Rohingya are a people living in the northern part of the Rakhine State in western Myanmar. Most of them are Muslims by religion. About one-third of the Rakhine state is Rohingya. According to Myanmar's official estimates, about eight million Rohingya live in Arakan. The Rohingya are one of the most oppressed people in the world today. There are frequent reports of Rohingya persecution by

the Myanmar government. Rohingyas are forced to work as laborers. Often the local administration and the army raided the Rohingyas in different localities. Many Rohingya mosques were demolished in the name of beautifying the city and acquiring government land. There are also some ancient mosques. Many Rohingyas have been taken over / closed in business. For the past few decades, the Myanmar government has been pushing rohingyas into the Bangladesh border. They are routinely torturing rohingyas to infiltrate into Bangladesh. More than 700,000 Rohingyas are currently living in bangladesh. However, the number of Rohingyas listed in Bangladesh as refugees is even less.

5. SOLUTIONS OF THE CHALLENGES

We have hundreds of challenges as a Muslim but we have to try our best to overcome those challenges rationally and skillfully success is belonging to Allah we are only responsible for our acting as a Muslim for Islam. There is not much difference between the condition of Muslims of Bangladesh in the present age and the condition of Muslims in the early age in Makki life. So we have to follow the path of the Prophet and his companions to face any challenges in Muslim society. Unity is the backbone of Muslim Community. According to Islamic teaching all Muslims are brothers. Muslim unity has been emphasized in Islam in particular. In contemporary Muslim challenges Muslim should insure a strong unity with diversity. The Qur'an states: O you who believe! Fear God as much as you should, and do not die unless you are Muslims. Hold fast to the rope of Allah together, do not

be separated from each other. (1/103). In the Farewell Hajj speech, Hazrat Muhammad (PBUH) said: 'O brothers, try to understand my message carefully. Know that all Muslims are brothers. Everyone is bound by the same brotherhood. All Muslims around the world are the same inseparable brotherhood. Remember, all Muslims are equal, regardless of home or caste. Hereditary nobility has disappeared from today. Bangladesh is a Muslim majority country. It is easier for the Muslims of Bangladesh to be effectively united than any other Muslim-majority country in the world. There is no dispute among the Muslim majority here on the fundamental question of religion.

Most Muslims inherit the same language, culture, history and heritage. If the religious leadership of Bangladesh is honest and sincere, it will be possible to establish a broad unity among the Muslims here by reducing the differences of opinion among all these parties. In this case, generosity and tolerance will be the main path. The leadership of needs to realize that Islam and Muslims today are victims of widespread, persecution, injustice and conspiracy all over the world. In order to get rid of this condition, we have to enrich ourselves qualitatively. Must be widely united. An honest and sincere Muslim can be convinced about the establishment of unity only because there is no widespread disagreement among the majority Muslims, at least on the fundamentals of religion. If the Muslim religious leadership and theologians are honest and sincere, they will be able to reduce minor disputes, even if it is not possible to do so. In this case, the principle of Unity in Diversity may be acceptable. If Muslims want to

be united with devotion and sincerity, they must also get the help of Allah. Because "Allah Ta'ala never changes the condition of a nation unless they change their own condition." We have no way to go beyond the world empire as inhabitants of the world. So from this we have to keep our separate existence and interests alive. In the social and economic context in which this deviance of the youth society, a radical reform of that environment is essential. People of all classes should be aware of this. The trade of subculture should be banned. They need to be inspired with new values. We have to give opportunity for self-development. It should be kept in mind that depravity is not the only image of the youth of this age. One class of youth is quite active, alert and idealistic.

They are vocal against social injustice, economic exploitation, political deception. So today, those who are stuck in the fence of subculture and are obsessed with lazy sleep, if they get the right guidance, this youth will be revived with unwavering vitality. They will get back their lost good sense. In order to protect the youth from anti-culture, we have to close the doors of foreign culture and make ourselves more competitive. Indigenous culture must be nurtured. And in order to survive in the face of foreign culture, the native culture must be made up-to-date. We need to be more vigilant in following and imitating foreign cultures. Every effort should be made to stop the culture of foreign ugliness. The expression of foreign culture is the identity of the aristocratic youth to get rid of this idea. Instead of secular education policy in the name of secularism, students should be

made to have full trust in Almighty God so that they can be transformed into productive manpower by being inspired with religious values and consciousness through full physical, mental and spiritual development. The students educated in Islamic education have to study various subjects of Shariah in addition to general education, they need various subjects and types of books in Islamic literature including Quran, Tafsir, Hadith as their reference department. In that case, they must take the help of the library. For this, a rich library should be established in every Islamic educational institution. Which is becoming very urgent. For general students insure moral and religious education from school and family.

Madrasa students especially Qawmi and Alia Madrasa students should come forward in literature and journalism. If we leave this path unhindered, we must be accountable to Allah. Due to our negligence, this field is occupied by unbelievers today. Leaving the field in this way and staying in the mosque-madrasa cannot be the work of a believer. So you have to deal with the way the enemy strikes. When the enemy turns to literature and journalism, we have to respond to them in the same way. For this reason, it is the moral duty of the religious thinkers to roam equally in this field of literature and journalism along with mosques, madrasas, khanqahs and Islamic politics. What the Myanmar government is doing to the Rohingyas is a crime against the whole of humanity. The Myanmar government has crossed the last line of its sincerest since the government denied citizenship benefits to Rohingyas who had been in Arakan for more

than a thousand years, created Gatos and forced them to live in inhuman conditions, forced labor, judicial arrests, denied ownership, universal education, medical, yoga services and basic human rights. What the Rohingyas can do to solve the Rohingya problem: ◘ united under the Rohingya nation that constitutes an executive council. ◘ strong representation of the Rohingyas on the international stage through that working council. ◘ to build a database of all Rohingyas. ◘ to work together with the United Nations in collecting and managing the necessary materials to meet the education and primary needs of the Rohingya.

CONCLUSION

Bangladesh is the third-largest Muslim country in the world. Historically it was a part of the Indian subcontinent Islam came into this country through Arab traders in the lifetime of the Prophet Muhammad (SM). Politically Islam came in this area in 712AD in the time of the Umayyad caliphate. Today Bangladesh is wildly well-known for the country of religious people. In contemporary times Bangladeshi people, especially Muslims face some major challenges from home and abroad. ruling secular-minded government's activities are the main problem for Muslim communities. Lack of religious knowledge among the general people, especially the young generation, yellow journalism, the influence of western culture, huge sections of Muslims and Rohingya crisis are other main challenges in contemporary time. If modern knowledge and science can be practiced in an environment built in their way, learning Islam and acting

according to it, unity among the Muslim communities. The leadership of the whole world will once again fall under the feet of Muslims. There is no alternative. May Allah Ta'ala grant Muslims the grace to wake up again in Bangladesh and the whole world. Amen Allah insure our victory if we try our best to the path of Allah to establish an Islamic society. Allah said: So let those fight in the cause of God who sell the life of this world for the Hereafter. And he who fights in the cause of God and is killed or achieves victory - We will bestow upon him a great reward (Quran: 4/75).

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CHAPTER 15

AN EVALUATION ON THE RELATIONSHIP OF ERBIL CASTLE AND TOURISM

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INTRODUCTION

Cultural landscapes created by societies from past to present are important tourism resources as well as natural landscapes that constitute the main resource value of tourism. These resource values have gained more value with globalization today. Cultural landscapes, which differ from region to region, have become important attraction points for tourism. Especially heritage sites attract the attention of tourists with their unique values.

The city of Erbil, Iraq, which has hosted many civilizations in history, attracts a lot of attention today with its unique value. In particular, the Erbil castle and its surroundings, which entered the World Heritage List on June 21, 2014 (Url 1), are visited with curiosity by the visitors. Within the scope of the study, the approach of the local people to tourism activities after the Erbil castle was included in the UNESCO heritage list was tried to be revealed by the survey studies conducted with the people of Erbil. In the light of the findings, suggestions are presented for the sustainability of the tourism activities in the Erbil Castle and the cultural environment together.

Erbil is known as the ancient citadel that has been continuously inhabited for 6000-8000mYears (Morris 1994). This is represented in the citadel at the centre of it. Erbil passed under the ruling of different empires over the history. Erbil as a historical city has faced a notable growth in different periods after the establishment of Iraq. More than 90% of the city has been built in that period. The urban form of Erbil

city has witnessed both changes and shifts in different periods (Sabr, 2014)

1. ERBIL CITY

Erbil is known as the ancient citadel that has been continuously inhabited for 6000-8000mYears (Morris 1994). Erbil is a historical city, it is one of the oldest continuously inhabited cities in the world, which is believed to have been in existence for 7,000 years (HCECR, 2009). It is fourth largest city in Iraq after Baghdad, Basra and Mosul. (Ministry of tourism 2014). Erbil has always been a central meeting point for different civilizations throughout history. The city was located near Silk Road which goes through town of Harir which means silk, Erbil used to be a trade centre and still is, it is considered the commercial center of Iraq and one of the most important trade centers in the region.

This is represented in the citadel at the centre of it. Erbil passed under the ruling of different empires over the history. Erbil as a historical city has faced a notable growth in different periods after the establishment of Iraq. More than 90% of the city has been built in that period. The urban form of Erbil city has witnessed both changes and shifts in different periods (Sabr, 2014).
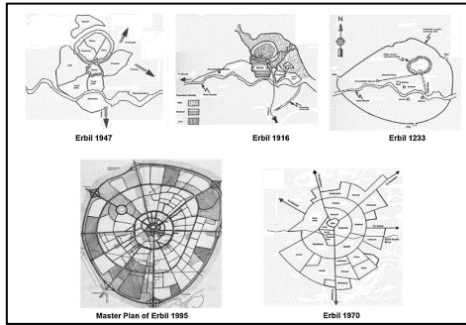
Figure 1. The urban development of Erbil City. (KRG, 2009)

The Historic District is the part of the city that contains old buildings that are considered valuable for historical or architectural reasons. In some countries, historic areas enjoy legal protection. From development. Historic districts may or may not be the center of a city (Rasul et al., 2016). They can be coinciding with a commercial, administrative or arts district, or is separate from all this. The historic area can be completely or partially covered by urbanization or separated from it. Historic districts can be concentrated in a specific area, for example, in the citadel of Erbil, or scattered throughout the territory. around urbanization, like the old city of Mosul (Abbas, 2017).

Erbil is the oldest continuously inhabited city, according to most of the historians the age of Erbil citadel town is more than 6000 years, which continuing as a living area in different history periods. Erbil Birds (HCECR, 2012)

According to UNESCO (2010), historically Erbil is considered one of the oldest uninterruptedly dwelled in cities in the world. The surface

area of Erbil is approximately 130 km2. The population of Erbil urban area was 1,025,000, in October 2008 which makes it one of the biggest cities in Iraq (Rasul et al., 2016). Erbil is located in a comparatively plain area. Moreover, on average Erbil is elevated about 426 meters above sea level (figure 3.1) (Rasul et al., 2016).

Figure 2. The study area.

The city is surrounded on all sides by a steep earthen hill, which made it very difficult for the attacker to climb it. (Rasul et al., 2016) The city is mostly occupied by traditional houses with a courtyard and several public buildings that can be reached through a maze of narrow streets. The houses built around the perimeter are adjacent to each other and form a solid wall, very similar to the fortified citadels of the

Middle Ages. The city is perhaps one of the most striking visual images in the Middle East (Rasul et al.,2016).

2. **ERBIL CASTLE FROM ITS FOUNDATION TO THE PRESENT**

Erbil city has been one of the rare cities in the world that has been established since7000 years of history since its foundation and because the castle is centrally located, it has a strong defense structure in the city. Citadel the most important urban element that constitutes Erbil city (Encyclopedia Erbil 2009).

The citadel mound is elliptical in shape and rises 25 - 32 metres above ground level. The town on top of the tell measures approximately 430x 340 metres, with a labyrinth of streets and narrow alleyways radiating out from the main south gate. The approximately 100 houses that are built on the citadel perimeter form a continuous exterior wall, still giving the outward appearance of a fortress (Wilding 2015).

Figure 3. Erbil Castle

The citadel features a peculiar fan-like pattern dating back to Erbil's late Ottoman phase. Erbil Citadel is a rare surviving example of a formerly fortified settlement which has grown up on the top of an

imposing ovoid-shaped tell. The artificial topography of the archaeological mound conditioned the urban form of the settlement, the structure of the Ottoman period urban fabric of which is clearly legible, in the maze of alleys and cul-de-sacs radiating from the main Grand Gate.

Figure 3. Displays the of the study area

The citadel preserved its original structure after the ottoman period. After the Ottoman period, the castle is divided in three districts or mahallas: the Serai from east to west was occupied by notable families ,the Takya district was named after the homes of dervishes, which are called takyas) and the Topkhana district housed craftsmen and farmers (AlHaidari 1985).

Historic castle in Erbil has great importance both in the city center and the first residence center. The castle in the old city center is at the forefront with its street and architectural structures. But over time these historical and cultural values lose their qualities over time. The fact that the local government does not implement the protection policy leads to the disappearance of urban centers where historical sites are concentrated (Aziz 1990).

The castle has hosted many civilizations. For this reason, the castle has constantly renewed the existing texture. The reason for the renovation of the building is the bricks and clay used for the construction and it is destroyed in the occupations in the town and the new building is built on these ruins (Michelmore 2013).

In 2007, the High Commission for Erbil Citadel Revitalization (HCECR) was established, and in 2010, the Citadel was added to Iraq's tentative list for UNESCO World Heritage inclusion following the allocation of more than $13 million in public funds for the preservation of the site (Url 2).

2014 after preservation work completed, and the Erbil office of the Institut français du Proche-Orient (Ifpo) is now based in the restored Chalabi House. The first systematic archaeological excavations at the Citadel started in 2013, and in 2014, the Erbil Citadel became a UNESCO World Heritage Site. The Citadel, now accessible to the public, has become a popular destination for both locals and tourists from other regions of Iraq.

4. EVALUATION OF THE REGIONAL PEOPLE'S APPROACH TO TOURISM IN ERBIL CASTLE AND ITS ENVIRONS

The survey, which consists of 10 households and 15 questions living in the study area and its surroundings, was conducted with 50 people and aims to analyze the social structure, to analyze the relationship between tourism and local people, to examine the problems of Erbil castle and its surroundings from the perspective of the people living there, and to propose solutions to the problems.

110 male and 76 female in the wide age range from 18 to upper 45 years old (almost 63% in the range of 33-39). 75% of all participants are agree that there is a problem in transportation and accommodation in the city center. 47% concur that Erbil citadel is the most attracting area for tourists. 85 % of all individuals asserted that internal migration will be stopped by tourism incomes. 102 persons positively mentioned the link between cultural and heritage activities in attracting tourists. Respectively, 75 ٪ are united in the effect of tourism development on economical situations. 40% of all responses confess the negative effects of tourism growth on cultural and natural structures. 57٪ acknowledged local activities help to tourism development. 40% recognize the mismanagement as the main problem in Erbil' tourism growth. 50% confess that " high quality of life, urban security, and rich natural and cultural heritage " as important factors in tourism growth. 51% said yes to the relationship between increasing tourism development and increasing in recreation area.

World heritage sites are among the most emblematic tourism destinations and attractions, facing numerous challenges due to an ever-increasing tourism activity and related development issues (Failey and yahya 2015).

Tourism is a social phenomenon involving people's motion to and from locations away from their usual environments and daily routines. Across the globe, tourism plays a significant role in the development of economies (Amoah & Amoah, 2019).

CONCLUSION AND RECOMMENDATIONS

Erbil Castle was included in the UNESCO world heritage list in 1994.

In order to prevent the migration of the local people living in and around the Erbil fortress, the functions they need should be integrated into tourism. The tourism sector should be developed to meet the needs of the local people and include them in protection.

The unique problems of the area should be solved by working on the preservation of the traditional landscape elements of the castle and its surroundings. In addition, raising awareness of the local people about the historical environment and tourism.

In order to prevent them from migrating from the region, the missing functions in the region should be regulated.

Erbil Castle and its surroundings, which is one of the important settlements that have not lost their architectural character and social texture, will be able to maintain their traditional texture if appropriate conservation and planning decisions are taken.

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CAPTER 16

DETERMINATION OF THE AWARENESS OF NOISE POLLUTION: THE CASE OF MURATPAŞA/ANTALYA

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INTRODUCTION

Today, the noise problem that arises with the effect of rapid population growth, urbanization, and technological developments is emerging as a current environmental problem (Delikanlı et al., 2014; Bilgen, 2017; Yalılı Kılıç and Adalı, 2020). Recently, noise pollution has been shown as one of the main factors that negatively affect the quality of life in cities around the world (Hunashal and Patil, 2012; Şahin et al., 2014).

Noise is defined as the sound level that causes discomfort to the human ear (Gergerlioğlu, 2017). Sound is a physical phenomenon that is formed by the fluctuations in air pressure of a vibrating source and stimulates the sense of hearing in humans. The presence of sounds in daily life is important for people to feel good about themselves (Bilgili et al., 2011; Coşkun, 2021). On the other hand, noise is expressed as an unwanted or unpleasant sound that interferes with the sounds being listened to, disturbs, or adversely affects performance (Güler and Çobanoğlu, 1994; Yıldırım et al., 2018; Coşkun, 2021).

It has been known for a long time that noise, which is a special type of many sounds that exist in human life, adversely affects human health. At the beginning of the 19th century, Nobel Prize-winning scientist Robert Koch said that people will struggle against noise like cholera and plague in the future. In the early period, Koch likened the noise to epidemics that could not be cured and defined it as an environmental pollutant. At the same time, he emphasized that noise should be

controlled in terms of human and public health (Kurra, 2009; Bulunuz et al., 2021).

The intelligibility of environmental pollution in social life is perceived more as a matter related to concrete substances. Therefore, it can be said that the sensitivity to noise pollution is lower (Coşkun, 2021). However, it has been better understood by scientific research that noise pollution negatively affects humans, animals, plants, and the natural environment (Öden and Bilgin, 2019). In particular, recent scientific researches reveal that the number of people affected by noise pollution in metropolitans is gradually increasing and this poses great risks to public health. In the noise maps obtained from a similar study covering European countries, it was determined that 32% of the total 371,602,000 people living in these countries were affected by noises above 55dB (LAeq) and 13% from noises above 65dB (LAeq) (Akdağ, 2003; Maraş et al., 2011). In addition, it has been determined that the values obtained from the noise measurements made in the big cities of Turkey exceed the noise threshold values (Güner, 2000). Noise causes various diseases by affecting the psychological, neurovegetative, and cardiovascular systems as well as hearing loss in humans (Güner, 2000).

Yücel (2000) classified the sources of noise, which causes negative psychological and physiological effects on humans and animals, into four groups:

- Traffic noise (air, road, rail, sea, etc.)

- Industry noise (noise from various business lines; drill, lathe, etc.)

- Construction noise (temporary tools working on the construction site; concrete mixer, etc.)

- Noises in residential areas (pets, radio, entertainment and wedding venues, etc.)

Road traffic noise is one of the most disturbing noise sources. Because this type of noise originating from the roads around the residential areas and open green areas causes the people who use these places to feel extremely uncomfortable because of its continuity. For this reason, a lot of scientific research has been carried out on road traffic noise (Burns, 1979; Brown, 1994; Bayramoğlu et al., 2014; Kahveci, 2016; Çerçevik et al. 2018).

Noise, which is a type of environmental pollution, has started to become more effective especially in industrial environments with the Industrial Revolution. As a matter of fact, since these dates, nation-states have started to raise awareness about noise and they have taken measures to reduce noise in their own national laws. It is seen for the first time that there are statements about reducing noise in the Public Health Act of 1936 in England (Noise Abatement Act, 1960). In the European Union, the first directive on noise was issued in 1970 and aimed to reduce the sound from the exhausts of motor vehicles (McCormick, 2001; Sezgin and Mutlu, 2017). For the management of noise pollution, a regulation called the Occupational Safety and Health

Regulation was issued for the first time in the United States in 1970 (Morgül and Dal, 2012; Yalılı Kılıç and Adalı, 2020). Today, many countries have laws and regulations on noise pollution and its control. The first studies on noise in Turkey are shown in Prof Z. Süder's examination of the effects of noise within the scope of Telecommunication Technique at Istanbul Technical University since the 1950s and making measurements in the laboratory together with Y. Durusoy (Pujolle, 1959). It is seen that the first regulation in the legal sense was made with the Environmental Law enacted in 1983 (Sezgin and Mutlu, 2017). The legislation on noise in Turkey was enacted in 1986 under the name of "Noise Control Regulation". The current and valid noise legislation is called "Regulation on Evaluation and Management of Environmental Noise" (Sezgin and Mutlu, 2017). In this context, the limit values given in the regulation are taken as reference when making the spatial noise assessment (Yalılı Kılıç and Adalı, 2020). In addition, regulations and standards prepared within the framework of European Union laws for the prevention of noise pollution have been put into practice, and in this direction, many studies have begun to be carried out in Turkey on noise pollution (Uslu and Yücel, 1997; Atmaca and Peker, 1997; Yılmaz and Özer, 2005; Selim et al., 2011; Özer, 2014). Depending on these developments, in addition to various scientific studies on noise, noise action plans have been started to be prepared by the relevant institutions (Özer, 2014).

Although noise pollution is measurable like water and air pollution, the intensity of noise can be dispersed by hitting vegetation, topography or structural obstacles and its effect can change. This causes the value at the source of the noise to be different from the noise value in the environment where the individuals affected by the noise are located. For this reason, especially in recent years, studies on noise awareness of individuals (questionnaire study) and maps showing the distribution of noise intensity have been developed in order to determine noise pollution. Thus, the obtained data and maps have become an extremely important tool in urban planning decisions in developed countries (Yücel et al., 2009; Kahveci, 2016).

The aim of the study; To measure and evaluate the noise awareness of urban green space users. In this context, the awareness of users about noise pollution in parks in Antalya Muratpaşa district was measured by questionnaire study.

2. MATERIAL AND METHOD

Antalya is located in the Mediterranean Region of Turkey. It is one of the important tourism and agricultural cities of the country with its location and natural and cultural values. The study area, Muratpaşa district, is located in the southwestern Mediterranean region of Turkey, between 30-31 degrees longitude and 36-37 degrees latitude. Muratpaşa is surrounded by the Mediterranean Sea to the south, Kepez to the north, Konyaaltı to the west, and Aksu to the east. Muratpaşa district has an area of approximately 8,804 hectares. In

addition, there is a 20 km coastal coastline within the boundaries of the district (Muratpasa District Governorate, 2021).

According to Turkish Statistical Institute 2020 data, the population of Muratpaşa district is 513035 (Turkish Statistical Institute, 2021). The study was carried out in green areas located in a total of 6 neighborhoods (82886 individuals) with dense settlements within the borders of the Muratpaşa district. These neighborhoods are Konuksever (21412), Etiler (14603), Muratpaşa (12985), Meltem (12234), Cumhuriyet (11410) and Üçgen (10242).

Muratpaşa takes its name from Murat Pasha, the ruler of Karaman, who gave his name to the Muratpaşa Mosque, which was built in 1570. With the establishment of Antalya Metropolitan Municipality, Muratpaşa Municipality gained the status of Sub-Tier Municipality in 1993. With Law No. 5747, published in the Official Gazette dated March 22, 2008, and numbered 26824, "Law on the establishment of districts within the boundaries of the Metropolitan Municipality and making changes in some laws", 5 new districts were established within the borders of Antalya province. With this law, Muratpaşa Municipality became a district municipality (Yüce, 2021).

Muratpaşa district has very different natural and cultural landscape characters besides intense urbanization. Lara dunes, Yamansaz wetland, beach areas, cliffs, agricultural areas, and forest areas are some of them. Considering the urban green areas, in particular, Düden Park, Karaalioğlu Park, and Atatürk Culture Park are among the important green areas (Fig. 1).
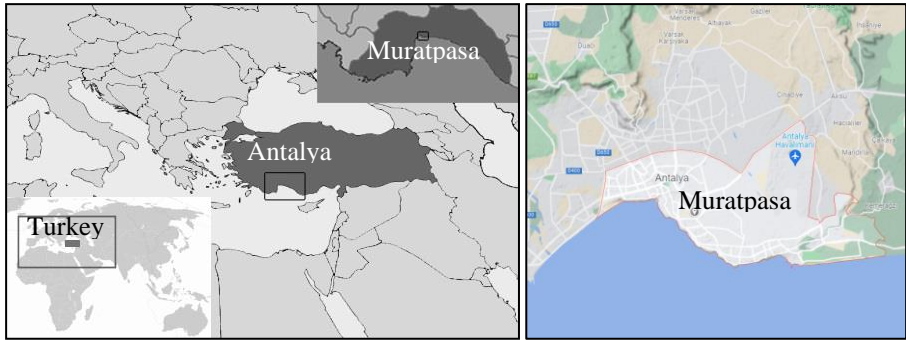
Figure 1: Location of The Study Area

The study, which was carried out to measure the awareness of users about noise pollution in the parks located in the study area, consists of 3 stages.

In the first stage of the study, the literature (thesis, book, article, project, etc.) on urban green spaces, parks, and user satisfaction was examined.

In the second stage of the study, a questionnaire form consisting of 3 sections and 17 questions was prepared to measure the awareness of park users about noise pollution.

Studies of Yalçındağ (2021), Kocaman (2021), Özçetin (2020), Çetin and Yalçınkaya (2018), Kılıç and Abuş (2018), Kahveci (2016) were used in the preparation of the questionnaire form consisting of closed-ended questions.

Since the number of individuals in the target population is known, the formula $n = Nt^2pq / d^2(N-1) + t^2pq$ was used to determine the sample. Symbols in the formula; N: Number of individuals in the universe, n: The number of individuals to be statistical sample, p: Probability of

being seen, q: Probability of not being seen (1-p), t: The value corresponding to the significance level, d: Sampling error accepted according to the incidence of the event (Yazıcıoğlu and Erdoğan, 2004). 79.603,7144

According to this;

n= 82886 x $(1,96)^2$ x (0,5 x 0,5) / $(0,1)^2$ x (82886-1) + (1,96)2 x (0,5 x 0,5)   n= 96.

In this case, in order to avoid data loss, the sample size was determined as 150 people at the α= 0.05 significance level, with d= ±0.10 sampling error and p= 0.5, q= 0.5 probability. Thus, a questionnaire form was applied to 150 park users selected on a voluntary basis and using simple random sampling method in 6 different parks determined in the study area, on different days and times of the week.

At the last stage of the study, the data obtained from the survey studies were digitized and analyzed in the SPSS program. Descriptive analyzes (Frequency and Descriptive) and independent sample t-test, which is one of the parametric tests, were used in the statistical analysis. In line with the results of the analysis, the awareness of the users who use the parks in the study area about noise pollution was measured and evaluated.

3. RESULTS

3.1. Socio-Demographic Structure of Participants

In the survey conducted in the parks within the study area, 42.7% of the participants were women and 57.3% were men. When the age group distribution of the participants was examined, 44.7% of the participants were 18-30 years old, 26.0% were 31-50 years old, 17.3% were 51-65 years old, and 12.0% were 65 and over.

When the participants were examined in terms of their educational status, 12.7% of the participants were primary school graduates, 22.7% were high school graduates, 45.3% were university graduates and 19.3% were postgraduate graduates. 38.7% of the participants have been living in the study area for 10-25 years. In addition, 24.0% of the participants have been living in the study area for 25 years or more, 22.0% for 5-10 years, and 15.3% for 0-5 years.

3.2. Park Usage Preferences of Participants

While 54.7% of the park users participating in the study provide access to the parks on foot, 26.7% of them provide their transportation by bicycle/motorcycle. 11.3% of the remaining park users provide access to the parks by private vehicle and 7.3% by public transport.

36.1% of the participants stated that they spend their free time by going to the parks. Others spend their free time; by visiting nature (16.0%), doing sports and exercising (10.7%), going to places like tea gardens, cafes, etc (9.3%), watching TV/listening to music (7.3%), dealing with gardening (5.3%), participating in social and cultural

activities (3.3%), visiting shopping malls (2.0%), reading books/magazines/newspapers (1.3%). In addition, 8.7% of the participants stated that they do not have free time.

In the study, it was determined for what purpose the participants used the parks. In this context, 38.7% of the participants use the parks for rest. In addition, the participants use the parks for walking (19.3%), providing social communication (15.3%), watching the scenery (11.3%), doing sports (9.3%), a meeting point (4.1%), and reading a book (2.0%).

The frequency and preferences of use by the participants change according to the seasons and weekends/weekdays. Participants stated that they use the parks most in summer (58.2%). This is followed by the participants who use it in every season (23.8%) and spring (18.0%).

Participants stated that they use the parks mostly on weekends (60.7%). In addition, the intensity of use of the parks is quite high both on weekdays and on weekends (28.6%). The rate of those who use it only on weekdays is 10.7%. When the frequency of use of the parks by the participants is examined, it is seen that those who use the parks once a week (38.6%) and several times a week (30.8%) have high rates. These are followed by users a few times a month (15.2%), daily (6.9%), monthly (6.4%), and first-time users (2.1%).

When the participants in the study are examined with whom they go to the parks, 43.8% of the participants go to the parks with their friends,

36.1% go to the parks alone, 13.7% with their family, and 6.4% with their neighbors.

3.3. Noise Awareness of Participants

77.3% of the participants stated that they were exposed to noise in green areas. While 8.7% of the participants stated that they were partially exposed to noise, the remaining participants stated that they were not exposed to noise in green areas. 44.7% of park users exposed to noise stated that they were more disturbed by noise between 16:00 and 20:00. 34.0% of the other users stated that they were most disturbed by noise between 20:00-24:00, 19.3% between 24:00-07:00, and 2.0% between 12:00-16:00.

77.3% of the participants who were exposed to noise stated that they were most disturbed by the noise in the parks during the summer season. On the other hand, 15.3% of the remaining participants stated that they were more disturbed by the noise in the parks in spring, 6.1% in autumn, and 1.3% in winter.

While 90.7% of the participants who are exposed to noise think that noise affects their lives negatively, 7.3% of the participants think that it has a partially negative effect, and 2.0% of the participants think that noise does not negatively affect their lives.

95.3% of the participants think that noise pollution is an environmental problem. For this reason, 68.7% of the participants stated that they try not to make noise in their daily lives, and 24.0%

partially pay attention to this. The remaining participants stated that they did not pay attention to this situation.

43.3% of the participants think that the most important source of noise in green areas is children's playgrounds. In addition, they state that sports fields (33.3%) in green areas, highway around green areas (19.3%), and siteworks (excavation work, construction machinery, etc.) (4.0%) are other sources of noise in green areas.

Regarding the measures to be taken against noise pollution in the parks, the participants think that "Community awareness should be created" ($\bar{x}$: 4.60) and "loud entertainment should be banned in the park areas" ($\bar{x}$: 4.60) (Table 1).

Table 1: Proposals for measures to be taken to reduce noise levels in parks and the level of users' participation in these propositions

Proposal	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		$\bar{X}$	ss
	n	%	n	%	n	%	n	%	n	%		
Fines should be applied	0	0.0	8	5.3	24	16.0	57	38.0	61	40.7	4.14	0.875
Effective supervision should be done	0	0.0	0	0.0	7	4.7	59	39.3	84	56.0	4.51	0.587
Community awareness should be created	0	0.0	0	0.0	3	2.0	54	36.0	93	62.0	**4.60**	0.531
Horn ban should be imposed in the close to parks and drivers should be made aware	4	2.7	9	6.0	18	12.0	41	27.3	78	52.0	4.20	1.042
Noise-blocking barriers should be increased at the edges of the parks	2	1.3	9	6.0	17	11.3	33	22.0	89	59.3	4.32	0.985
Resting areas should not be located near the sports fields	0	0.0	7	4.7	18	12.0	48	32.0	77	51.3	4.30	0.985
Warnings and awareness-raising signs should be placed for noise that	3	2.0	13	8.7	30	20.0	47	31.3	57	38.0	3.94	1.054

may occur in sports fields											
Play and playgrounds should be surrounded by sound absorbing plants, and the distribution of sound within the park should be prevented	0	0.0	4	2.7	18	12.0	36	24.0	92	61.3	4.44	0.806
The music playing in the cafes should be kept under the control so that it does not exceed the permissible limit values	0	0.0	1	0.7	4	2.7	61	40.7	84	56.0	4.52	0.587
Loud entertainment should be banned in the park areas	0	0.0	0	0.0	5	3.3	50	33.3	95	63.3	**4.60**	0.555

35.3% of the participants stated that they knew about the "Noise Evaluation and Management Regulation". In addition, 71.3% of the participants stated that the sanctions of the central and local governments on noise pollution are not sufficient.

55.3% of the participants think that the controls and inspections related to noise should be done by the municipalities. 30.7% of the remaining participants stated that the ministries and 3.3% stated that the General Directorate of Highways should carry out these controls and inspections. In addition, 10.7% of the participants stated that they did not have any information about which institution carried out the controls and inspections related to noise.

4. CONCLUSION

Most of the park users in the study are disturbed by noise pollution in urban green areas. Vehicle roads around the parks, children's playgrounds, and sports fields in the parks are the factors that cause significant noise pollution in the parks. In addition, the activities and

entertainments held in the park during the summer period cause the park users to be disturbed by the noise. In this context, while planning and designing the parks, the comfort features that they will provide to the users should be considered as well as the aesthetic and functional features (Özer, 2017). In addition, the effective use of plant design, which is the most important tool of Landscape Architects, at the design stage will be an important factor in reducing noise pollution.

Article 56 of the Constitution of the Republic of Turkey includes the provision of "Everyone has the right to live in a healthy and balanced environment. It is the duty of the State and citizens to improve the natural environment, to protect the environmental health and to prevent environmental pollution."

It is among the duties of the state and citizens to take measures against noise pollution, which is one of the environmental pollutions within the scope of the Constitution. In addition, in the European Union harmonization process, the "Regulation on Evaluation and Management of Environmental Noise" aimed at reducing and preventing the effects of noise pollution was published in the Official Gazette No. 27601 and entered into force in 2010. As stated in Barış (2016), The regulation specifically addresses environmental noises to which people are exposed, including in densely populated areas, parks or other quiet areas in residential areas, quiet areas in open space, schools, hospitals, and other noise-sensitive areas. In this context, taking into account the relevant legislation, measures against noise

pollution should be taken into account by both designers and administrations.

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CHAPTER 16

GREEN BUSINESSES WITHIN THE FRAMEWORK OF CORPORATE SUSTAINABILITY

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INTRODUCTION

One of the effects of the industrial revolution on the economy is the increase in the consumption of fossil fuels, mainly oil and coal. This effect also affects the increase in the amount of waste. At the same time, the products produced by using fossil fuels have an increasing effect on the amount of waste. Although these developments faced by the countries did not seem like a big problem in the first period, it became necessary to seek an environmental solution in the following years. Especially considering the period after the industrial revolution, the enormous development in technology has brought environmental disasters with it. In this recent period, the increase in the number of factories has created negative effects on water resources, atmosphere and ecosystems of living things and caused irreversible damages. Some suggestions have been developed as a solution to this problem. In this regard, the concepts of sustainability and corporate sustainability, which emphasize the necessity of enterprises to have social and environmental goals in addition to their economic goals, are important.

With corporate sustainability, the goals of businesses have changed. In addition to profitability, which is the main goal of businesses, it is seen that social and environmental goals should be added. It is inevitable that environmental targets are an important necessity for businesses. In particular, resource supply, which has a very important place in the longevity of the enterprise and in gaining competitive advantage, has very close relations with environmental targets. The

idea that sustainable development is emphasized and that today's consumption should not be taken from the consumption of future generations makes corporate sustainability and environmental goals more important. In this context, businesses should not only give importance to an economic future goal, but also to environmental goals.

Green management and green businesses that emerged with the effect of sustainable development can be considered as a solution to reduce the damage to the environment. The concept of green management is based on the principle that the activities of the enterprises should be done with environmental responsibility awareness and that especially in the long term, economic growth and environmental responsibility should be considered together (Akatay & Aslan, 2008, p. 318). In this context, businesses also consider the environment in their activities and make efforts to minimize the effects of production on the environment.

Within the framework of this information, the aim of this study is to present theoretical information on the definition, scope and characteristics of corporate sustainability, green management and green businesses, which have increased in importance especially with the impact of environmental disasters in recent times. In line with this purpose, information about corporate sustainability, green management and green businesses was given and some suggestions were presented to businesses about green management and green business.

1. CORPORATE SUSTAINABILITY

The concept of corporate sustainability emerged in 1987 with the impact of the report called Our Common Future or Bruntland Report. In this report, the concept of "sustainable development" was defined and expressed as "development that meets the needs of the present without compromising the abilities of future generations". In the following periods, even though the concept of sustainable development was accepted as a social concept, it contributed to the emergence of a more corporate concept under the name of "corporate sustainability " (Roca & Cory, 2012, p. 104). In this context, sustainable development contributes to corporate sustainability in two ways. The first of these emphasizes the areas on which the business should focus and choose between economic, social or environmental goals. Second, it enables businesses, the state, and civil society to establish common societal goals for environmental, social and economic sustainability (Wilson, 2003, p. 2).

Three responsibilities, on which the concept of sustainable development is emphasized and corporate sustainability is also affected, are evaluated in terms of economic, environmental and social aspects. An economically sustainable system must always be able to produce goods and services, lend to the government and abroad at manageable levels, and avoid sectoral imbalances that arise at excessive levels that harm agricultural or industrial production. An environmentally sustainable system must create a stable resource use base by consuming renewable resource systems from over-

exploitation and non-renewable resources only in such amounts that adequate amounts are invested in substitutes. This point of view ensures the protection of biological diversity, stabilization of atmospheric balance, and preservation of ecosystem functions that are not normally classified as economic resources. The third responsibility, a socially sustainable system, provides equality in distribution, adequate social service delivery, including health and education, gender equality, and political accountability and participation (Harris, 2000, p. 6).

The concept of corporate sustainability is a perspective on the use of the concept of capital by economists and ecologists in a broader sense than it normally would. Institutional sustainability leads to the idea that economic, social and environmental capital have different characteristics from each other and therefore the management of these three capitals should be done with different methods (Dyllick & Hockerts, 2002, p. 132).

There is no universal and universally accepted definition of corporate sustainability. In one of the definitions of corporate sustainability, the concept of corporate sustainability; It is expressed as "adopting business strategies and activities that meet the needs of the business and its stakeholders today while protecting, maintaining and developing the human and natural resources that will be needed in the future". Dyylick and Hockerts (2002) define corporate sustainability as "meeting the needs of the direct and indirect stakeholders of the business (shareholders, employees, customers, pressure groups and

communities, etc.) without compromising its ability to meet future stakeholder needs" (Roca & Cory, 2012 p. 105). According to Marrewijk (2002), the concept of corporate sustainability is expressed as "demonstrating the inclusion of social and environmental concerns in business activities and interactions with stakeholders".

Corporate sustainability can be considered as a new and developing corporate governance paradigm. While accepting that corporate sustainability, corporate growth and profitability are important, it also emphasizes the necessity of evaluating the objectives of the enterprise such as environmental protection, social justice and equality, which are especially related to sustainable development, together with economic objectives. When the literature up to now is examined, it is seen that corporate sustainability is affected by four concepts. These concepts are; 1) sustainable development, 2) corporate social responsibility, 3) stakeholder theory, and 4) corporate accountability theory. The contributions of these four concepts to corporate sustainability are shown in Figure 1 (Wilson, 2003, p. 1).
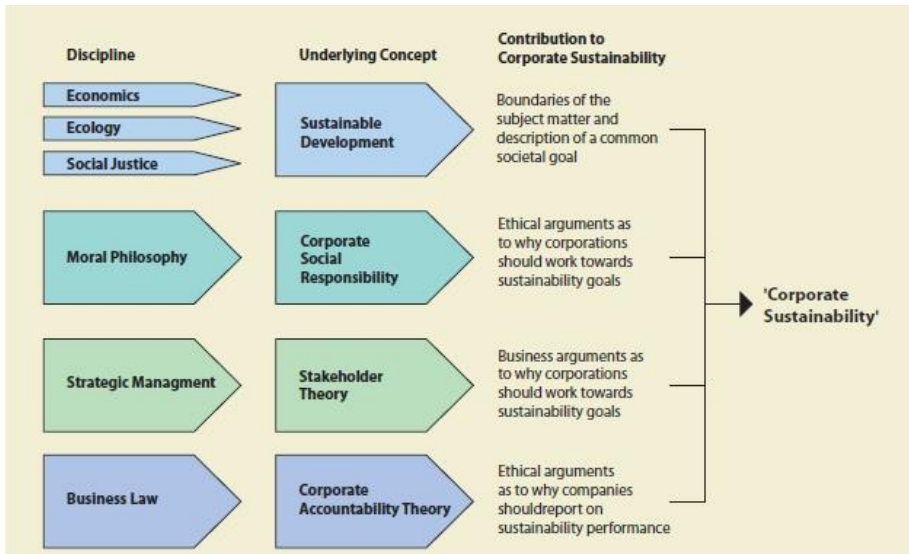
Figure 1: The Evolution of Corporate Sustainability
Source: Wilson, 2003, p. 2.

As indicated in Figure 1, the four disciplines under the influence of the concept of corporate sustainability contributed to the concept of corporate sustainability in different ways. The concept expressed as sustainable development or sustainable development contributed to the concept of corporate sustainability while determining the boundaries of the subject and defining social goals. The concept of corporate social responsibility contributes to the ethical aspects of the reasons for companies to head towards sustainability goals. Stakeholder theory has provided commercial support in determining companies' orientation towards sustainability goals. Institutional accountability theory, on the other hand, contributed to why sustainability performance should be reported.

A business that wants to develop within the scope of corporate sustainability needs to fulfill three different responsibilities and develop in three different ways. These developments can be listed as social development, economic development and environmental development.

social development; It means managing a business in a way that will reduce social inequality, prevent social divisions, increase the quality of life and strengthen its relations with its stakeholders (Chow & Chen, 2012, p. 521).

economic development; It is the management of an enterprise in a way that will create positive effects on the economic conditions of its stakeholders and on systems at both national and international level. Economic development is an important prerequisite for the survival of the enterprise (Chow & Chen, 2012, p. 521).

environmental development; means the management of the activities of a business and the final products they produce in a way that causes the least damage to the environment, air and water. The meaning of environmental development for an enterprise is to reduce environmental pollution, minimize resource consumption and ecological footprint of the enterprise, and thus to operate within the carrying capacity of the ecosystem (Chow & Chen, 2012, p. 522). According to Sutton (Sutton, 2004, p. 1) environmental sustainability is expressed as "the ability to preserve valued things or qualities in the physical environment". Ecologically sustainable businesses operate only by consuming natural resources in an amount

below natural reproduction or at a rate below replacement development. In this way, they do not cause more environmental emissions than the natural system can absorb. At the same time, they do not engage in any activity that will disrupt the ecosystem's services (Dyllick & Hockerts, 2002, p. 133).

2. GREEN MANAGEMENT

Ecological sustainability, which is the environmental aspect of the corporate sustainability concept, derives from the idea that the resource called "natural capital" cannot be sustained indefinitely in a world with an end. Natural capital is studied in two different ways. The first of these is wood, solar energy, etc. such as renewable energy sources. The second is non-renewable resources such as fossil fuels, biodiversity and soil quality (Dyllick & Hockerts, 2002, p. 133). The basic idea of sustainability is to protect the Earth's resources while protecting the environment. In order to ensure sustainability and sustainable development, the importance of bringing the idea of "green management", which is a new perspective, to businesses emerges (Sagaydack, Kendus, Proshchalykina, Hrabar, & Chubuk, 2021, p. 2).

Before the concept of green management, it is necessary to look at the concept of green. The word green is expressed as environmentally friendly, healthy and naive. In principle, the use of the term green indicates that something is healthy, human and environmentally friendly. When examined within the scope of business and enterprise, the concept of green refers to the nature-friendly and nature-friendly

practices of the organization. The concept of green within the framework of business is understood as nature-friendly, healthy and practices that prevent environmental pollution (Alzgool, 2019, p. 2074).

Looking at the definition of the concept of green management, it is concluded that there is no definite and consistent definition. Some businesses have simplified it by saying that the recycling program within the scope of forwarding is accepted as green management. Some businesses have focused on more rigorous points. With the effect of this situation, the views on the concept of green management have changed from simple and basic environmentally friendly programs to challenging and strategic initiatives that contribute to the elimination of damage to the environment. For this reason, there are also differences in the definition of green management (Haden, Oyler, & Humphreys, 2009, p. 1041,1042).

The green management perspective is an approach that states that business managers should not only consider ethical and social values, but also consider environmental issues in their decisions in order to ensure sustainable economic success. In fact, green management can be considered as a tool that contributes to improving the competitiveness of enterprises. With the effect of these developments, businesses have recently been under pressure to be more environmentally friendly and more responsible. The stakeholders of the enterprises did not remain silent to this situation and started to put

various pressures on the enterprises to reduce their negative effects on society and the natural environment. These developments make environmental management practices an integral part of businesses (Molina‑ Azorín, Claver‑ Cortés, López‑ Gamero, & Tarí, p. 1080,1081). The environment is in a structure where it is necessary to preserve its resources and nature in the process of using it. The obligation to act without causing harmful effects on the environment is among the issues that must be fulfilled in their organizations due to increasing environmental concerns. The rapid depletion of the resources of the environment also causes businesses to act with a greener perspective. This perspective should also include an ideology that includes environmental protection (Alzgool, 2019, p. 2074).

Although green management is seen as a necessity for many businesses as a result of pressure from public authorities and civil society, in reality, environmental management is an integral part of the management issues of businesses. Businesses that are in a good management process include their environmental concerns in their practices, and from this process, environmental management becomes an important management tool of business management. Green management is more than a corporate concern for the environment and is a mental thinking (Taylor, 1992, p. 669).

Green management is the management applied by businesses in order to develop the basis of environmental management. This type of management includes activities such as establishing environmentally responsible business practices, developing environmental management

systems within a business, designing environmentally responsible business systems, and allocating human capital to develop such practices. The idea of green management refers not only to the development of environmentally friendly practices, but also to the implementation and execution of these practices (Alzgool, 2019, p. 2076).

Considering the area covered by green management, it is seen that the concept of sustainable development emerged with the inclusion of the concept of sustainable development in the production process and organizational system. Green management refers to the elimination of pollution and the management of three systems, namely materials, environment and culture (Wang, Chen, Lee, & Tsai, 2013, p. 266). Green management is a management approach that requires the dependence of every individual working from the top management level to the lowest levels of the business. This management approach includes the following elements: Seeing the organization as a whole, not as a collection of smaller entities, to manage the company with the aim of long-term success, to strive to be the best, to commit to quality in all activities of the organization, to listen closely to customers by establishing very good relations, to transform enthusiasm into a continuous structure, It is to establish various methods to ensure that they are connected and to make the business a part of the society. From this point of view, green management is only about fighting pollution and so on. It includes an inclusive application that manages all systems of the enterprise, not environmental problems such as such (Taylor, 1992, p. 670).

There are some advantages and some disadvantages for businesses to choose green management practices. These advantages and disadvantages are listed in Table 1.

Table 1: Advantages and Disadvantages of Green Management

Advantages	Disadvantages
New production methods are developed. Emission and waste amount is reduced thanks to efficiency and productivity-oriented methods in production processes.	Energy prices and raw material prices increase. High prices are seen in agricultural products and food prices.
As a result of the development of new technologies in all fields of activity, it provides the opportunity to meet global and national needs under more favourable conditions.	Research in all fields, etc. operations such as these become costly.
It is possible to ensure that the products produced are easily recovered when their economic life ends.	There is an increase in the prices of durable consumer goods with a sustainable structure. There are radical changes in the distribution of goods and in the branches of economic activity.
With sustainable management criteria, businesses are provided with a competitive advantage. New business lines and new employment environments are created. It is ensured that enterprises develop social responsibility systems that will reduce the use of resources and increase their competitiveness.	Unemployment increases as a result of the decrease in the quantity, quality and size of the goods produced by the enterprises.
A fair distribution of income between	Global and per capita wealth declines

industrialized and non-industrialized countries is ensured again.	are experienced in developed and industrialized countries. The average purchasing power of households weakens.
Quality of life in sustainable cities is greatly improved, starting with air, water, living standards, mobility quality and safety.	It is necessary to bear very high costs in order to establish sustainable cities and establish workplaces.
While the time spent on work and other personal needs is reduced, the quality of life increases thanks to the increase in resource efficiency and the reduction of material pollution.	Inventing and producing new transportation and accessibility systems with low material density, high energy efficiency, fast and safe, as well as economically advantageous, requires substantial investment costs.

Source: (Barbiroli, 2011, p. 24)

When Table 1, which gives the advantages and disadvantages of green management, is examined, green management has positive effects on the development of new technologies, environmentally compatible production technologies, sustainable production systems, resource efficiency-oriented production and income increase. When the disadvantageous aspect of green management is examined, it can be seen that it has negative effects on average costs in general, such as increased unemployment, decreases in purchasing power. Despite all the disadvantages, green management can be seen as one of the most frequently used methods by businesses recently. The concept of green business, which has just started to develop, is one of the important contributions of green management systems.

3. GREEN BUSINESS

When we look at the development of the green business conceptually, it can be said that it emerged after the public concerns about corporate sustainability in the middle of the 20th century. In addition to this development, the idea of awareness about the rapid depletion of natural resources and the deterioration in environmental quality also supported the development of green business. The genetic links between corporate sustainability and sustainable development concepts and green business cause green businesses to be called "sustainable business". In this context, while defining a green business, it is expressed as a business where profitability, sustainability and balance with humanity are provided (Čekanavičius, Bazytė, & Dičmonaitė, 2014, p. 75).

In parallel with the understanding of environmentalism, which has become more and more dynamic in recent years, the responsibilities of enterprises in this direction are also increasing. Businesses of the 21st century make green business practices a philosophy, even a way of life, and take responsibility to leave a more livable world to future generations. With the effect of this development, developing and creating green strategies has started to take place among the success criteria of recent businesses. Businesses with high environmental awareness both gain competitive advantage and are appreciated by customers because they increase their recognition in different aspects (Şenocak & Mohan Bursalı, 2018, p. 165).

The concept of green business means sustainable business that tries to solve the needs of customers without causing environmental and social problems. Green businesses can operate in all business sectors, from traditional production of goods and services to state-of-the-art production systems. While green businesses act environmentally and socially responsibly, they do not give up on corporate profits. On the contrary, as a sustainable business model, they provide financial success in the long term and make significant contributions to many of their stakeholders (Kanchan, Kumar, & Gupta, 2015, p. 92). Green business concept; It can be defined as "the latest business management concept based on ensuring the rational use of the country's natural resource potential by minimizing the negative effects of the activities of the enterprises on the environment". Green business is businesses where social and environmental goals, as well as economic goals, form a harmony (Sagaydack, Kendus, Proshchalykina, Hrabar, & Chubuk, 2021, p. 2). In the business dictionary, the concept of green business is defined as "business that operates in a capacity that has no adverse impact on the local or global environment, society or economy", and "business that engages in forward thinking for environmental concerns and policies that affect human rights" (IGI Global, 2021).

A green business, which accepts the ecological environment as an important element in its decision-making processes, aims to minimize or completely eliminate the harm that may be caused to the environment in its activities, in this context, can change the designs of its products, packaging methods and production processes, and strives

to have a philosophy for the protection of the ecological environment. and businesses with social responsibility awareness (Nemli, 2001, p. 212,213). According to another source, the concept of green business is "focusing on alternatives that will cause the least damage to the ecological balance, or even completely eliminate this damage, to choose their subcontractors and suppliers with this mentality, to take green products and services beyond being a marketing strategy and to be a producer of green life quality." (Emgin & Türk, 2004, p. 7).

In a general definition, green business is businesses that offer entrepreneurial activities that offer goods and services that increase resource efficiency, improve waste management and minimize environmental damage (Sagaydack, Kendus, Proshchalykina, Hrabar, & Chubuk, 2021, p. 2). On the other hand, green business is a type of business that focuses on sustainability in terms of environment and resources and meets its customers on a common ground. In this context, green businesses are businesses that "use low-carbon, resources and remanufactured products efficiently in the whole economy, have a significantly more sustainable structure than their closest competitors, and operate all their processes, services and business models with a green understanding" (Kanchan, Kumar, 2008). & Gupta, 2015, p. 94).

There are some differences between traditional businesses and green businesses with ecological agendas. These differences are included in Table 2.

Table 2: Differences Between Traditional Business and Green Business

	Traditional Business Management	**Green Business Management**
Goals	economic growth profitability Shareholder wealth and stakeholder well-being	Sustainability Increasing the quality of life
Values	people oriented	Biology and ecology focused
Products	It is designed with a focus on function, style and price.	It is designed for the environment as being environmentally friendly.
production system	Energy and resource intensive technical efficiency	Low energy and resource use environmental efficiency
Organization	hierarchical structure Top-down decision making central authority High income disparities	non-hierarchical structure participatory decision making decentralized authority Low income disparities
environment	domination over nature Environment managed as a resource Pollution and waste are considered externalities.	Compatible with nature Resources considered strictly limited Pollution/waste elimination and management
business	Marketing	Marketing focused on consumer

functions	consumption aims to increase. Finance aims at short-term profit. Accounting focuses on traditional costs. The aim of human resource management is to increase the product of labor.	education The goal of finance is long-term sustainable growth. Accounting focuses on environmental costs. Human resource management aims to work meaningfully and safely in the workplace.

Source: (Shrivastava, 1995, p. 131).

Definitions for green businesses are made from two perspectives. The first of these perspectives is the outputs in the form of green products and services, and the second is the processes of economic activity. In this type of business, entrepreneurs carry out their production processes by following an environmentally friendly process. In this way, the green business sector will be entered with clean technologies that reduce the negative effects of the business. Another responsibility of green businesses is their importance in the fight against climate change due to their low emissions. With these aspects, green businesses make significant contributions to both growth and employment through green jobs (Tunç, 2019, p. 118).

CONCLUSION

Globalization and industrialization movements in the world have revealed the rapid increase in population, insufficient resources as a result of unconscious consumption, environmental losses and deterioration of the natural balance. Especially the deterioration in the environment causes businesses to become more environmentally friendly, more sensitive and take protective measures for the future. It has started to gain importance day by day that more environmentally friendly and more sustainable enterprises should replace the business approach that has been applied since the industrial revolution and the main focus is efficiency and profitability. At this point, the importance of awareness about green management and green business emerges. It can be accepted as a necessity for businesses to adapt their production, management and employees to green management and green business practices within the scope of corporate sustainability in order to be more environmentally friendly, more sensitive and have a future projection. The green business, which provides efficiency in the resources used by the businesses, enables businesses to be profitable both environmentally and economically. While green businesses maintain their profitability, they also prevent ineffective use of natural resources.

Corporate sustainability is the basis of the idea that economic, social and environmental goals should be together. In this context, green management and green business, which are an important opportunity for the spread of future-oriented businesses, provide important

opportunities for businesses to protect natural resources, to bequeath them to the future and at the same time to ensure profitability.

This study has been prepared on a theoretical basis in order to take into account the green management and green business structures that emerged with the idea of sustainability within the scope of corporate sustainability. In this context, green management can be accepted as a management approach in which companies acting with sustainability goals take environmental concerns into account. Businesses that implement green management implement the business model of the future, which has both economic, social and environmental goals. Green businesses can be transformed into structures that are economically profitable, that can generate social value and that have environmental concerns, and more productive work can be done for the future. Green businesses are businesses that can balance between the environment and the economy.

As a result, green management and green businesses are structures that develop with the effect of corporate sustainability and emerge from the idea that businesses should have social and environmental concerns as well as their economic goals. With green management, the resources of the future are not consumed today, and an important legacy is left to the future.

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