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AN EVALUATION OF THE LEGAL LIABILITY OF ARTIFICIAL INTELLIGENCE AND ROBOTICS IN BALKAN STATES (SLOVENIA, SERBIA AND NORTH MACEDONIA)

ABSTRACT

Emergence of several technologies and its relevant features have provided several organizations, state legislatives and normal human beings significant benefits in terms of enhancing their productivity and increasing their outcomes. Artificial Intelligence is one such technology that have sustained with beneficial parameters specifically for commercial firms Mikalef et al., (1). Artificial Intelligence incorporate features such as enhanced automation, smart intelligence services, accurate decision making and more. Nevertheless, the implementation of AI based features have significantly reduced the intervention of humans, Nahavandi (2), and the benefits it provides within health, environment, and economic sectors have raised several concerns. Potential misuse, unethical complexities, and biasness are some of the major hindrances which the technology faces. The states and national councils are accountable for mitigating such concerns and implement pertinent policies and regulations to extract out the positive aspects of Artificial Intelligence.

Subsequent sections of this paper demonstrate and evaluates relevant information regarding Artificial Intelligence. Furthermore, other parts of this brief paper highlight the legal regulations associated with Artificial Intelligence. particular emphasis is placed on the regulatory parameters incorporated in Balkan States (Slovenia, Serbia, and North Macedonia) for Artificial Intelligence and Robots. Moreover, the regulations in American and European Law over these technologies are also discussed in this paper. Another important aspect which this paper covers is related to the determination of the capability which the robots possesses and discussion on how they can be accepted as legal subjects. Lastly, the paper ends with a conclusion and evaluation section based upon all the fundamentals briefed overall.

Keywords: Legal Liability, Artificial Intelligence, Balkan States.

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I. ARTIFICIAL INTELLIGENCE

Artificial Intelligence has been one of the most comprehensive innovations in the field of computer science which has been adopted by the nations and its industries at a rapid pace. Artificial Intelligence influences computers, machines and other relevant devices to mimic the capabilities of problem solving and precise decision making which the human possess Iqbal (3). According to the author Geetha and Bhanu (4), AI is considered as the science and engineering for development of intelligent machines specifically intelligent programs for the computer. In simplest of forms, Artificial Intelligence conglomerates parameters of computer science and strong datasets for pertaining optimum ability of problem solving and decision making. The field also includes sub-fields of machine learning and deep learning and their exploitations are also evident often alongside artificial intelligence.

Artificial Intelligence manifests in numerous forms. Chatbots for enhancing consumer experience (Cheng and Jiang 5), intelligence assistance to extract valuable information from large datasets, and development of recommendation engines to provide clients with automated suggestions are some of the notable applications of AI. Artificial Intelligence is much more regarding the procedures and capabilities of superpowered rational and data analysis that is related to any particular format or function. Though Artificial highlights images of highly functionable human-like robots that are overall the glob, yet it is not intended to substitute humans. Moreover, it is intended to suggestively improve human capabilities and their aids. Computer Science developers utilize the features of Artificial Intelligence for performing the activities more efficiently without the intervention of manual terms. They are able to interact with consumers with the assistance of automated features, recognize the data patterns to extract valuable information, and solve complicated scenarios. Artificial Intelligence is also enhancing the performances of the enterprises alongside their productivity through the automated features or activities which previously necessitated human power.

AIs are already utilized clinically in the U.S. since, it shows optimum potential in the fields of diagnostics and imaging. However, there are certain legal challenges with AI, which the states and nations needs to regulate for effective use of the technology, and mitigating the ethical threats in possesses (Skender et. al, 2019). Robots and AI based features can be complex and there are no existing legal framework or regulations under which the robots can be held accountable for their actions. European Parliament for instance, have incorporated an insurance scheme to nullify the negative impacts if found due to the robots or any other device operated with the assistance of AI. The inception of the technology has also created a major void in terms of jobs of humans particularly due to the automated procedures. Artificial Intelligence powered chatbots are another example that have affected human behavior and interactions. Overall, implementation of AI has sustained with numerous benefits yet they persist with substantial concerns and issues which needs to be controlled and mitigated at the same time.

II. LEGAL REGULATIONS ON ARTIFICIAL INTELLIGENCE

The growth of Artificial Intelligence has been significant within several industrial sectors and is anticipated to grow even more in the upcoming days (Saračević et al., 2019). Since, these commercial organizations are looking to adopt the features of artificial intelligence, robotics, and machine learning, it is necessary to stay aware of the laws and regulations associated with these technologies. Regulations related to the activities of Artificial Intelligence is a phenomenon which governs the polices and laws integrated to the public sector who nurtures, and modulates Artificial Intelligence. A robust debate is evident if Artificial Intelligence can be held liable in the scenario of a machine learning application or robotic automation goes wrong. Regulations behind AI are a complex terrain, but countries like U.S, and other European nations have embraced with regulations considering both the ethical and physical consequences of these technologies (Karliuk 12). European Union is one of the major regulatory bodies who are associated with activities and frameworks of laws and regulations connected to Artificial Intelligence. One of the major regulations stated by the European Union is General Data Protection Regulation (GDPR) (Mondschein and Monda 13), that enables in protecting the valuable and personal information of the users enhancing the parameters of both safety and privacy of data.

A. Legal Regulations In Balkan States On Artificial Intelligence And Robots

When the aspects of Artificial Intelligence came into existence, Slovenia was one of the first countries to incorporate it (6). Due to their dedication and effective research on the field, the other Balkan countries like Serbia and North Macedonia have also invested in implementing AI based solutions. Servia have also laid their foundation for the utilization of Artificial Intelligence in its public sector (7). The legislative bodies of the country adopted relevant approaches for developing the AI based field over the period 2020-2025, and pertinent action plans to enhance those strategies was passed in June 2020. Besides development of legislative frameworks, Serbia have also started to automate the procedures of case-storage and other relevant institutional communications within the judiciary. Under the Slovenian Presidency of the Council of the EU (8), had a discussion on taking an encouraging decision regarding how to appropriately regulated the features of Artificial Intelligence and enhance the sustainable assistance for further development of the field. Certain national programme (gov.si), based on the topics of Artificial Intelligence were held in the Balkan States for supporting the future innovations related to these technologies. Out of all the Balkan States, Slovenia gained significant recognition in the global market since, their development of the first International Research Centre on Artificial Intelligence (IRCAI) (Jakhar and Kaur 9).

Though certain regulations and measures were enhanced for data protection, privacy of the user's data, and encryption of devices, yet the standard of regulations related to robotics and automation are still immature or rather null in terms of legal frameworks and laws. However, several websites perform their operations with the assistance of AI based solutions and robotic paradigms. The Balkan states also persists with huge developmental ideas and potential in these fields but they are also deprived of specific frameworks or legal regulations regarding their utilization of AI and robotic automation processes. To mitigate the concerns and the relevant complexities of Artificial Intelligence, and robots the Balkan countries have also joined hands of the European Union, while the others are yet to come out with an accession. Hence, all of these countries such as Serbia, Slovenia, and North Macedonia are committed to incorporate essential restructurings for economic establishments, and

integrations. The also need to stay pliant with the digital strategies and data regulatory reforms of EU for accelerating the fundamentals of digitalization of commercial activities, regulatory bodies, in an appropriate manner with the EU's values and permissible agendas.

B. Legal Regulations In American And European Law On Artificial Intelligence And Robots

Several benefits of Artificial Intelligence (10), are undeniable but individuals are concerned regarding data security and potential cybersecurity threats which the AI based solutions and devices persists with. Inappropriate physical security, economical losses, and ethical issues are some of the few concerns which AI initiates. In response to the potential threats of Artificial Intelligence, the European Union is constantly working upon the legal contexts to control Artificial Intelligence. In context of the resolution of October 20, 2020 based on the civil liability command for artificial intelligence, the European Parliament recognized that their existing legal approach persists with an inadequate discipline concerning the liability of the Artificial Intelligence systems. As mentioned, in the previous sections the most comprehensive action or the framework which the EU demonstrated was the General Data Protection Regulation (GDPR) to securing the data and personalized information the intelligent system or device gathers to analyse and provide accurate decisions. As per the opinion of Atabekov and Yastrebov (11), EU countries also lays specific emphasis on the legal regulations of unmanned vehicles that also operates based on the features of Artificial Intelligence and Machine Learning. Hence, the German Traffic Act (Koos 14), initiated the accountability for administering an automated car on the possessor and also foresees fractional participation of the Federal Ministry of Transport and the Digital Infrastructure (Steege et al 15). Moreover, a inclusive and comprehensible strategy to the demonstration of the existing and prospective legislation related to Robotics is mentioned in the EU resolution on Robotics (Villaronga 16). The resolution clearly demonstrates about the exploitation of Artificial Intelligence, includes the complexities of liabilities, ethical parameters, and also supplies the general guidelines of conduct for the developers, operators, and the manufacturing individuals within the field of robotics. These guidelines are also based upon the three laws of robot technology by Azimov (Brauner and Gymnasium 17).

Concerns regarding the potential misutilization or unintended significances of Artificial Intelligence, nevertheless, have encouraged efforts to evaluate and establish standards, such as the US National Institute of Standards and Technology (NIST) ingenuities including workshops and discussions alongside the public and the private enterprises regarding the establishment of federal contents for preparing the building elements for consistent, vigorous, and dependable Artificial Intelligence based systems. The American Lawmakers also considered the AI's benefits and complexities for creating numerous measures in terms of evaluating the utilization of Artificial Intelligence or relevant algorithms, alongside the potential roles for policymakers. In California CA A.B. 13, regulation enacts the Automated Decision Systems Accountability Act and highlights the commitment of the legislative body which the state agencies can exploit as an acquisition approach which minimizes the threats of adverse and negative influences generally observed during the design and implementation of the AI based automated decision systems. State legislatives of Massachusetts enacted the policy named MA H.119 which is regarding the state agency automated decision-making, artificial intelligence, pellucidity, impartiality and discrete rights.(Nuredin 18)

III. LEGAL STATUS AND LEGAL LIABILITIES OF ARTIFICIAL INTELLIGENCE AND ROBOTS

The emergence of Artificial Intelligence within the commercial sectors and society have revolutionized the existing social structures and acquit various regulatory complexities and liabilities, which the legal approaches are not ready to deliver an immediate response to (12). Ethical issues and law are inseparably connected with the existing society, and several legal decisions arises from the interpretation of such ethical complexities. Artificial Intelligence have added more complicated scenario to these. Devices or systems linked with AI oriented solutions are growing in terms of being autonomous and complicated for the activities it executes (modern diplomacy). The estimation and development of resolution for such instances on the Civil Law Rules on Robotics indicated the initial step towards the regulation of Artificial Intelligence within the European and the American Union alongside the Balkan States. Moreover, in relation to the defences against the liability for the Artificial

Intelligence based systems, it is necessary to mention numerous instances where a offender gets suspect of cybercrimes but defences with saying that the computer was confronted by Trojan or other relevant malware applications. Hence, these create a substantial amount of liability and legal issue specifically for the nations to handle. The questions regarding does is it feasible to hold AI systems legally liable depends on three specific aspects; limitation and restrictions of the AI systems, is the AI based systema product or a service, lastly whether the offence necessitates a mend rea or is considered as a severe liability crime.

As per the particular features of artificial intelligence, recommendations have been initiated regarding the immediate accountability of certain systems. Based on this aspect, there exists no important motives behind why autonomous systems must not be legally liable for their executed activities. The uncertainty still persists, nevertheless, regarding the demands or appeal of initiating such sorts of liability. These are also associated with the ethical concerns as discussed in the previous sections. Possibly making the developers or users of the respective autonomous systems liable for every activity the systems perform might be more significant and effective. Though this might slow down the procedures of improvement and innovation, hence looking for the appropriate balance is necessary.

IV. IMPORTANCE OF DETERMINING THE ABILITY OF ROBOTS

A. Obligations Law In Balkan States

Robots are getting positioned even more in numbers within several factories and manufacturing plants in almost every country including the Balkan States. The robots are generally exploited for execution of tasks such as personalized care, surgical paradigms, and more that are eventually raising the concerns of unemployment, wealth dissimilarity and disaffection (Selim, 2021). Moreover, some of the robots are even prepared in form of normal individuals mitigating the need of manual intervention for performing the relevant tasks. Sustaining with such parameters it is quite evident that automation of tasks and inception of robots have minimized the job roles for normal individuals. Therefore, even if the robots are granted by the organizations for performing the tasks which the humans used to do, it is necessary to determine the capabilities of those robots for executing the pertinent actions and functionalities such

that they also become eligible for getting assigned with the personal rights and make themselves as a legal subject. In terms of the Balkan states specifically, no such legal frameworks are generated but the conglomeration with the European Union laws and regulations have assisted them somehow in determining the obligations and the personal rights for the robots (De Stefano 19) in place within the factories and manufacturing plants. According to the law, the robots can only be determined as a legal subject and persist with personal rights like the other worker if they meet the following criteria:

a) A robot needs to be built and developed considering that they do not cause any injury or harm to the human beings through any sort of action or interaction.

b) A robot needs to stay aligned with all the orders from the functioning human excepting those who tends to conflict with the previous law.

c) A robot must know or sustain with the abilities to protect their own existence except when if they conflict with this particular law or the previous one.

As per the regulations and frameworks related to the obligation of robots and determining their personal rights according to their capabilities, it is quite complicated and challenging. This is so due to the fact that robots cannot be precisely demonstrated by the legal structures which we the normal human beings depend upon to keeping us safe. Moreover, the state of North Macedonia embraced a latest data protection law as well which were aligned with the Artificial Intelligence based systems, automated systems, and robotics. The law was passed in February 2020. This was also done to bring into line the national data protection legislation with the General Data Protection Regulation.

B. **Criminal Law In Balkan States**
Use as a Tool

Several researchers and scientists are preparing for constituting and perfecting several kinds of Artificial Intelligence that will be likely to play a crucial role as tools for assisting the law implementation (Leslie 21) establishments in executing their relevant duties appropriately. The applications of robotic cameras and software associated with Artificial Intelligence can be utilized significantly and operating a remote-

controlled robot becomes much easier for detection of crimes and get accurate results which might not be achieved if manual interventions are done. The exploitation of AI based tools assists the authorities of the Balkan states in minimizing the aspects of crime and also helps in detecting the same enabling them and the local official to diminish the crime appropriately.

Liability of Negligence

Humans, and other commercial enterprises for the purposes of law are all subjected to rights and accountabilities. The individuals who design, functions, develops, or sells intelligent machines and system needs to sustain with certain legal duties specifically in the Balkan States such as Slovenia, Serbia, and North Macedonia since they are aligned with the regulations of the European Union and American legislative frameworks of Artificial Intelligence and Robotics. In context of criminal law, it sustains with two important theories, firstly the liability emerges when the negative influence has been or is probable to be instigated through any action or omissions. Physical equipment using the features of Artificial Intelligence like driverless car, for instance persists with pertinent potential to impair, kill, or damage properties. Software also sustains with the ability to cause physical harm; however, those risks might stay extended to a limited forms of damage for instance financial loss. The second law however, necessitates culpability within the offender also termed as "guilty minds" which is quite irreverent for robots since, they are only restricted to take decisions to execute activities as per the patterns or algorithms incorporated by the software. Liability of negligence is what these two concepts deeply imply with. Negligence in terms to determining the roles and accountabilities of the robots can enhance the potential rate of crimes.

CONCLUSION AND EVALUATION

The inclusion of Artificial Intelligence based features and other relevant functionalities offered by the systems have provided significant benefits to the commercial organizations. Automation, inclusion of robots within the manufacturing sectors and other industries, AI based consumer assistance services and more are adopted globally and it is anticipated that the adoption rate will increase even more. Aforementioned sections of this paper highlighted about the major uptakes of Artificial Intelligence

alongside its complexities and concerns. The main emphasis of the paper was upon the legal concerns with AI, and obligations robot specifically in terms of legal perceptions. Evaluation of the aspects related to these clearly highlighted the major frameworks and legal regulations presented by different countries to sustain with sustainability, data security and privacy of the user data.

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CONCEPTUAL CONFUSION BETWEEN RELIGION AND PSYCHOLOGY AND ASSESSMENT ON THE REQUIREMENT FOR RELIGIOUS PSYCHOLOGY

Mensur Nuredin, Yusuf Kılıç, page 21-33

ABSTRACT

Emergence of several technologies and its relevant features have provided several organizations, state legislatives and normal human beings significant benefits in terms of enhancing their productivity and increasing their outcomes. Artificial Intelligence is one such technology that have sustained with beneficial parameters specifically for commercial firms Mikalef et al., (1). Artificial Intelligence incorporate features such as enhanced automation, smart intelligence services, accurate decision making and more. Nevertheless, the implementation of AI based features have significantly reduced the intervention of humans, Nahavandi (2), and the benefits it provides within health, environment, and economic sectors have raised several concerns. Potential misuse, unethical complexities, and biasness are some of the major hindrances which the technology faces. The states and national councils are accountable for mitigating such concerns and implement pertinent policies and regulations to extract out the positive aspects of Artificial Intelligence.

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Introduction

When the historical process was examined in terms of psychology, the science of psychology tried to act independently by excluding religion at the point of proving itself. Although the relationship between psychology and religion was not at all desirable in the first years of psychology, meaningless discussions and insistence on looking at each other from different points of view softened in the future, and a significant distance was covered although it did not reach the desired level in our time. However, the fact that these discussions were meaningless in a short time, paved the way for them to come together and unite on the common denominators between religion and psychology. In fact, the common point between them is also the reason for the existence of religion and psychology. Both purpose is the human, so it is to get to know the person, to diagnose his troubles and to look for ways out, to enter the spiritual world of the person and to offer alternative remedies by helping him. Although their approaches and philosophies are different, while religion and psychology focus on the same subjects, namely human behaviors, emotions-thoughts, problems, spiritual characteristics and obsessions, on the other hand, it is to help them reach happiness and peace by putting forward adopting, analytical and relaxing ideas in order to find solutions to these problems. Since man is a multidimensional and complex creature, the subject of psychology has expanded rapidly since its establishment. On the other hand, since man has a dynamic structure that changes according to the conditions of the time he lives in, the field of study of psychology has changed over time. The expansion and change of the subject of psychology has led to the emergence of sub-branches of psychology. One of them is the psychology of religion. Naturally, the developments and changes in the psychological field have started to change and develop in the psychology of religion, and the psychology of religion has gone to determine its own field and scope. (Düzgüner, 2017, p. 135) .

The Relationship between Religion and Psychology and Definition Problem

Since psychology has began to emerge as a discipline, itself has developed as a result of the studies and researches it has done, and it has been divided into new different approaches and different sub-branches in a long time.

The emergence of these branches bears the traces of the spirit of the time. As a matter of fact, as studies focusing on a certain aspect of human beings get deeper, enough findings and conclusions emerge to be a separate research area. Naming the field is often the last step in a new classification to systematically treat these studies. Cognitive psychology, developmental psychology, and psychology of religion are some of them. Each sub-branch points to a special research area (Düzgüner, 2017, p. 135). For example, while developmental psychology focuses on the psychological characteristics of people at different ages, social psychology focuses on the individual's feelings, thoughts and behaviors being affected by the presence of other people. The psychology of religion also examines the effects of whether an individual chooses to adhere to a religious belief or not (Köse A. -A., 2015)

Psychology is a science that aims to understand and explain the spiritual life, personality and characters of human beings and various behavioral tendencies. The subjects that psychology deals with, have been the subject of human curiosity and occupied their minds in various civilizations and societies since the ancient times, albeit with different perspectives. Various psychology theories and explanations, which are also fed with religious belief tradition and philosophical understandings, have never been missing in the knowledge of humanity (Hökelekli, 2016, p. 333).

The belief and sense of belief that existed with the first human being, has led the human to search and understand the reason for his existence. Due to their nature, individuals have pursued the sacred and have given direction to their lives in line with this sacred that they value. Their emotions, behaviors and thought structures are shaped by the influence of their religion or belief (Düzgüner, 2017). Psychologists, who are aware of the influence of religious belief in individual and social life, have also considered religion as the subject of psychological research from the first period. When the historical course of psychology is examined, it is known that all researchers such as Wundt, James, Skinner, Freud, Watson, Jung, Maslow, who are known as the founders of psychology, are interested in religion and have researches on this subject.

It was unthinkable that psychology, which deals with the spiritual life and behavior of people, ignores religion, belief and religious facts, which permeate every aspect of social life and are an integral part of culture. Therefore, whether they have a positive or negative belief and

attitude towards religion, researchers with psychology formation have considered it their duty to reveal the religious developments and belief structuring of the individual's life, and the meaning of the powerful influence of religious experiences and beliefs, prayer, rituals and worship on human behavior (Hökelekli, 2016, pp. 313-333). Religious belief will not allow us to reach the result we want to deal with, by ignoring the fact that it affects and directs the spiritual depths of a person and all his behaviors in his life.

When we look at the process between the religion and the psychology, although they seem to be together under the roof of philosophy, we see their existence in problems besides people and theories. Throughout history, the relations between the two are not always complementary, but also contain tensions and oppositions. Because of these tensions and conflicts, Loewenthall describes the religion-psychology relationship as "an unhappy and difficult relationship". The religion of psychology that these problems and tension, point in the background of his exclusion from his field and religion's perception of psychology as a threat. To understand the nature of the relationship between religion and psychology, it is necessary to underline the differences between the two (Sambur, 2000, s. 421-435). We see that there are different ideas about the definition of religion or the meaning of religion. We observe the definition of religion is defined with a psychological approach rather than a definition according to religion. It has been seen that this type of definition approach will be a definition far from the reality and because it is a definition far from the the real nature of religion causes blockages and deadlocks in a scientific study point, as well as discussions on meaning and the concept. According to the G. Stephens Spınks approach, religion includes not only beliefs, customs, traditions and rituals belonging to certain social groups, but also individual experiences. Any definition that emphasizes the general aspects of religion by excluding the individual's psychic life is incomplete due to the individual understanding of some transcendent objects, powers or principles that constitute one of the most important features of religion (Spinks, 2008, pp. 309-318).

Professor C. C. J. Webb, one of the famous researchers in defining the religion, made an interesting definition about the religion. "I don't believe that the religion can be defined." His statement shows us that the researchers have problems and differences in describing the religion. In

addition to such a definition of Webb, many writers and researchers did not hesitate to express their views on religion. Sir James Frazer's definition of religion draws attention to a different side." "I understand religion as an appeasement of superhuman powers believed to control and direct human life and the flow of nature." However, Frazer adds, "Of course, faith comes first, because we have to believe that there is a divine being before we try to please it. Because before belief turns into an appropriate practice, it does not become a religion, only theology (Spinks, 2008). Here, Frazer draws attention to the existence of belief rather than the existence of religion, which in fact seems to be an important determination in terms of the spiritual and psychological structure of a human. The reason why Frazer prioritizes belief is that belief plays an active role in the soul of the individual, thus shaping the behavior, thoughts and feelings of the individual and transforming them into practical life.

R. Yaparel describes that the psychology of religion actually works at the same central point, but there are conceptual and structural differences between them in the future; The central concept on which religion and psychology are based is the psyche. The religion states that it originates from the depths of the human soul and that religious belief takes root there. For religion, every phase of human development revolves around a spiritual dimension. In modern psychology, on the other hand, the concept of soul does not have a place in the periphery, as it is not central. Psychology no longer gives the meaning of "spirit" to "psycho", but examines it as behavior and measurable characteristics (Yaparel, 1998).

Approaching the definition of religion from a different perspective, Prof. George Galloway makes the following definition; Religion indicates that people believe in a power other than themselves. Thanks to this belief, the person wants his emotional needs to be satisfied and his life to gain stability. He/she expresses his/her belief through acts of service and worship (Spinks, 2008). The main issue to be emphasized here is on human and his psychological demands and needs. In addition, Galloway, while describing religion, draws attention to the point of deed and service.

It seems that these definitions about the religion do not satisfy those who make these definitions. Therefore, at this point, attempts have been made to provide a satisfactory comprehensive definition. One of

them is Leuba. Leuba added two of her own definitions along with 48 definitions in her work titled "Psyhological Study of Religion (Psychological Study of Religion, 1912) and drew a conclusion based on these definitions; what is defined does not imply the same activity in all cases. Like the concept of "God", the concept of "religion" is one of the words "umbrella", which combines the meanings and protective meanings that confirm or openly oppose the other (Spinks, 2008, p. 312).

The fact that there are many definitions about religion and these definitions are very different from each other, shows us that the concept of "religion" cannot be supported by any attitude. As it can be understood, a certain basis or attitude is not sufficient for religion. Therefore, besides these definitions of religion, it is necessary to deal with other religious factors that are within the field of religion and are a part of the individual's life.

The concept (term) of the psychology of religion and the problem of psychology of which religion

Throughout history, the researchers and thinkers (philosophers) have published numerous works on religion. The psychology of religion includes the psychological treatment of religious belief. James' "Varieties of Religious Experience", published in 1992, is accepted as the beginning of this field because it presents the relationship between religion and psychology in a scientific framework. In terms of psychology, what sets James apart from other philosophers is his focus on individual religious experience rather than organized religious institutions. According to James, religion; is the whole of the feelings, actions and experiences that individuals experience alone in terms of seeing themselves in relationship with anything they think is divine (Düzgüner, 2017).

This description made by James forms the basis of the current principles of the psychology of religion. Issues such as the nature of the sacred, the rightness or wrongness of religious beliefs and practices are outside the scope of the psychology of religion. The psychology of religion only examines the reflections of belief or unbelief in the life of the individual with psychological research methods (Hökelekli, 2016)

When we look at the expressions or definitions made by researchers on the term and concept of psychology of religion, it does not seem possible to talk about the existence of a unity. Therefore, there are disagreements about whether the name psychology of religion is a correct concept for this new discipline. The term psychology of religion does not

adequately express the purpose of psychologists and the field of research related to the phenomenon of religiosity that they are trying to discipline. Many psychologists try to determine the subject of the psychology of religion by categorizing the concept of "religion". For example, Maslow distinguishes subjective and naturalistic religious experience and attitude from traditional and institutional religion and presents institutional religion as the enemy of subjective religious experience. (Sambur, 2000)

With the term psychology of religion, it is meant to be a field in which religion is studied only from psychological point of view, which is not related to philosophy and theology. Vergote, who objected to the concept of psychology of religion, found the concept of religious psychology more appropriate instead. In this regard, Vergote emphasizes that this new field of study should not be isolated from moral and religious values for the sake of being scientific. Again, although Vergote theoretically claims that the psychology of religion does not deal with the principles of any religion as right or wrong, Vergote says that his "religious psychology" should be based on the evaluation of the psychological findings of ""Christian truths" (Sambur, 2000).

The first religious psychologists in Europe and the USA conducted their studies in an environment dominated by Christian-Jewish religious cultures. The limitations of psychology in basic human understanding, its inability to evaluate the characteristics of the individual, and the results that cannot be generalized, limited to middle-class white students, also pose a problem in the psychology of religion. Therefore, the religion they faced and the religious phenomena they chose as the subject of research were entirely limited to their own cultural traditions. The most common mistake is to assume that the concepts and explanation models they use to make sense of their own religious and cultural worlds can be valid within a different belief tradition. There is a clear reductionism (Hökelekli, 2016).

One of the issues that Western researchers have been doing and being deceived for years is that they think that the religion they believe in, the culture they live in and the methods of expressing the concepts of this thought can be valid for people from other beliefs and cultures. Therefore, such an assumption is a big mistake as it is not an academic and scientific approach, as it would mean ignoring or ignoring the values, beliefs and cultures of other individuals and individuals.

When cultural history is examined, it tells us about Hindu, Greek, Christian, Islam and religions and beliefs that were considered primitive and found their place in history. In that case, the phenomenon called religion is a specific form that exists in the world of culture and a reality that historians accept and examine. If the rites, rituals, worship, symbols and figures, which are the structural features of religions, refer to a superhuman and supernatural spiritual, divine and transcendent entity, which is believed to have a beginning, and which has an effect on people's lives, society and all natural events, considered religious. Therefore, all these religious ideas are expressed through the language, symbols, rites and ceremonies. Realizing such elements, can also activate religious feelings and experiences. Since people are naturally prone to religion and belief, they are subject to a religion or belief that they see as close to them (Köse V. A., 1997).

For this reason, a psychologist or researcher should conduct studies within the framework of the elements included in the above-mentioned religious culture. In other words, doing these researches on only one religion or doing research with people belonging to these religions does not mean that that religion has superior characteristics, and generalizing with it will not lead to a correct result.

A psychologist must continue his work as a cultural anthropologist. His task is to explore the relationships people have with their surrounding religions as they exist. While doing these researches, people need to have knowledge about their religion and belief values. The belief in God in Islam, Christianity and Judaism will affect the religious attitudes and behaviors of people who believe in them. Therefore, such beliefs cannot be ignored in psychological studies of these religions. People are attached to their religion to different degrees or they form a different understanding according to the elements of their own religion. When the positive or negative psychological factors behind these religious perceptions and their effects are observed, these facts become psychologically meaningful (Köse V. A., 1997).

Argument

It cannot be said that the concept of psychology of religion adequately expresses the aim of psychologists and the field of research related to the phenomenon of religiosity that they are trying to discipline. Therefore, this term has been criticized by religious researchers. The term psychology of religion refers to a field in which religion is studied only

from a psychological point of view, which is not related to philosophy and theology (Sambur, 2000).

Vergote, who opposes the term psychology of religion, sees the term "religious psychology" more appropriate. When we look at the books or articles written about the psychology of religion, it is seen that the majority of researchers or psychologists are from a religious group and have received a theological education and also served in churches. Therefore, this is the reason why most of the studies on the psychology of religion are done in theology departments. It will never be possible to know how objective and reliable the psychology of religion studies carried out by these people, who have a Christian identity (Sambur, 2000).

There have been arguments on the term psychology of religion itself. All religions that exist here give the impression that they are the same in terms of their elements or that there is a consensus between them in method and theory. In fact, there are many different principles, theories, and approaches in the psychology of religion. In this sense, if we talk about a theory, principle and approach of each religion, we can talk about principles, theories and approaches as well as existing religions. Reich drawing attention to the fact that the psychology of religion was diversified and divided into sub-branches, tries to explain it as follows by expressing that it is no longer possible to talk about the psychology of religion; because there are as many religion psychology as there are religions (Sambur, 2000)

A. Vergote, Considering that Contemporary Religious Studies refers to religion as a "cultural reality" in religious studies, it is a well-known fact that various religious phenomena observed in different cultures exist with their own unique structure and meaning maps. However, it is very difficult to say that both western researchers and scientists from different religions and geographies do justice to this fact. Most of the time, the facts and interpretations presented as a universal science as the science of psychology of religion consist entirely of a reflection of the Christian-Jewish reality. Studies in which all differences are eliminated and religion is reduced to a uniform reality with this central point of view represent the dominant understanding until recently (Hökelekli, 2016).

When the term psychology of religion is considered from a wide spectrum, it is seen that this field is not sufficient to cover other branches of study. The term psychology of religion is expressed as a branch of

science that psychologically examines people's beliefs, religious attitudes and behaviors. However, the scope of the psychology of religion is not limited to these researches. In particular, the spiritual guidance studies of the priest working in the church are included in the field of psychology of religion, in "pastoral psychology". Apart from the scientific activities, there is an intellectual activity that produces ideas about the human nature in disciplines such as philosophy, psychology and theology. The fact that it does not cover these areas is an important deficiency of the psychology of religion concept (Sambur, 2000).

It is seen that the psychology of religion, which works on religious behavior and life, is gathered in the center of Christianity in the first degree within the diversity and richness of the American and European literature. Although this effort of Europe, which is a Christian society, is welcomed naturally, the fact that it neglects other religions or does not deliberately bring them into the agenda shows us that there is a clear and clear bigotry. Today, however, Christianity has lost its privilege of being the only religion subject to the psychology of religion and has become one among religions.

The most obvious form of bigotry in America and Europe shows itself on the religion of Islam. Efforts to humiliate him, which are mostly difficult to explain with scientific understanding, have led to weak and mostly wrong judgments in the field of Islamic psychology. Z. Egemen pointed out another shortcoming and stated as follows; In order to examine the differences in the religious life of members of different religions, it is necessary to start studies on "Comparative Psychology of Religion" as a branch of psychology of religion in the future.

Egemen especially emphasizes the Concept of the Religion of Islam. Because, especially Islamic sects and sects offer rich research and observation opportunities for the psychology of religion, which tries to research all kinds of outwardly reflected expressions of religious life, examine them in the context of cause and effect, and reveal their rules and laws. In addition to extraordinary situations such as mystical states, religious rites and rituals, discovery and miracles in all their diversity,c onsidering the practices such as dhikr, asceticism, suffering, i'tikaf, sema, which cause these to happen, within the framework of psychological causation, constitute the subject of examination and research of the psychology of religion, especially the psychology of Islamic religion. (Hökelekli, 2016).

Every religion has its own belief and way of reducing this belief to life. Individuals organize their lives according to the religions they believe in and the directives (orders and prohibitions) of these religions. This religious life leads the individual to peace and tranquility in his spiritual life. Because the wishes and desires of those who believe in a God, their feelings and thoughts are shaped in parallel with the image of the God they believe in and know. At this point, it can be said that the individual will follow the way of acting in the face of religion or events against religion and realizing the decisions he will make in line with his belief. Therefore, the life of a believer should be evaluated in line with his own religion and belief. If you come to the stage of research, examination and decision-making in line with your own religion and belief without questioning the belief and religion of every segment of the society, without knowing about it, there will be an unscientific approach in the diagnosis of the psychological state of the individual, since the religious sensitivities of the individuals are not taken into account. This approach, which has been applied for many years, has been counted as one of the biggest obstacles to the development of the psychology of religion.

CONCLUSION

Psychology is a branch of science that deals with the spiritual life and behavior of people. Having made itself independent from philosophy, the psychology has covered a great distance to become a scientific field. Psychology, which is on its way to becoming a natural science, modeled itself on sciences such as biology and physics. Therefore, psychology, which took physics and biology as a model, tried to keep the main subjects such as religion and spirit outside of itself. Psychology's failure to view religion as a legitimate subject of psychological research has alienated the psychology from the religion.

When we look at the process between the religion and the psychology, although they seem to be together under the roof of philosophy, we see their existence in problems besides people and theories. Throughout history, the relations between the two are not always complementary, but also contain tensions and oppositions. Despite these differences and tensions, the relationship between the psychology and the religion has never reached the breaking point.

At the same time, there is an inconsistency problem at the point of definition of researchers on the concept of psychology of religion.

Therefore, there are disagreements about whether the name psychology of religion is a correct concept for this new discipline.

In addition, another point that draws attention is; The psychology of religion studies were carried out in an environment dominated by Western religious culture. Western researchers have tried to consider the concepts and explanation models they apply to make sense of their own religious structures, belief values and cultural worlds as valid for the traditions of different beliefs. Therefore, the religion they faced and the religious phenomena they chose as the subject of research were entirely limited to their own cultural traditions. In other words, it is a vicious circle to make generalizations about the behavior of people coming from another religious and cultural tradition with the data obtained as a result of the researches made on the Christian religious view and its point of view, and it is an approach that is far from a scientific study.

There is a serious relationship between the religion, the psychology and the theology, so more constructive and intensive work should be done to establish a unity between them. Instead of separating religion from psychology, psychologists and theologians should benefit from each other more and strengthen their relations. Psychology and religion alone do not seem to be possible for a healthy research to come to a conclusion. Therefore, a researcher should open his door to all subjects from both psychology and theology and religious culture and should not be limited to a single discipline. In our age, psychology has made a lot of progress. And in the near future, as Egemen stated, Comparative Psychology of Religion Studies as a branch of psychology of religion will be started in the future in order to examine the differences in the religious life of members of different religions, thereby paving the way for positive developments in the field of religious psychology.

DECLARATION

The author declares that there is no conflict of interest

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THE THEORY OF THE SEPARATION OF POWERS, THE DEVELOPMENT PROCESS AND ITS APPLICATION TODAYABSTRACT

ABSTRACT

The guarantee of freedoms can be only in liberties and democratic states. In particular, the states based on the start of the constitutionalist movements and the provisions of the 1789 French Declaration have to build their modern states on the axis of the theory of separation of powers. Although it was Locke and Montesquieu who systematized the theory of separation of powers, it is certain that the contribution of medieval thinkers on this issue could not be underestimated until the modern age. In fact, the number of those who state that the theory of separation of powers of many thinkers is based on the ancient Greek philosophers and that the starting point goes back to ancient times is not to be underestimated. However, at the time it was systematized, the question comes to mind, is it the same as the predicted form and the one used today? In the period when the theory was systematized, there was no such thing as a political party, especially in Western Europe, and in the thoughts of the jurists, the monarch, who held all power, had a struggle to increase the effectiveness of the parliaments, which are the representatives of the people, against this power, and to establish a balance system against the arbitrary rule of the monarch. Of course, with the emergence of political parties over time and having an effective role in the state order, it is striking that it turned into a form of conflict between the ruling party with the majority votes and the opposition party bloc remaining in the minority. In this article, although it is important how the separation of powers theory was in previous ages and whether there is a difference in understanding and use today, I think it is a subject that needs to be examined. The article aims to analyze the current situation by examining the ideas of medieval and modern age thinkers, starting with the views of ancient thinkers about this theory.

Keywords: The Theory of the Separation of Power, French Declaration in 1789, Montesquieu's Theory , Modern and Democratic State, Political Parties Order

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INTRODUCTION

One of the foundations of classical constitutional law, and even the second-ranked theory after the representative regime, is undoubtedly the theory of separation of powers. The theory of separation of powers aims to limit the state power by dividing it within itself and thus to secure the fundamental rights and freedoms of individuals.

In order to limit the theory, state power; He separates three branches, the legislative, the executive and the judiciary, and argues that each of them should be given to three separate organs. In the modern sense, the theory of separation of powers is identified with the name of the French philosopher Montesquieu, and according to this, it is expressed metaphorically as the separation of state power into three powers: If a point is withdrawn by equal forces from three different directions, it will remain stable, and if the state power is withdrawn by three different forces in accordance with the same logic, it will remain stable.

Therefore, state power is defended on the grounds that if it is withdrawn by three separate forces in accordance with the same logic, it will remain stable. The theory of separation of powers, which forms the basis of modern states, actually foresees the separation of functions and organs in terms of administration. The identification of constitutionalism and separation of powers is based on Article 16 of the French declaration of human and civil rights in 1789.

THE DEVELOPMENT PROCESS OF THE SEPARATION OF POWERS THEORY

A. Antique Period

Ancient Greek thought's both philosophical and intellectual history should be based on the names of Socrates, Plato and Aristotle. In ancient Greece, the city-state was designed as a political, social, economic, religious and independent unity or organism, and a community relationship was established by dissolving the society within the State. In other words, as a result of the understanding of absolute dominance and control among the members of the society of the city-state - up to their private lives - people's commitment to the state has increased. (Kutlu, 2001, pp. 17-18). On the other hand, if we look at the important thinkers

of the period, Plato, a student of Socrates, in a period when the struggles between classes reached wide dimensions and democratic tendencies were on the rise, B.C. his ideas are very important because he lived in Athens between 427-347 years and managed to write his name in history with golden letters in directing the humanities with his ideas. According to Plato, the state is like an organism and people are like the cells that make up that organism. Therefore, people are seen as a means, not an end. (Güriz, 2015, p. 153). Plato, declaring the concept of community as the necessity of establishing the community because people have to meet their needs such as food, drink, shelter, and clothing, explains the division of labor, which is a natural and social necessity, as follows: It consists of the producers - intermediaries - the day laborers, the second class of protectors - the warriors, and the third class of rulers. (Platon, Eyüboğlu , & Cimcoz, 2017, p. 54).

Plato, who believes in innate inequality, bases people's innate abilities while making class distinctions. In this way, people will specialize in the field in which they are talented, and as a result, the society will grow. In other words, the producers who produce the needs of the people in the society, the intermediaries that ensure the exchange of these values in the society, and the people who participate in the production with their bodily strength, that is, the daily workers, will constitute the first class of the society. They are given the right to property and the right to found a family. (Ibid. p. 55-60). Plato, who made up the second class, described the protectors and warriors in a broad way, briefly stating that the duty of these people was to ensure the continuation of the state, that is, to protect the state against attacks that may come from foreigners and to ensure the execution of laws within the state. The best of the guardians will also be able to become rulers. The third class of rulers believe that the importance of the rulers for the state is the same as the brain organ is for the human body. He stated that their duty is to preach and implement laws and to deal with the education of citizens. Of course, these people who will rule the state are also required to be philosophers and to have philosopher-level knowledge.

Plato accepts the existence of hierarchy among the three classes she mentioned and argues that the members of the classes should not change classes in terms of the peace and stability of the state. Plato, who expressed his opinion on many issues such as goodness, evil, righteousness, welfare, especially education, art, equality, law, state and

management, from his own point of view and tried to create his own state, said that there were five types of government and therefore five types of people. believes. At the forefront of these administrations is the aristocracy, which he placed and adopted. Afterwards, he classifies and defines as timocracy, oligarchy, democracy and tyranny. Plato gave place to the subject of separation of powers in his work called "laws". Accordingly, the state should be governed by a committee called "law enforcement officers".. This committee consists of thirty-eight people. People who are prominent in the society in terms of intelligence and character and who are between the ages of fifty and sixty have duties such as protecting the law, keeping the property records of citizens, and punishing excessive and fraudulent earnings. The second body was the "advisory council" consisting of 360 people. All four classes elect ninety candidates on separate days. The council is divided into twelve groups and is responsible for taking care of the city's (bazaar-market) affairs and public order at equal times of the year. The third body, the "high council", consists of the ten eldest (senior) members of the society's leading clergy and law keepers, who gather at dawn every morning. The task of this assembly is designed to ensure that laws are made, to research and find what the best laws can be. Apart from the bodies mentioned above, people with the status of civil servants are charged with carrying out the works. (Göze, 2013, pp. 35-39).

While examining the Greek state, Aristotle states that there are three good forms of government and that with their deterioration, three bad governments will occur. The rule of one person in the common good and lawful is the Monarchy (Kingdom), the rule of the few is the Aristocracy, and the rule of all citizens for the good of the whole community, that is, the good government of the middle class is Politeia. (Aristoteles & Translator Tuncay, 1975, s. B.3 C.8 pp.81). When a deviation or mismanagement is seen in these systems; Monarchy turns into Tyranny, Aristocracy into Oligarchy, and Politeida into Democracy. Aristotle especially cared about the Politeia, that is, the good management of the middle class majority, and brought it to the fore. Philosopher, who is of the opinion that it is a form of government that combines the good aspects of oligarchy and democracy, said that the moderately wealthy class consists of more virtuous people, they have the ability to act in moderation, and the rule of equal and similar people is actually important for the state, defends the view that these features are only found in the

middle class. (Djuric, 1970). Aristotle makes the distinction between law and law enforcement indirectly. He used the term constitution in his work named Politics, according to which constitution means the regulation of powers and duties. The duties and powers of the persons who will participate in the administration of the police state are determined by the constitution. Within the scope of the separation of the state administration function, citizens express their thoughts that they can take office as a member of the legislature or as a judge.

b. Roman Period

Polybius, who lived between 200-120 B.C. and put forward his thoughts in his work called Istoriai, is accepted as the father of today's mixed or hybrid government systems. Close to Plato's views on governments, she considered governments in a cycle from bad to good and then worse again. As a form of mismanagement, tyranny based on the unlimited power of one person, monarchy based on reason and logic, aristocracy in the minority administration that takes care of the happiness and well-being of the people, and oligarchy, the rule of the nobles who are greedy for money, and finally, it has classified democracy, which is the rule of the people based on equality and freedoms, as forms of government. (Skarikj & Ivanov, 2006, pp. 409-421). According to the philosopher's thought, the best form of government is a mixed government, which consists of the good sides of all forms of government. The Roman political system at that time was designed to reflect this very idea. So much so that, while the consuls had the executive power, the people had the control power, and the senate had the powers to decide on financial matters, to supervise, to send and receive envoys. Therefore, when we look at the powers of the consuls, it is clear that the monarchy is dominated by the aristocracy in terms of the powers of the senate, and it is in a mixed structure with the democratic management features in terms of the power of the people. Polybius expressed the view that the mixed constitutional order could be disrupted, albeit with a delay.

Marcus Tullius Cicero, who lived between 106-43 BC, is one of the important statesmen and thinkers raised by the Roman. Cicero was also the most outstanding thinker among the representatives of the Stoic school of philosophy in Rome. According to Cicero, a person should live in accordance with moral principles and know how to restrain his passions and desires when necessary. Man should live honorably, everything that

is honorable and leads to virtue is in accordance with nature, and everything that is devoid of honor and virtue will also contradict nature. Man expresses the supreme being with moral values as well as having the freedom of will. Cicero accepts the principles of natural law as an unchangeable principle at all times and in all places. In other words, natural law existed before there was written law, and it supports the thesis of the existence of natural law even before the state was established. (Kambovski, 2010, pp. 71-72). Based on the monarchy, aristocracy and democracy systems, Cicero made the analysis that the three systems have weaknesses and that the best, ideal form of government can only be reached by forming a "mixed form of government" by combining the good aspects of these three forms of government. Such a mixed constitution will only be the best form of government that will not lead to disintegration and deterioration. The philosopher tried to establish a balance between the two powers by sharing the power between the people and the senate, and defended the view that the monarchy would be appropriate for the preservation and continuity of stability.

c. Medieval Thoughts

This period has the characteristics of the period in which Feudalism reigned. Sovereignty in the feudal state is not monopolized by the King, that is, rights and powers such as legislative, executive, judiciary and tax collection are shared between the landed feudal lords. The king, too, ultimately had the status of a feudal lord and had equal rights with other lords (primus inter pares). In this system, where there was no central authority, feudal lords (seigneurs) had the authority to set and enforce rules within the boundaries of the manor. In this context, the seigneurs had judicial, financial and administrative powers over their lands. In the feudal system, in the hierarchical order, the King was at the top, the landed feudal lords were in the second place, and the third class was the knights, who could be called landless nobles. The feudal order of society had prepared a suitable ground for the establishment of the supremacy of the Church. (Poggi, 2016).

On the other hand, as the cities started to grow, the bourgeoisie class began to emerge. After the bourgeois class, consisting of merchants and industrialists, came under the protection of the King, city life began to intensify even more. Thus, this new class, which began to have the powers

held by the feudal lords, completely abolished the serfdom institution in the European continent in the 15th century. (Akyılmaz, 2015).

The most important source that influenced the medieval political thought was Christianity. While examining the political thoughts of the Middle Ages, it would be useful to briefly include the ideas of Thomas d'Aquino, a Christian thinker who will shed light on the future. Thomas d'Aquino lived between 1225-1274 and tried to reconcile Aristotle's ideas with Christian dogmas. The philosopher, who wrote the Summa Theologica (summary of theology), is a work of special importance among his other works. According to the philosopher, since man is a rational creature, he has the ability to regulate his behavior according to reason, and therefore he advocated the idea of accepting that the will is free. The mind is the only criterion and the only power for a person to achieve good or bad. Thus, what is called a law will be an order or rule of reason. Just as the mind directs the human will, the divine mind also directs the divine will. Starting from this, Thomas d'Aquino believes in the existence of three kinds of laws. At the top of the hierarchical scale, the sum of the rules that come from the will of God, not through reason, but through the holy books through revelation, that is, the "immortal law", the second place is the "natural law" (the part of the divine mind that reflects on the beings constitutes the natural or natural law) and at the bottom, the rules made by the human mind, namely the "positive law". (Kambovski, Filozofija Na Pravoto, 2010, pp. 77-84). Thomas d'Aquin, who was greatly influenced by the ideas of Aristotle, explains the necessity of a mixed government as follows: accepted the monarchy as the best form of government because it is in accordance with the idea of unity in the universe, that is, there is only one power holder at the top, political administration, which consists of a democratic form of government, will be successful because certain people use certain powers, and because the aristocratic government has the authority (right) to elect the person who will use the power. He argued that the law aimed at ensuring the common good should be an element that limits the legislator, and that it is also possible to remove the power user who abuses it (the party giving the power to use the power can be the people, or it can be dismissed by a superior authority, which states that the representative of the superior authority on earth is the Papacy).

The Magna Carta Libertatum (Great Charter), which constitutes an important turning point in the development of the parliamentary

government system in the historical process, and which was the first written document restricting the authority of the state in favor of freedoms, in the 13th century, in the 1215s, in which the Monarch's powers were restricted. It is the first document that has a vital importance in terms of freedoms and the theory of separation of powers and is actually put into practice. King John the Homeless got into a fight as a result of his disagreement with the Papacy and lost the fight. After this defeat, feudal lords and barons started their struggle by revolting against the King and as a result Magna Carta Libertatum was signed. Thus, the Magna Carta, signed in favor of a certain class, is the first historical document that limited the monarch, embodies very important principles such as separation of powers and the rule of law, and guarantees fundamental rights and freedoms.

d. Modern Era Thoughts

If we look at the general characteristics of this period, which emerged in the European continent and has a great importance in terms of today's thoughts, the renaissance movement, which means "rebirth", emerged in the Italian city-states and caused a mental change in the members of the leading intellectual strata of the society. In other words, based on the famous thesis of Pythagoras, the Greek thinker of the time, that "man is the measure of all things", there was a focus on human nature and achievements instead of the power and secrets of God. The dogmas of Christianity and the authority of the Church were broken, and human beings were rediscovered and gained the quality of being the most important being. (Akyılmaz, Siyasi Tarih, 2015, pp. 31-32). Afterwards, it became very influential in Germany, France, England and Northern European countries, together with the Reformation movements against the Catholic Church. Thus, the awareness and mentality change that the Renaissance and Reformation movements brought about in Europe laid the groundwork for the French Revolution that would take place in 1789. (Göze, Siyasal Düşünceler ve Yönetimler, 2013, pp. 135-138). In terms of the theory of separation of powers, our subject will be examined in this section as the ideas of John Locke and Montesquieu have a different importance.

By pioneering the liberal state system, John Locke served as the standard bearer of the "*Liberal School*" not only during his lifetime but

also for many years after his death, and inspired all thinkers who defended popular sovereignty and natural rights. According to Locke, the state was established as a result of a contract that people made afterwards, and the parties to this contract are those who govern and are governed. The main purpose of the state is to secure freedoms. These rights are the right to life, that is, the right to life, the right of property, that is, the right to property, and the rights to liberty (liberty), and he argued that it is the duty of the state to secure them. (Locke & Trl. Doc. Dr. Bakırcı , 2018, pp. 105-135). Locke, who said that man, a social creature, is born equal and free, said that the desire to punish caused the social contract to be made as a result of some people's attempts to attack other people's personal rights, freedoms and property by violating natural law.

By making a social contract, people will agree to build a society for living in happiness, security and peace with each other. With this agreed social contract, the duty of the power left to the state after the people became a community, the death penalty and the punishment of various simple crimes, it revealed the necessity of enacting the laws that will regulate these punishments, protecting the property right, fulfilling the executive and doing all these for the general (common) good. (Güriz, Hukuk Felsefesi, 2015, pp. 187-188). Locke, who defends the view that the body that represents sovereignty at the level of the state is the legislature, and that the executive function should belong to the legislature as well as the making of laws (that is, he favors the legislature), defends the administrative system based on the separation of powers of three organs, namely the legislative, executive and federative organs. (Locke & Trl. Doc. Dr. Bakırcı , Yönetim Üzerine İkinci İnceleme 105-128, 131-135, 2018, pp. 153-156). He argued that the legislative body, the Parliament, should be in continual meeting and that the protection and expansion of the basic freedoms of the people who are members of the society should be done through the law. Locke said, "The purpose of law is not to abolish or limit liberty, but to preserve and extend it. Where there is no law, there is no freedom. There is a constant need for an executive body to implement the laws made. This task will be undertaken by the executive body, which operates in a continuous manner, which oversees the laws in force. According to Locke, who is designing a third body as a federative body, the task of this body is the power to make war and peace and sign treaties with foreign countries.(Ibid).

As forms of government, he envisaged democracy (if the society establishes the political order, makes the laws and elects the people to implement it), aristocracy (in case the legislative power is governed by a certain minority) and monarchy (makes the distinction between hereditary and elective monarchy) and the use of legislative power by one person.(Ibid. pp It is accepted that Montesquieu is the architect of the separation of powers theory as legislative, executive and judicial separation of powers and its application today. Montesquieu, who lived between 1689 and 1755 and is considered to be one of the most important thinkers of the enlightenment period and the founder of political science, presents the theory of separation of powers in a unique way in his work called The Spirit of Laws.(Montesquieu & Trl. Günen, 2017).

Examining the concept of freedom in the state order, Montesquieu describes freedom as a society where laws exist, that a person can only do what he wants and cannot be forced to do what he should not want. Saying that freedom is the right to do whatever the laws allow, Montesqueiu explained that if a person did something prohibited by the laws, he would not be completely free again, and the reason was that other people would have the same right. (Göze, Siyasal Düşünceler ve Yönetimler, 2013, p. 207). He defends the idea that freedom will only be in moderate governments and that this form of government will only take place on the condition that abuse of power is prevented. In that case, the abuse of power will mean "stopping the power with power or power with power" and only in this way freedom will be in question. (Montesquieu & Trl. Günen, Kanunların Ruhu Üzerine, 2017, p. 197). He examined the issue of the limitation of power with power, that is, the separation of powers, in the Spirit of Laws, in Book XI, Issue 6, under the title of "On the state structure in England". On the other hand, he both examined the British political structure and put forward the theory of separation of powers.

Legislative power makes, changes and abrogates laws; the executive power decides on war and peace, is responsible for the external and internal security of the country, on the other hand, it sends representatives to foreign countries and receives incoming representatives; The third power, the judiciary, punishes crimes and resolves disputes between individuals. In this way, citizens will not be afraid of other citizens, and a government with freedom will be formed where everyone feels safe and finds peace. Montesquieu argues that there can be no freedom in situations

where the legislature, executive and judiciary are intertwined or merged or gathered in one hand. (Montesquieu & Trl. Günen, Kanunların Ruhu Üzerine, 2017, pp. 197-205). In a free state, the free man governs himself, so the legislative power must be in the people as a whole. However, according to Motesquieu, who tries to explain with examples, such an opportunity is not available in large and large states, and since situations that may cause many inconveniences will arise in small states, the people will be able to do whatever they want by electing their representatives.

The representatives of the people differ depending on whether they are elected by the people of the region or by people belonging to a certain view, and it is of the opinion that the people should not interfere too much in the legislative affairs and that it would be more appropriate for the representatives to decide by their own will. (Montesquieu & Trl. Günen, 2017, pp. 202-203).

Legislative power has the power to make laws and checks whether the laws are well implemented or not. Next to the assembly consisting of representatives of the people, a second assembly will take place representing the nobility. Both assemblies have been designed in such a way as to prevent the decisions to be taken against them by considering the interests of the groups they represent. Membership of this second council will pass from father to son. It consists of the notables of the society in terms of wealth, glory and honor, and they will have the authority to participate in the legislative processes in order to protect their rights. However, the power to decide on financial matters such as tax matters will be decided by the assembly formed by the representatives of the people. (Göze, 2013, pp. 207-209).

Montesquieu gives the executive power to the monarch. He explains the reason as follows; if the executive is given to a few people coming out of the legislative body, the legislative and executive powers will be intertwined (unification is in question) and a situation may arise that will endanger freedom. That is, he states that he is against the parliamentary government system and parliamentary government systems. While explaining the judicial power, the judiciary emphasizes that judges should not have duties and powers other than to enforce the law, and that "judges should be the mouth of the law". Although the judiciary is not a permanent body, he believes that judges can change by citing the model in the Ancient Greek period and it would be right to be chosen from among the

society. In summary, Montesquieu defended a different thesis by keeping the legislative, executive and judicial powers at the same level. Mentioning that there are three types of government, Montesquieu classifies them as republic, monarchy and despot or tyrant government. The government in which the whole or a part of the people is dominant is the republican government. The republic divides the ruling power into two as democracy and aristocracy, based on the criterion of whether the sovereign power is in the hands of the people or in the hands of the few. Monarchy, on the other hand, argued that one person is the lawful good rule of the monarch or prince, while despotism is the lawless, arbitrary rule of one person.

In terms of the establishment of today's modern democratic society and democratic state governments, Montesquieu is accepted as a cornerstone in terms of governmental systems and constitutionalism formed on the axis of separation of powers theory, and the de facto inclusion of the theory of separation of powers in the constitutional document is accepted as the initial declaration of the 1776 Virginia Constitution. "The legislative, executive and judicial branches will be separate and distinct so that the organs cannot exercise each other's powers, but the local court judges have the right to be elected to either of the two chambers of the legislature". (Özbudun, 2017, p. 15), in addition, the theory of separation of powers was included in Article 16 of the 1789 French Declaration with the following expressions: "There is no constitution in a society where rights are not guaranteed and separation of powers is not made."

CONCLUSION

The principle of separation of powers, which is one of the indispensable principles of the rule of law, has been thought and put into practice as a basic principle as the abuse of power and the assurance of freedoms that may arise at any moment. This idea, which has become the symbol of the struggle against absolute monarchy, has successfully completed this task and has been playing an important role in legal and political fields for more than three hundred years. This principle, which maintains its importance today, has not lost its meaning and importance, but it has been expressed by the academic circles that Montesqiue moved

away from his philosophy of thought and showed stubs from its purpose and meaning over time. Especially with the political parties taking their place in the legal order, it has been effective in the principle of separation of powers and has evolved into an order that was not taken into account before. (Anayurt, 2020, p. 359).

The emergence of political parties and their involvement in the democratic system have greatly deformed the principle of separation of powers, especially in the parliamentary government system, which envisages the exit of the executive from the legislative majority, and the mutual equivalence of the control mechanisms has been shown as the reason why they remain as written rules on paper. In accordance with the principle of separation of powers, the fulfillment of functions by different organs, that is, in terms of legislative and executive, the organs that set and implement the rules differ. However, in today's practices, the general rule-making function and the management function are mixed. Especially in parliamentary regimes that adopt the soft separation of powers, these functions are intertwined and the powers of law-making and government have become concentrated in the same body, namely the executive. Martin Loughlin states that this situation arises from the fact that today's states have become 'administrative states' and that the breadth of administrative authority affects the principle of separation of powers and destabilizes it. (Loughlin, 2010, p. 453).

It is noteworthy that constitutional lawyers especially agree that political parties render the system of separation of powers ineffective. In this context, Gözler further stated that in practice, both the legislative and executive power are in the hands of political parties. (Gözler, 2016, pp. 221-222). In fact, some academic circles, on the basis of the unity and indivisibility of sovereignty, state that there is not a separation of powers, but a separation of functions and organs. (Özbudun, Anayasalcılık ve Demokrasi, 2017, pp. 144-145). Both the legislature and the executive can create dangerous and undesirable situations by showing a tendency to abuse their power and go to extremes. Therefore, it may be possible to prevent this and to solve it with mechanisms that will make the organs dependent on each other. In this way, with the establishment of usage mechanisms, the danger will be prevented to a large extent.

As a result, especially in parliamentary regimes, the legislative and executive relations and their interaction mechanisms have shifted to the

power-opposition relationship. Therefore, this loss of meaning of the principle of separation of powers has led traditional constitutionalism to seek new constitutionalism. In this context, while traditional constitutionalism works on the basis of the separation of powers for the limitation of power and the protection of freedoms, the new constitutionalism doctrine is based on the strengthening of mechanisms such as the supremacy of the constitution, the constitutional judiciary and the independence of the judiciary. (Gill & Cutler, 2014). The theory of separation of powers, which forms the basis of modern states, actually foresees the separation of functions and organs in terms of administration.

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RELATIONSHIP BETWEEN SELF-CONFIDENCE AND ACADEMIC SUCCESS

Havva Saban, Yasemin Saban, page 51-60

ABSTRACT

Self-confidence is defined as one's self-confidence. Being at peace with oneself, accepting himself as he is, namely, it's a positive sense of oneself. Self-confidence is important for an individual's health and psychological well-being. Having a healthy self-confidence helps to be successful in personal and professional life.

Self-confidence is important to school success because confident children believe they can learn new things, overcome difficulties, and make decisions on their own without outside influences. Lack of self-confidence constitutes a major problem that causes failure in school and other areas of life. Children who have developed healthy self-confidence find themselves sufficient in both lessons and extracurricular subjects. They feel confident in achieving something, and they strive to find solutions.

The aim of this research paper is to examine the relationship between self-confidence and academic success.

Keywords: Self-Confidence, Success, Academic Success

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Confidence; is a state of being at peace with yourself. Self-confidence is defined as one's self-confidence. Self-confident people are those who are optimistic, self-assured, develop good feelings towards themselves, are aware of their abilities, and are at peace with themselves and their environment.

Self-confidence is essential for the health and psychological well-being of an individual. Having a healthy level of self-confidence helps to be successful in personal and professional life.

When the child opens his eyes to the world, he begins to gain a sense of confidence, and this phenomenon continues to develop throughout his life. As the child strives to adapt to the physical and social environment that surrounds him from birth, he receives the most significant support from his parents in this endeavor. In this learning process, he needs love, trust, trust in those around him, and independence, in other words, to be able to do some things on his own as he grows up. If the child doesn't get appropriate duties and responsibilities for his age, ability, and gender from an early age, it will not strengthen the sense of trust. Parents need to communicate with their children from birth to consider their needs. (Yavuzer H. , ve diğerleri, 2013).

Self-respect and self-confidence develop in the child throughout his developmental years, who sees that his parents accept him as an individual, is listened to, loved, and his views are respected. (Yavuzer H. , 1998)

Children's personalities develop by observing their behavior's effect on their environment. As children grow, they build confidence and self-esteem from their interactions with others.

Self-confidence, which develops in line with the messages the family gives to the child in the first years, is fed by other sources such as teachers, friends, and family when the child starts school. (Özbey, 2004)

School is a vital resource in this sense, so they should listen to what the child has to say about the school and try to hear what they do at

school and how they feel about it. After the parents, the teachers make the most significant impact on the child's self-confidence. (Sarı E. , 2016)

Children who develop healthy self-confidence find themselves sufficient in both lessons and extracurricular subjects. They feel confident in achieving something, and they strive to find solutions. (Sarı E. , 2016)

While success in the course or any field positively affects psychology, failure pushes the person to negative emotions. Being successful in finding their personality structures, especially in the developmental age, is essential in developing their positive perspective. On the other hand, failure will adversely affect the development processes of students with adverse effects on personality, behavior, emotions, and psychology in general. In addition, while success brings happiness to the student, repetitive failure increases his unhappiness. (Abalı, 2018)

SELF-CONFIDENCE

Self-confidence is a personality element that a person needs to lead a happy and successful life. (Tarhan, 2009). According to the definition by the American Psychological Association, self-confidence refers to confidence in our abilities, capacities, and judgments. It represents the belief that one can take responsibility and complete a task successfully. (APA)

Self-confident people are those who are as optimistic people, self-assured people who develop good feelings towards themselves, are aware of their abilities, and are at peace with themselves and their environment.

Erikson argues that the most crucial task of infancy is to develop essential trust in others. According to him, the baby learns in the first months and years of his life whether the world is livable and fulfilling or filled with pain, sadness, disappointment, and indecision. (Yavuzer H. , 2018:42)

The source of self-confidence is love, acceptance, healthy communication, healthy relationships, and respect. The emotional bond established by the parents with the child, the value given to the child, and correctly meeting the needs play an essential role in developing the child's self-confidence.

Children's personalities develop by observing their behavior's effects on their environment. As children grow, they build confidence and self-esteem from their interactions with others. If the child receives positive feedback from parents and close circle, they think he is an adequate and loving individual. These thoughts also reflect the child's beliefs and personality traits.

According to Özgür Bolat, self-confidence is the feeling of being valuable. It is the relationship that the family establishes with the child that gains this.

The source of self-confidence is love, acceptance, healthy communication, healthy relationships, and respect. To build self-confidence must have support from family, school, work, and social environment. Children's self-esteem and self-confidence shape when the child understands how loved, accepted, and valued a child is. During growth, self-confidence develops and is reinforced by what parents, teachers, and people around them say. (Semerci, 2015)

Factors Affecting Self Confidence

While the child struggles to adapt to the physical and social environment surrounding him from birth, he receives the most significant support from his parents in this effort. He learns how to express himself and be a self-directed (autonomous) individual from his family. Especially parents are identification models that play a fundamental role in forming the child's personality. The child takes these identification models as an example and learns their lifestyles through imitation. In this learning process, he needs love, trust, belief in those around him, and independence; in other words, he needs to be able to do some things on his own as he grows up. (Yavuzer H. , et al., 2013)

The love and warm closeness to be shown to the baby in the first years of his life in the family play an essential role in gaining the basic sense of trust. Factors affecting self-confidence:

• Parental Attitudes

•Success

• School and Environment

• Genetic Factors

SCHOOL SUCCESS

After the family, the school is the child's first essential socialization institution. All parents want to raise a confident, responsible, and booming child.

Moving from the family environment in which he lived to school age and managing to adapt to school, which is an entirely different environment, requires a great deal of effort for the child. The family's first expectation is the child's success in school. School success means that the grades received at school are above a certain average. However, the child must adjust to school, take on responsibilities, and accept the rules. Success comes naturally once these conditions meet. (Yavuzer H. , 2018)

The basis of success is knowing one's abilities and desires, having self-confidence, being patient, and acquiring the right skills to reach their goals. The parents must give these tools to the child. (Sarı H. F., 2019)

Self-confidence and self-esteem affect the child's success in school, relationships with others, creativity, and life success. (Schmutz, 2010)

Self-confidence is of great importance for school success because confident children believe they can learn new things, overcome difficulties, and make decisions independently without outside influences.

What is expected from the child in a healthy family is not an extraordinary success but real success in line with his capacity. Because, instead of forcing it in the direction of "what should be" in a healthy family, it aims to develop "what is" and to reveal "hidden forces." The important thing here is to ensure the balance between the child's capacity and the expectation of the parents. (Yavuzer H. , 1999)

Before parents can teach the child how to learn better or be happy at school, they must learn to see the child as they are. Accordingly, parents should know the child well and be able to make the level of expectation realistic. (Yavuzer H. , 1998)

The measure of success is not others but the individual himself. Families can raise self-confident children by accepting their children as they are and creating expectations based on the child himself, not external factors.

Factors Affecting School Success

After the family, the school is the child's first essential socialization institution. When the child starts school, he finds the rules to follow around him and the information expected to assimilate.

There is no doubt that one of the most important issues for parents and educators in the child education process is school success. Many factors play a role in school success.

- the environment to which the child belongs-interpersonal relations within the family,
- especially the behavior of the parents towards the child,
- sibling relationship, physical conditions of the house,
- the child's physical and mental health,
- the child's relations with the school, teachers, and school friends, and the form of these relations affect the child's school success in the positive or negative way

Besides all these factors, the child's inability to focus on a subject negatively impacts his school success. This problem arises when a child starts school and asks to concentrate his attention on an issue. However, focusing on a topic can be taught with education, beginning at an early age. (Özdoğan, 2001)

Knowing the factors that affect the child's school success and keeping them healthy is fundamental to school success. In addition, providing a loving and peaceful family environment is the most basic and most important condition for raising successful children.

Self-Confidence and Academic Achievement Relationship

Çevikbaş (2013) investigated the effects of the types of feedback given to student mistakes on students' self-confidence and found that while the input given to the wrong, giving a voice to others and ignoring the error harmed the students' self-confidence, the simplification and hinting feedback had a positive effect. (Kaya & Taştan, 2020)

Ceylan A. (2017) found a significant relationship between self-confidence and the perception of academic perspective. As the perception of success decreases, the level of self-confidence also decreases. And the self-confidence level of adolescents who see themselves as successful is higher.

Strassburger, L. et al. (1990) found that self-confidence explained the academic achievement variable in their study of 67 students in the 7th, 8th, and 9th grades.

Özcan (1996), in his research "The relationship between primary school students' self-confidence academic achievement and parental attitudes," found a statistically significant positive relationship between academic achievement and student self-confidence, as student self-confidence rise, academic success increases.

Roberts R et al. (1990) conducted a study on 242 6th, 7th and 8th-grade students and found a positive relationship between the academic achievement and self-confidence levels of 6th and 7th-grade boys and girls.

Bilgin's (2011) research found a positive relationship between establishing positive relationships with others and life purpose among adolescents with low, medium, and high self-confidence levels. In other words, as self-confidence increases, positive relationships with others also increase.

CONCLUSION

The source of self-confidence is love, acceptance, healthy communication, healthy relationships, and respect. To build self-confidence must have support from family, school, work, and social environment.

Every child is unique. Every child has a unique nature and different personalities. For the child to grow up healthily, parents must accept his unique personality and characteristics and take an approach in this direction.

The parenting attitude of the family is the most crucial factor affecting the child's development. If the individual grows with a democratic parental attitude, the level of self-confidence can also be high. On the contrary, if there is violence in the family and this violence applies to the child, this may negatively affect the child's self-confidence.

It allows children to grow up with love and understanding among harmonious family relationships, in a safe family environment, to mature, gain personality, and be self-sufficient. As children are loved, their feelings of trust develop, strengthened, and increased self-esteem. (Güven, ve diğerleri, 2014; 6)

Children who develop healthy self-confidence increase their school success. In authoritarian, perfectionist families dominated by oppression, children may equate failure with worthlessness. They think that when they fail, they will be ostracized and unloved. For this reason, it is significant for the development of self-confidence that the family appreciates the child's achievements, gives appropriate responsibilities to the child's development and potential, and has the right expectations. (Günalp, 2007)

Instead of comparing the child with others, it is necessary to evaluate the child's success in line with his abilities. Taking care of the child's physical health and providing a peaceful and happy home environment affect school success. Encouraging the child's self-confidence and developing healthy self-esteem ensures that the child has the idea of **"I can do it"** and does his best, preventing it from being adversely affected by a possible failure.

All that a child needs to be happy is to feel valued. Therefore, the family must accept him unconditionally. Families can raise self-confident children by taking them as they are and creating expectations based on the child, not external factors.

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INVESTIGATION OF BULLYING IN HIGH SCHOOL STUDENTS BY GENDER AND SCHOOL TYPE

ABSTRACT

The aim of this study is to examine the levels of peer bullying of high school students attending the 1st, 2nd, 3rd and 4th grades in terms of gender and type of school. The universe of the research consists of adolescents studying in the 1st, 2nd, 3rd and 4th grades of high schools in different cities of North Macedonia in the 2020-2021 academic year. The sample of the study consists of a total of 301 students, 215 girls and 86 boys, selected by simple random sampling method from each high school level in the cities of Skopje, Tetovo, Gostivar, Radoviş, Resne, Struga, Ohrid, Debre, Kırçova. The analysis of the data obtained in the study was carried out using the SPSS 22.0 package program. Pearson Correlation analysis, independent groups t-test, one-way analysis of variance (ANOVA) and Tukey Posthoc test were used in the analysis of the data in the study. .05 significance level was taken as basis in the statistics.

As a result of the analysis of the research data; while it was seen that the peer bullying victimization subscale of high school students participating in the research differed significantly in terms of school type, no significant difference was found in the bullying and victimization subscales in terms of gender. The findings were discussed on the basis of the relevant literature and some suggestions were presented.

Keywords: High School Students, Peer Bullying, Gender, School Type.

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Introduction

Adolescence, which has different definitions and classifications in various sources, is defined as the transition period from childhood to adulthood, a period of rapid growth, development and maturation in terms of psychological, biochemical and social conditions, in which physical development is almost completed, the age limits of which are not clearly defined (Atkinson et al. 1999); Yavuzer, 2012; De Oliveira, 2020). A large part of the adolescence period covers the high school age. One of the most important aspects of adapting to the school environment during adolescence is belonging to a peer group, and this situation occupies such a dominant place that friendship relationships usually have a greater influence than parents (Drolet & Isabelle, 2013; Bellmore et al. 2017). In this period, the individual who wants to be more involved in social life and attaches more importance to friends may choose some negative people as a model for herself. In addition, being in environments where negative behaviors are shown or efforts to make himself-herself accepted in the group he is in may cause the individual to exhibit some negative behaviors during adolescence. It can be said that one of the consequences of these situations is peer bullying (Öztuna, 2018).

In recent years, the number of studies on bullying has increased with the frequent media coverage of aggression among students in schools, and it has become one of the important research topics that researchers focus on.

Peer bullying is one of the most basic problems and negative interactions faced by students in the school environment. Peer bullying is frequently encountered as a problem that can cause many negativities both individually and socially. Peer bullying has a negative psychological, social and social impact on the lives of both bullies and bullied children, as well as their families, other students who witnessed bullying, teachers and administrators, and leaves permanent traces (Pişkin, 2002; Barboza et al. 2009; Perren), S. et al., 2010; Eroğlu and Güler, 2015).

Since the first studies on bullying were initiated by Olweus in the 1970s, it is the definition most frequently used in international studies.

According to Olweus (1993), bullying is "any repetitive negative behavior that one or more people do to someone weaker than themselves".

Although bullying is also a type of aggression, it is not enough for any behavior to be defined as bullying to include simple aggressive actions. It should include features such as the presence of power imbalance between the parties, its repetition, and deliberate action (Olweus, 1999).

Although studies on the prevalence of peer bullying reveal different results, it is noteworthy that bullying is a serious problem in almost every country. The results of the peer bullying research show that the rate of students who engage in bullying varies between % 1.6 and % 90.1, and the rate of students who are exposed to bullying varies between % 1 and % 93.8.

When analyzed as countries, the rates of bullying and exposure to bullying; In Southern Cyprus, 5.4% are bullies and 7.4% are victims (Stavrinides et al., 2010; Sismani et al. 2014), 14% are bullies and 25.8% are victims in India (Nazir, 2018), in China in Nigeria, where victimization of bullying ranges from 1% to 44.5% and bullies 28% (Zhang, Chen, & Chen, 2016; Hu & Li, 2019; Otake, Liu & Luo, 2019), 28% victims and 42% bully (Owuamanam & Makinwa, 2015), victim rates in Turkey are 8% to 47%; bullying rates are between 2.8% and 34.9% (Pişkin, 2010; Arslan et al. 2012; Atik, Özmen and Kemer, 2012; Hesapçıoğlu and Yeşilova, 2015; Topçu and Erdur, 2016; Heşapçıoğlu et al. ,2018; Sarı, 2019, Gür et al. 2020), 13% of victims and 5% of bullies in Portugal (Susana, 2009), in Brazil between 5.7% and 10.2% of victimization, bully 7.1% (Rech et al. 2013; Azerado et al. 2015; Isolan et al. 2013; Costa et al. 2015), bully 7.6% and victim 7% in Jordan (Shahrour et al. 2020), victimization 10.6% vs. 24.8%, bully in USA 5 to 13% (Nansel et al. 2001, Basile et al. 2019, Luxenberg, Limbernve Olweus, 2019), North Macedonia victims 5-15% and bullies 7-12% (Nakova, 2018), victimization in Iceland 5.5% (Garmy, Vilhjálmsson & Kristjánsdóttir, 2017), bullying victimization 13.3% to 15.1% in Australia, bully 1.6% to 5.27% (Thomas et al. 2017, Jadambaa et al. 2019), bully % in Italy It has been determined that it varies between 48.3% and 59% of the victims (Baldry, 2003).

AccordBing to the studies examined, the phenomenon of bullying is the subject of much research in the fields of education and psychology; It can be said that it is a phenomenon seen in all cultures, people of different genders and different ages, and its effects can be seen in all areas of life. Regardless of education level or age, no study has been found in which there is no evidence of bullying in any country.

This study was conducted to examine the relationship between peer bullying and victimization levels in high school students with gender and school type.

Method

Descriptive analysis method was used in the research. The universe of the research consists of adolescents studying in the 1st, 2nd, 3rd and 4th grades of high schools in different cities of North Macedonia in the 2020-2021 academic year. The sample of the study consists of a total of 301 students, 215 girls and 86 boys, selected by simple random sampling method from each high school level in the cities of Skopje, Tetovo, Gostivar, Radoviş, Resne, Struga, Ohrid, Debre, Kırçova. Since the trainings continued online due to the Kovid -19 pandemic, the data collection form was created through the Microsoft Teams forms application. The data collection form was delivered to high school students through their classroom teachers. The participants applied the data collection form online. Classroom teachers were informed by the researcher, and the participants who agreed to participate in the research were asked to fill in the forms.

Data Collection Tools

"Personal Information Form" developed by the researcher and Peer Bullying Scale Adolescent Form (ASBÖ-EF) scales developed by Pişkin and Ayas (2007) were used to collect data in the study. The "Personal Information Form" developed by the researcher was used to gather information about the gender and school type of the individuals in the sample group.

Peer Bullying Scale Adolescent Form (ASBÖ-EF)

The scale developed by Pişkin and Ayas (2007) consists of two subscales. The first subscale is the bullying scale, and the second is the victimization scale. The items in the two subscales are the same, and one contains statements about bullying and the other about victimization. In the bullying subscale, students are asked how often they use words or actions that contain bullying against other students, and in the victimization scale, how often these words or actions are applied to them. Each of the Bully and Victim scales consists of 53 parallel items and 6 factors. These factors are; physical bullying, verbal bullying, isolation, spreading rumors, damaging property and sexual bullying. Total scores for both bullying and victimization can also be obtained from the scale. There are 14 items in the physical bullying sub-dimension, 8 items in the verbal bullying sub-dimension, 6 items in the isolation sub-dimension, 5 items in the rumor spreading sub-dimension, 10 items in the attacks on property sub-dimension and 10 items in the sexual bullying sub-dimension. The lowest score that can be obtained from the scale is 53, and the highest score is 265. High scores indicate high levels of bullying and victimization, and low scores indicate less.

Findings

Gender-Related Findings of High School Students' AZBÖ-EF Scores

Table 1

T-Test Results in Independent Groups Regarding AZBÖ-EF Bullying Sub-Dimension Scores by Gender

		N	Mean	Std. Deviation	df	t	p
AZBÖ-EF bullying sub-dimension	male female	86 215	65.55 64.06	21.32 21.49	299	.546	.586

As seen in Table 1, as a result of the T-test in independent groups; When the bullying sub-dimension was evaluated according to gender, no statistically significant difference was found (t (299) =- .546, p>.05).

Table 2

T-Test Results in Independent Groups Regarding Subscale Scores of AZBÖ-EF Bullying Sub-Dimension by Gender

	Gender	N	Mean	Std. Deviation	df	t
Physical bullying	Male	86	19.74	7.74	2.282	.023
	Female	215	18.00	5.07		
Verbal bullying	Male	86	9.34	4.61	1.235	.218
	Female	215	8.69	3.92		
İsolation	Male	86	8.04	4.50	-.246	.805
	Female	215	8.19	4.61		
Rumor spreading	Male	86	5.89	2.36	-1.487	.138
	Female	215	6.53	3.66		
Attacks on property	Male	86	11.61	4.92	-.592	.554
	Female	215	12.03	5.80		
Sexual bullying	Male	86	10.90	2.70	.855	.393
	Female	215	10.60	2.85		

As seen in Table 2, as a result of the T-test in independent groups; When the subscale scores of the bullying subscale were evaluated according to gender, no statistically significant difference was found (p>.05).

Table 3

T-Test Results in Independent Groups Regarding AZBÖ-EF Victimization Sub-Dimension Scores by Gender

		N	Mean	Std. Deviation	df	t	p
AZBÖ-EF							
victimization	male	86	66.68	20.78	299	-.096	.923
sub-dimension	female	215	66.95	22.12			

As seen in Table 3, as a result of the T-test in independent groups; When the victimization sub-dimension was evaluated according to gender, no statistically significant difference was found (t (299) =- -.096, p>.05).

Table 4

T-Test Results in Independent Groups Regarding Subscale Scores of AZBÖ-EF Bullying Sub-Dimension by Gender

	Gender	N	Mean	Std. Deviation	df	t
Physical bullying	Male	86	20.54	7.17	.827	.469
	Female	215	19.79	7.09		
Verbal bullying	Male	86	9.91	4.44	-.150	.898
	Female	215	10.00	4.49		
İsolation	Male	86	7.27	3.36	-1.069	.120
	Female	215	7.77	3.75		
Rumor spreading	Male	86	6.06	2.65	-.236	.783
	Female	215	6.13	2.16		
Attacks on property	Male	86	11.22	2.78	-1.013	.107
	Female	215	11.69	3.94		
Sexual bullying	Male	86	11.65	4.18	.204	.536
	Female	215	11.54	4.07		

As seen in Table 4, as a result of the T-test in independent groups; When the subscale scores of the victimization sub-dimension were evaluated according to gender, no statistically significant difference was found (p>.05).

Findings of AZBÖ-EF Scores Regarding School Type

Table 5

One-Way Analysis of Variance (ANOVA) Test Results for the Subscales AZBÖ- EF Bullying Sub-Dimension Scores by School Type

	Sum of Squares	df	Mean Square	F	p
Between Groups	1901.010	2	950.505	2.087	.126
Within Groups	135744.219	298	455.518		
Total	137645.229	300			

When Table 5 is examined, it is seen that the bullying sub-dimension scores of the students do not differ significantly according to the type of school they attend ($F_{2;298}$= 2.087; p>.05).

Table 6

One-Way Analysis of Variance (ANOVA) Test Results for the Subscales of AZBÖ- EF Bullying Sub-Dimension by School Type

		Sum of Squares	df	Mean Square	F	p
Physical bullying	Between Groups	110.857	2	55.428	1.545	.215
	Within Groups	10694.386	298	35.887		
	Total	10805.243	300			
Verbal bullying	Between Groups	63.207	2	31.604	1.857	.158

	Within Groups	5071.723	298	17.019		
	Total	5134.930	300			
İsolation	Between Groups	49.392	2	24.696	1.180	.309
	Within Groups	6236.881	298	20.929		
	Total	6286.272	300			
Rumor spreading	Between Groups	60.396	2	30.198	2.715	.068
	Within Groups	3313.976	298	11.121		
	Total	3374.372	300			
Attacks on property	Between Groups	55.157	2	27.578	.891	.411
	Within Groups	9227.767	298	30.966		
	Total	9282.924	300			
Sexual bullying	Between Groups	9.098	2	4.549	.573	.564
	Within Groups	2365.546	298	7.938		
	Total	2374.645	300			

When Table 6 is examined, the scores of the students' Bullying Sub-Dimension Subscales (physical bullying, $F_{2;298}= 1.545$; verbal bullying $F_{2;298}= 1.857$; isolation, $F_{2;298}= 1.180$; spreading rumors, $F_{2;298}= 2.715$; attacks on property, $F_{2;298}= .891$ and sexual bullying $F_{2;298}= .573$ did not differ significantly according to the type of school they attended (p>.05).

Table 7

One-Way Analysis of Variance (ANOVA) Test Results for the Subscales AZBÖ- EF Victimization Sub-Dimension Scores by School Type

	Sum of Squares	df	Mean Square	F	p
Between Groups	3802.864	2	1901.432	4.115	.017
Within Groups	137689.588	298	462.046		
Total	141492.452	300			

When Table 7 is examined, it is seen that the students' AZBÖ-EF Victimization Sub-Dimension scores differ significantly according to the type of school they attend ($F_{2;298}$= 4.115; p<.05). Tukey test was used to understand between which groups the difference was. Tukey Posthoc results are given in Table 11.

Table 8

Tukey Posthoc Test Results Regarding the Differences Between Groups in AZBÖ-EF Victimization Sub-dimension by School Type

		Mean Difference	Std. Error	p
Normal highschool	Health vocational high School	-6.43385[*]	2.51577	.030
	Economics High School	-13.04435	7.79337	.217
Health vocational high School	Normal highschool	6.43385[*]	2.51577	.030
	Economics High School	-6.61051	7.81690	.675
Economics High School	Normal highschool	13.04435	7.79337	.217
	Health vocational high School	6.61051	7.81690	.675

*. The mean difference is significant at the 0.05 level

When Table 8 is examined, Tukey test shows that there is a significant difference between normal high school and health vocational high school.

Table 9

One-Way Analysis of Variance (ANOVA) Test Results for the Subscales of AZBÖ- EF Victimization Sub-Dimension by School Type

		Sum of Squares	df	Mean Square	F	p
Physical bullying	Between Groups	311.189	2	155.595	3.119	.046
	Within Groups	14867.781	298	49.892		
	Total	15178.970	300			
Verbal bullying	Between Groups	139.017	2	69.508	3.529	.031
	Within Groups	5868.864	298	19.694		
	Total	6007.880	300			
İsolation	Between Groups	75.413	2	37.706	2.865	.059
	Within Groups	3922.388	298	13.162		
	Total	3997.801	300			
Rumor spreading	Between Groups	47.507	2	23.753	4.554	.011
	Within Groups	1554.188	298	5.215		
	Total	1601.694	300			
Attacks on property	Between Groups	78.500	2	39.250	2.981	.052
	Within Groups	3923.732	298	13.167		
	Total	4002.233	300			
Sexual bullying	Between Groups	86.983	2	43.491	2.616	.075

Within Groups	4954.585	298	16.626
Total	5041.568	300	

When Table 9 is examined, the scores of the students' Victimization Sub-Dimension Subscales (physical bullying, F2;298= 3.119; p<.05; verbal bullying F2;298= 3.529; p<.05 and spreading rumors, F2;298= 3.529; p<.05 differ significantly according to the type of school they attend but isolation, F2;298= 1.180; attacks on property, F2. ;298= .891 and sexual bullying F2;298= .573 did not differ significantly according to the type of school they attended (p>.05). Tukey test was used to understand between which groups the difference was. Tukey Posthoc results are given in Table 10.

Table 10

Tukey Posthoc Test Results Regarding the Differences Between Groups of the Subscales in the AZBÖ-EF Victimization Sub-dimension by School Type

			Mean Difference	Std. Error	p
Physical bullying	Normal highschool	Health vocational high School	-2.00318*	.82669	.042
		Economics High School	-2.47419	2.56093	.599
	Health vocational high School	Normal highschool	2.00318*	.82669	.042
		Economics High School	-.47101	2.56866	.982

	Economics High School	Normal highschool	2.47419	2.56093	.599
		Health vocational high School	.47101	2.56866	.982
Verbal bullying	Normal highschool	Health vocational high School	-1.33684*	.51939	.028
		Economics High School	-1.67742	1.60898	.551
	Health vocational high School	Normal highschool	1.33684*	.51939	.028
		Economics High School	-.34058	1.61384	.976
	Economics High School	Normal highschool	1.67742	1.60898	.551
		Health vocational high School	.34058	1.61384	.976
Rumor spreading	Normal highschool	Health vocational high School	-.68799*	.26728	.028
		Economics High School	-1.61371	.82799	.127
	Health vocational high School	Normal highschool	.68799*	.26728	.028

		Economics High School	-.92572	.83049	.506
Economics High School	Normal highschool	1.61371	.82799	.127
	Health vocational high School	.92572	.83049	.506

* The mean difference is significant at the 0.05 level.

When Table 10 is examined, Tukey test shows that the differences in victimization of physical bullying, verbal bullying and spreading rumors are between regular high school and health vocational high school. Table 10 shows the results of only the subscales that differ.In other words, the victimization of peer bullying of health vocational high school students was found to be higher than the students attending regular high school.

Discussion

In the study, no significant difference was found for the sub-dimensions of AZBÖ-EF bullying and victimization according to the gender variable (Table 1 and Table 3). According to our findings, male and female students engage in and are exposed to similar levels of peer bullying and victimization. In the literature, results were found to support the research finding. In a study conducted on high school students, similar to this study, it was found that the frequency of bullying (bully) and being exposed to peer bullying (victim) did not differ statistically significantly according to gender (Düzgün, 2020). In a study conducted by Gümüşler-Başaran (2014) on high school students, it was determined that there was no gender difference in bullying behaviors of students, similar to this study. Unlike research findings in India, Rana et al. (2020) found that being a male is an important predictor of bullying in a study with 667 students. Unlike our research Rana et al. (2020) findings in India, found that being a male is an important predictor of bullying in a study with 667 students.

When the research findings are examined, it is seen that there is no significant difference between the type of school the students attend and the scores of the bullying sub-dimension (Table 5). In a study conducted with 384 high school students, which supports the research findings, it was determined that the bullying sub-dimension did not differ significantly according to the school type variable (Alkan & Aslan, 2020). Similarly, in a study conducted by Adalar Çelenk and Yıldızlar (2019) with 478 students from different high schools to examine the frequency of peer bullying and victimization in high school students, no significant difference was found between bullying and school types. Hanani (2018) unlike the our research findings, found that there were significant differences in terms of bullying sub-dimension and school type variable in his study with high school students studying in different school types.

When the findings of the study are examined, it is seen that there is no statistically significant difference between the type of school the students attend and the Bullying Sub-Dimension Subscales (Table 6). Different from the research findings, Ayas and Pişkin (2011) found in their study that there were differences in terms of school type variable in physical bullying, verbal bullying and rumor spreading subscales.

When the research findings are examined, it is seen that there is a significant difference between the type of school the students attend and the scores of the victimization sub-dimension (Table 7). As a result of the analysis carried out to determine which groups the differences are between, it was determined that the students who attend health vocational high school and those who attend normal high school (Table 8). Similar studies have been found in the literature that show differences in bullying and victimization depending on the type of school attended (Ayaz & Pişkin, 2011; Denge, 2020; Özada, 2020).

As a result of the research, it has been determined that there is a significant difference between the type of school the students attend and the subscale scores of the victimization sub-dimension. (Table 9). As a result of the analysis carried out to determine between which groups the differences were, it was determined that the differences were between the students attending health vocational high school and the students attending normal high school (Table 10). Similar to the research findings,

in another study conducted with a total of 6776 high school students, 3220 girls and 3556 boys, statistically significant differences were found between all subscales of victimization and the type of school variables (Izığır, 2019).

Conclusion

In the study, no significant difference was found according to the sub-dimensions of AZBÖ-EF bullying and victimization and gender variable.No significant differences were found in terms of AZBÖ-EF bullying subscale and bullying subscale scores and school type variable.Significant differences were determined in terms of the scores of the AZBÖ-EF victimization sub-dimension and victimization subscales, and the school type variable.

In the light of the findings obtained as a result of this research, the following suggestions can be made:

In this research, peer bullying of high school students was examined.

In order to prevent bullying in schools, first of all, it is necessary to see it as a problem, to understand it correctly, to take the necessary precautions and to develop applicable intervention programs.

The sample of the study consisted of high school students studying Turkish. For this reason, conducting the research among other ethnic groups will contribute to obtaining more objective and general results.

This research only considered students' perspectives. In addition to the students' own answers regarding the level of peer bullying, teacher and peer views can also be included in the research.

Courses, seminars or in-service trainings can be organized in order to increase the awareness of teachers and students about the mentioned variables, in order to make applications about peer bullying with students.

Awareness of students who are exposed to bullying should be increased, and a school environment should be created where they can share their problems without hesitation.

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PLAY THERAPY: A CONCEPTUAL ASSESSMENT OF METHODS AND TOOLS

Muedin Kahveci, Ayshenur Dursun, page 83-91

ABSTRACT

Purpose: Play therapy; Helps to understand the emotions and what is going on in the spiritual world before educating the child and allows the child to be treated in this way. The aim of this study is to evaluate the play therapy, methods, types and tools in a conceptual framework. Thus, the advantages and disadvantages of these methods will be determined by revealing different play therapy methods and types.

Method: In the play therapy, the toy played by the child is different from that at home, and each of them is subjectively chosen in the game room, creating a therapeutic effect. Descriptive method was also used in this study. Thus, play therapy will be evaluated conceptually, its methods, types and tools. The effects in the applications are expressed symbolically. Play therapy is provided to develop directly with the nature of the play that can perceive the inner world of its children. Play therapy, which aims to find ways to improve and improve the problems that children experience until today, has developed different methods and techniques against all these problems. These methods are taken as directed play therapy and non-directed play therapy as the main title.

Findings: Play therapy against the unsolvable problems of children; Since it is solution oriented, it has a healing power. As a result of play therapy, it is necessary to eliminate the behavioral, emotional and psychological problems that the child feels emotionally good and affects the normal development of the child, and the growth of such problems should be prevented.

Conclusion: Play therapy is a type of therapy in which children can express themselves by using games and toys. Play therapy is an appropriate range for children between the ages of 2 and 13. Play therapy sessions last from 30 to 50 minutes. In addition to the fact that the play is very useful for the child, it is also important that the child plays the game for his physical and mental health. The play therapist can talk to an adult and adolescent and do the therapy. Because the adult is aware of the problem and he can express this to the therapist without difficulty. The child can speak to an adult individually; but it can be observed that the mental capacity of the child to express himself has not been improved or is not yet as the mature's or adult's. In addition, play therapy helps the child to cope with difficulties, find solutions and develop problem solving skills and abilities.

Keywords: Play therapy, Play therapy types, Play therapy tools

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Introduction

Play therapy is a method of meeting and responding to children's mental health needs and is widely accepted by experts as an effective and appropriate intervention in tackling children's brain development. It is typically used in children ages 3 to 11 and provides a way for them to express their experiences and emotions through a natural, self-directed, self-healing process. As children's experiences and knowledge are often transferred through play, self-knowledge and acceptance becomes an important tool

According to Jean Piaget, "play provides the child with a lively, dynamic, individual language indispensable for the expression of his subjective feelings, for which only collective language is insufficient." It helps a child develop a sense of worth and ability and mastery over their innate abilities. Durings play, children are guided to explore their environment and meet their specialization needs. Play also contributes to the advancement of creative thinking. It also allows children to relax to release strong emotions. During plays, children play by breaking down unwanted life experiences into smaller pieces, emptying the emotional states or frames of mind that come with each piece, integrating each experience back into their own understanding, and gaining a higher level and greater degree.

Within the scope of this study, it helps the children to make sense of their emotional states and what is going on in their spiritual world, more than their education, and allows children to be treated in this way. The main importance in his research is the evaluation of the concept of play therapy, its methods, types and tools in a conceptual framework.

Conceptual Framework
An Overview to Play Therapy

Play therapy is a type of counseling or psychotherapy used to communicate and help people, especially children, to prevent or resolve psychosocial difficulties through play. This is thought to aid in better social integration, growth and development, reduced aggression,3 emotional modulation, social skill development,4 empathy,5 and trauma resolution. Play therapy also develops positive effects on self-efficacy6 and coping skills[7].

Play therapy can also be used as a diagnostic tool. A play therapist's willingness to interact with the therapist with toys (playhouses, pets, dolls, etc.) play objects and patterns to identify the cause of the irritating behavior can be used to understand the rationale underlying the behavior inside and outside the therapy session. However, caution should be exercised when using play therapy for evaluation and/or diagnostic purposes[8].

According to the psychodynamic view, people (especially children) will engage in play behavior to work with their inner turmoil and anxieties. From this particular perspective, play therapy can be used as a self-help mechanism as long as children are given time for "free play" or "unstructured play." However, some types of therapy take away from the directionality of the fantasy play and give varying amounts of direction during the therapy session.

To cite a more directive approach to play therapy, though, it may require the use of some form of desensitization or relearning therapy to change irritating behaviors in a systematic or less structured approach. The hope is that, through the language of symbolic play, such depersonalization will likely occur as a natural part of the therapeutic experience and lead to positive treatment outcomes.

History and Literature Review

The play has been considered important since the time of Plato (429-347 BC), "in an hour of conversation you can discover more than a person in a year of conversation". In the eighteenth century, Rousseau (1712-1778) wrote in his book Emile: It is important to observe play as a tool for learning and understanding children. Friedrich Fröbel emphasized the importance of symbolism in play in his book The Education of Man (1903). "Play is the highest development in childhood, because it alone is the free expression of what is in the soul of the child ... children's play is not just sport. It is full of meaning and import."9 The first documented case describing the therapeutic use of play is when Sigmund Freud published his work with "Little Hans" It happened in 1909. Little Hans was a five-year-old boy who suffered from a simple phobia. Freud saw him briefly once and suggested that his father jot down Hans' play to provide insights that might help the boy. The case of "Little Hans" is the first in which the child's difficulty is associated with emotional factors.

Hermine Hug-Hellmuth formalized the play therapy process by providing play materials for children to express themselves and to emphasize the use of play to analyze the child10. In 1919, Melanie Klein (1955) began applying the technique of using play as a tool for analyzing children under the age of six. He believed that children's play was basically the same as the free association used with adults, and therefore it was to provide access to the child's unconscious. Anna Freud (1946, 1965) used play as a tool to facilitate positive crying for the therapist and gain access to the child's inner life.

In the 1930s, David Levy developed a technique he called release therapy11. His technique emphasized a structured approach. A child experiencing a particular stressful situation is allowed to engage in free play. Next, the therapist will bring play materials related to the stress-inducing situation that allow the child to reenact the traumatic event and release associated emotions.

In 1955, Gove Hambidge expanded on Levy's work, emphasizing a "structured play therapy" model that was more direct in introducing situations. The format of the approach was to play freely to build relationships, recreate the stressful situation, play the situation and then recover it.

Jesse Taft (1933) and Frederick Allen (1934) developed an approach that they justified in relationship therapy[12]. The primary emphasis is placed on the emotional relationship between the therapist and the child. The focus is on the child's freedom and power of choice.

Carl Rogers (1942) expanded the work of the relationship therapist and developed nondirective therapy, later called client-centered therapy[13]. Virginia Axline (1950) expanded on the concepts of mentor. Axline summarized the concept of play therapy in her article 'Entering the child's world through play experiences'. Axline also wrote Dibs in Self, which describes a series of play therapy sessions over the course of a year.

In 1953, Clark Moustakas wrote his first book, Child Play Therapy. In 1956, Moustakas compiled The Publishing of the Self, the result of dialogues between Abraham Maslow, Carl Rogers, and others that shaped the humanistic psychology movement.

Developed by Bernard and Louise Guerney, the child therapy was a new innovation in play therapy in the 1960s. The marriage approach emphasized a structured education program for parents where they learn how to use child-centered play sessions at home.

In the 1960s, with the advent of school counselors, school-based play therapy started a major shift from the private sector.

Guidance counselor's such as Alexander (1964); Landreth14; Muro (1968); Myrick and Holdin (1971); Nelson (1966); and Waterland (1970), in particular, began to make important contributions to the use of play therapy as both an educational and preventive tool in coping with children's problems.

Types and Tools of Play Therapy

Play therapy can be divided into two basic types: directed and undirected play therapy types. Play therapy can be divided into two basic types: directed and undirected play therapy types. Undirected play therapy is a non-intrusive method in which children are encouraged to work towards their own solutions to problems through play. It is generally classified as psychodynamic therapy. In contrast, directed play therapy is a method that includes more structure and guidance from the therapist as children work through emotional and behavioral challenges through play. It usually includes a behavioral component and the process involves more prompting by the therapist. Directed play therapy is more likely to be classified as a type of cognitive behavioral therapy[16]. There are studies that form at least some empirical support for both types of play therapy. On average, play therapy treatment groups showed higher recovery rates by 8 standard deviations compared to control groups.

Conclusion

In the play therapy method, depending on the developmental stages, it is predicted that the child will develop his/her expression in a way that reveals his/her identity with the play. For this reason, play therapy skills appear as an important tool for specialists (psychologists, clinicians, social workers, etc.) who will work with children[18]. Play therapy allows children

to express themselves fully and express themselves in the confidence that they will be understood and accepted. One of the important elements in play therapy is the type of play, the duration of the play and the quality of the interviews that should take place together with the observation about whether all the observations that will take place during this process are sufficient. There are social judgments about the formation and maturation of game phenomena. These judgments are important in assessing changes in play within individuals or groups (such as different social classes). Moreover, the creation of different care and educational environments for the therapeutic findings that will emerge through the game should be examined separately from these general judgments. In other words, it is necessary to realize new expansions and arrangements for play therapy both spatially and in terms of pre-school education programs. Unlike social judgments about play and play therapist, parents, teachers, administrators and politicians should be made conscious through widespread education and media.

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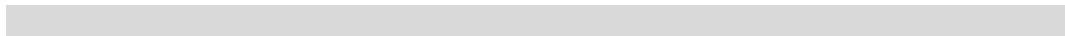
PSYCHOLOGICAL PERSONALITY TRAITS OF SEXUAL OFFENDERS

Slobodanka Todoroska-Gjurchevska, Ebru Ibish, page 93-103

ABSTRACT

Criminality is an extremely heterogeneous social phenomenon that includes various kinds of deviant behavior. It also includes sexual criminality (crimes against sexual freedom and moral), which has a highly negative impact on society and endangers the most intimate parts of a person's life. The aim of this survey is to outline a structure of psychological features of sexual offenders, to determine the degree of their development and the way in which they are connected. The results that have been achieved during this survey will successfully be implemented into the practical work of penal institutions in the Republic of Macedonia in order to ensure successful resocialisation and reintegration of sexual offenders in the society. Our experience and knowledge are compatible with world-wide trends saying that sexual offenders are mentally healthy people and that they cannot be included in any diagnostic category. The main results of this survey can be summed up into several points: in general, sexual offenders are male, aged between 26 and 33, with minimal education and without profession or employment. Usually, they do not behave in pathological manner and they are mentally healthy people. It is believed that resocialisation as well as complex treatment will be necessary for people convicted of sexual offences; not only will it represent prevention from committing new crimes, it will also be a breeding ground for their active participation in life out of the penal institutions.

Keywords: Sexual criminality, sexual offence, homicide, personality, personality features/traits, urges, resocialization, treatment

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Introduction

In contemporary conditions of life in different countries of the world criminal legal issue which treats and regulates behaving that threatens the freedom of an individual when doing sexual relationship is not regulated in the same way. A wide variety of sexual criminal attacks (of which the most serious is rape) is mainly classified as a separate group of criminal acts, which essentially are the most numerous, and at the same time attack the dignity of a human. Some other torts, especially those connected with prostitution, organized crime and sexual abuse of children in most countries of the world receive much more attention not only from scientific and professional circles but from the general public as well.

- Although sexual criminality constitutes an insignificant part of the total crime rate, (which is typical of other countries worldwide), this type of criminality is an actual issue because:
1. It is a very serious form of a crime with typical violent elements which are directed against human freedom of sexual behaving.
2. Because of this, all clasified forms of rape (as well as other more serious forms of sexual offences) disturb the public and cause fear, anxiety and revolt.

The review of the research that concerns the psychological characteristics of perpetrators of sex crimes indicates that sex offenders are not aggressive, hostile or impulsive and that they cannot be diagnosed with being sexual psychopaths. Sex offenders are emotionally deranged personalities who cannot fit their sexual practice in legal frames. Considering some researches in which some of the characteristic features of the sex offenders are given, it will be useful to determine the personality traits typical of perpetrators of sex crimes, the level at which they are developed and what their mutual connection and structure is. More specifically, attention will be paid on the intelligence quotient (IQ), the dimension of the psychoticism, the psychological type of the individual (introversion-extraversion) and the dimensions of emotional stability-neuroticism.

The goal of this research is to determine the psychological structure of sex offenders and to show their social characteristics.

The target of this research is to give answer to the following questions:

1. To determine if there is a difference regarding the intellectual abilities between perpetrators of sexual and blood offences;
2. To determine if there is a difference regarding the dimension of psychoticism between perpetrators of sexual and blood offences;
3. To determine if there is a difference regarding the psychological type (introversion – extraversion) between perpetrators of sexual and blood offences;
4. To determine if there is a difference regarding the dimension of the neuroticism-stability between perpetrators of sexual and blood offences;
5. to determine if there is a difference regarding the personality trait opposition (rigidity) on the behaviour of the perpetrators of sexual or blood offences

In this research, a method of sample of perpetrators of sexual offenses and perpetrators of blood tort is applied. Perpetrators of sexual offenses make an experimental group while perpetrators of blood tort make a control group. The experimental group consists of 64 respondents who committed a sexual offense, while the control group consists of 63 respondents who committed blood tort. The total number of the two groups is 127 respondents who have been serving prison sentence in CPA - Idrizovo near Skopje.

The experimental group consisted of male respondents aged between 18 and 66. 39 respondents from this group were convicted of a criminal offense "Raping" under the article 186 of the CC of the Republic of Macedonia. In addition to the criminal offense "Raping" 2 of the respondents were also convicted of criminal offense "Incest" under the article 194 of the CC of the Republic of Macedonia. In addition to the criminal offence raping one of the respondents was also convicted of the criminal offense "Kidnapping" under the article 141 of the CC of the Republic of Macedonia; besides the criminal offense raping, 2 of the respondents were also convicted of criminal offense "murder" under the article 123 of the CC of the Republic of Macedonia. 10 respondents were convicted of criminal offense "Sexual assault of a child" under the article

188 of the CC of the Republic of Macedonia, 3 respondents were convicted of criminal offense "Unnatural fornication" under the article 185 from the CC of the Republic of Macedonia, 6 respondents of criminal offense "Statutory rape of a helpless person" under the article 187 of the CC of the Republic of Macedonia and 4 of the respondents were convicted of criminal offense "Incest" under the article 194 from the CC of the Republic of Macedonia. For these criminal offenses sentences of imprisonment in duration of 1-10 years were pronounced.

The control group consisted of 63 respondents who committed blood tort. 53 respondents were convicted of criminal offense "murder" under the article 123 of the CC of the Republic of Macedonia, 7 respondents were convicted of criminal offense "attempted murder" under the article 123 att. 19 from the CC of the Republic of Macedonia and 3 respondents were convicted of criminal offense "manslaughter" under the article 125 from the CC of the Republic of Macedonia. For these criminal offenses sentences for imprisonment in duration of 3 years to life imprisonment were pronounced. This group consisted of respondents aged between 18 and 60. Participation in the interview was voluntary, and one of the basic conditions was good command of Macedonian language.

Data collection lasted from June 1999 to June 2001. All the respondents were questioned individually. Raven's progressive matrices were used to test the intellectual abilities (nonverbal test for measuring intelligence). Literacy and education were irrelevant factors for the application of this test.

Two questionnaires were used to examine personal features: EPI test (Emotions Profile Index) and EPQ (Eysenck Personality Questionnaire). Both questionnaires were given separately. A questionnaire for data collection was used as well. Statistical procedures such as x^2 (xi-square), t (t-test), factor analysis and percentages were used for processing the data obtained.

1.The influence of intellectual abilities on perpetrators of sexual and blood crimes

The research presupposes that both groups (perpetrators of sexual and blood crimes) statistically differ in a significant manner in regards to the influence of intellectual abilities on behavior[1]. 35 respondents or 27,5% belong to the category of Definite feeble-mindedness (IQ up to 70). 18 of the respondents or 51,4% committed a sexual crime, while 17 or 48,6% are perpetrators of blood torts. This result implies that it is an equal possibility for respondents who belong to this category to commit a sexual or a blood offense. of investigated cases to commit crime. 22 of the respondents or 17,3% belong to the category of Borderline deficiency (IQ 70- 79); 15 respondents or 68,2% committed sexual crime and 7 or 31,8% committed blood delict. This result implies that there is a greater possibility that respondents in this category to commit sexual offense rather a blood offense; 26 respondents or 20,4% belong to the category of Dullness (IQ 80-89); 14 respondents or 53,8% committed sexual crime and 12 or 46,2% committed blood delicts. These results show that there is an equal possibility for the respondents in this category to commit sexual or blood delict. 37 respondents or 29,1% belong to the category of Normal or average intelligence (IQ 90-109). 13 respondents or 35,1% committed a sexual offense and 24 respondents or 64,9% committed blood offences. These data imply that there is a slightly higher possibility for the category of people with average intelligence to commit a sexual delict rather than a blood offence. 6 respondents or 4,7 % belong to the category of superior intelligence (IQ 110-119). 3 of them committed a sexual offence (50,0%), while other 3 (50%) committed a blood offence. This number is insignificant.

1 respondent or 0,78% belongs to the category of people with very superior intelligence (IQ 120-128) and he committed a sexual crime. This number is insignificant, too. This hypothesis was disproved because $x^2 = 7.354$; df=5 p>0.05 and is statistically insignificant.

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[1] Тодороска Ѓурчевска, С. (2004). *Карактеристиките на сторителите на сексулани престапи.* Доктроска дисертација. Институт за социолошки и политичко-правни истражувања. Скопје, стр. 395.

It concluded that intellectual abilities of perpetrators of sexual and blood offences are an irrelevant factor when it comes to committing sexual or blood offences.

2. The influence of psychoticism on the behavior of perpetrators of sexual or blood crimes

The research presupposes that both groups (perpetrators of sexual and blood crimes) statistically differ in a significant manner in regards to the influence of psychoticism on their behaviour[2]. 124 respondents or 97,6% belong to the category of a very low score (up to 12). 61 respondent or 49,2% committed a sexual offence and 63 or 49,2% committed a blood offence. This data show equal tendency for both groups to commit sexual or blood crimes; 3 respondents or 2,36% belong to the category of moderate intensity score (13-15). All of them committed sexual crimes.

On the basis of the these data, this hypothesis is proved to be correct because $x^2=3.025$; df=1; p>0.05 and is statistically insignificant, but has a borderline significance of 0.08. The perpetrators of sexual offences are more likely to manifest moderate psychoticism (rigidness, emotional numbness, diffilcuties in regards to emotional and interpersonal relations, difficulties in memory, absence social attitudes). None of the respondents belongs to the category of explicit psychoticsm. All respondents with moderate psychoticism are perpetrators of sexual crimes, while those who have a low score show an equal tendency to commit both sexual and blood offences.

Moderate psychoticism is a relevant factor when it comes to committing sexual and blood crimes.

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[2] Тодороска Ѓурчевска, С. (2004). *Карактеристиките на сторителите на сексулани престапи.* Доктроска дисертација. Институт за социолошки и политичко-правни истражувања. Скопје, стр. 398.

3. The influence of the personality type (extroversion v.s. introversion) on the behavior of perpetrators of sexual and blood offences

The research presupposes that both groups (perpetrators of sexual and blood crimes) statistically differ in a significant manner in regards to the personality type (extroversion v.s. introversion)[3]. 14 respondents or 11,0% of the whole sample belong to the category of introvert personality type (score up to 7). 9 respondents or 64.3% committed a sexual offence and 5 respondents or 35,7% committed a blood offence. These parameters show that introvert respondents are more likely to commit sexual crimes; 28 respondents or 22,0% belong to the category of both extrovert and introvert personality type (score 8-10). 16 respondents or 57,1% committed a sexual offence, while 12 or 42,9% committed a blood offence. These results show that those who belong to the this category are more prone to committing sexual offences; 36 respondents or 28,3% have are moderately extrovert (score 11-13). 18 respondents or 50,0% committed a sexual offense and the same number applies to those who committed a blood offence. These results show that those respondents who belong to this category manifest an equal tendency for both sexual or blood offences. 49 respondents or 38,5% belong to the category of extreme extrovert personality type (score higher than 14). 21 respondents or 42,9% committed a sexual offence, while 28 respondents or 57,1% committed a blood offence. This is an indication that those respondents who are extremely introvert are more likely to commit blood offences.

Based on the these data (x^2=2.707; df=2; p>0.05), we can conclude that introvert personality type (more prone to introspection and isolation, difficulties in communication) are more prone to sexual offences. Respondents with characteristics of both introversion and extroversion and those who are moderately extrovert have an equal tendency to commit sexual and blood offences. On the other hand, respondents who are extremely extrovert, have more likely to commit sexual offences.

Personality type (extroversion, introversion) is a relevant factor when it comes to committing sexual and blood offences

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[3] Тодороска Ѓурчевска, С. (2004). *Карактеристиките на сторителите на сексулани престапи.* Доктроска дисертација. Институт за социолошки и политичко-правни истражувања. Скопје, стр. 400.

4. Iinfluence of the dimension of neuroticism-stability on the behaviour of the perpetrators of sexual or blood offences

The research presupposes that both groups (perpetrators of sexual and blood crimes) statistically differ in a significant manner in regards to the dimension neuroticism-stability[4]. 30 respondents or 23,6% belong to the category of low level neuroticism i.e they manifest emotional stability (score up to 8). 17 respondents or 56,7% committed a sexual offence and 13 respondents or 43,3% committed a blood offence. These parameters show that respondents with low level of neuroticism have an equal tendency to commit sexual and blood offences; 26 respondents or 20,4% belong to the category of people which show both neuroticism and emotional stability (score 9-11). 14 respondents or 53,8% committed a sexual offence and 12 or 46,2% committed a blood offence. These data indicate that respondents who belong to this category manifest an equal tendency to commit sexual or blood offences; 23 respondents or 18,1% belong to the category of moderate level of neuroticism (score 12-15). 11 respondents or 47,8% committed a sexual offence, while 12 respondents or 52,2% committed a blood offence. These data show that those respondents who belong to this category have an equal tendency to commit sexual or blood offences; 48 respondents or 37,7% belong to the category of people with expressed neuroticism (score higher 15). 22 respondents or 45,8% committed a sexual offence, while 26 respondents or 54,2% committed a blood offence. These data show that the respondents who belong to this category manifest an equal possibility to commit sexual or blood offence.

Based on these data (x^2=1.056; df=3; p>0.05), the category of respondents with low neuroticism manifests an equal possibility of committing sexual or blood offences. Those respondents who fall in the category of people between emotional stability and neuroticism have an equal possibility for committing sexual and blood crimes. The respondents who show neuroticism and emotional stability have also the same tendency. The

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[4] Тодороска Ѓурчевска, С. (2004). *Карактеристиките на сторителите на сексулани престапи.* Доктроска дисертација. Институт за социолошки и политичко-правни истражувања. Скопје, стр. 402.

same tendency is noticed among those respondents who have extreme manifestation of neuroticism.

The dimension of neuroticism-stability is an irrelevant factor when it comes to committing sexual and blood offences.

5. Influence of the personality trait *opposition (rigidity)* on the behaviour of the perpetrators of sexual or blood offences

The emotion of rejection/repulsion is the core of the personality trait of opposition. The research presupposes that both groups (perpetrators of sexual and blood crimes) statistically differ in a significant manner in regards to the personality trait **opposition (rigidity)**[5]. 71 respondents or 55,9% belong to the category of low score for this personality trait (score up to 40). 29 respondents or 40,8% committed a sexual offence and 42 respondents or 59.2% committed a blood offence. These parameters show that respondents in this category are more prone to committing blood offences; 33 respondents or 25,3% belong to the category of people with average score for this personality trait (score 41-60). 23 respondents or 69,7% committed a sexual offence and 10 or 30,3% committed a blood offence. These data indicate that respondents who belong to this category manifest are more prone to committing sexual offences; In the category of high scores for this personality trait (above 61), there 23 respondents or 18,1%. 12 respondents or 52,2% committed a sexual offence, while 11 respondents or 47,8% committed a blood offence. These data show that there is an equal possibility for the respondents in this category to commit sexual and blood offences.

Based on these data (x^2=7.538; df=2; p<0.05), it concluded that in regards to this dimension there are differences which are statistically significant. The perpetrators of sexual crimes are more likely to manifest opposition; they are prone to rejection and negation. They are rigid and are likely to criticize others. These personality traits can be correlation with disregard of rules and regulation. The respondents with a low score for this

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[5] Тодороска Ѓурчевска, С. (2004). *Карактеристиките на сторителите на сексулани престапи.* Доктроска дисертација. Институт за социолошки и политичко-правни истражувања. Скопје, стр. 404.

personality trait (indecisiveness, dependency, lack of initiative, conformism) are more likely to commit blood offences. The respondents who have average and high scores for this personality trait are more prone to committing a sexual offence.

The personality trait **opposition (rigidity)** is a relevant factor when it comes to committing sexual offences.

Conclusion

Bearing in mind the scientific findings in the field criminology, psychology, sociology, psycho-pathology, as well as the empirical research presented in my PhD thesis, we have enough relevant data which show that sexual delinquency as a separate kind of deviant behaviour is not determined by a specific personality profile typical of sexual delinquents. The findings presented in this paper indicate that specific behaviour of perpetrators of both sexual as blood offences in regards to committing a sexual or a blood offence is determined by a certain psychological traits. More precisely, their behaviour is influenced by the personality trait opposition, the dimension of of psychoticism and the personality type (extraversion v.s. introversion). The findings show that the perpetrators of sexual offences cannot by classified in any of the personality typologies. Our experience is compatible with the world-wide knowledge according to which perpetrators of sexual offences are sane individuals without psychological and personality abnormalities.

This information is essential for the process of resocialisation during imprisonment. These perpetrators need a specific approach depending on the type, forms, methods and means of resocialisation and will correspond to the personality traits of these perpetrators. The resocialisation process should not be based on the offence itself, but on the personality traits with separate sophisticated methods aimed at intensive group and individual work. In this context, it is important to encourage implementation of value system with positive attitudes through group and individual psychotherapy. For successful dealing with this type of delinquency, attention should be paid on the prevention of sexual offences on various levels. Prevention starts within the family through socialization and appropriate identification models for young individuals (the parents). The

next phase takes place in school though mandatory sexual education courses with a view to properly understanding the differences between the sexes and to encourage appropriate relationship between them by observing biological and sexual differences. We consider that this research will trigger other researched in this field, which will contribute to better understanding and illuminating the aetiology of sexual delinquency.

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INDUSTRIAL REVOLUTION AND THE BIRTH OF MODERN ARCHITECTURE

ABSTRACT

Many factors have been effective in the emergence of modern architecture. The Industrial Revolution, which started with the steam engine found by James Watt in the late 1800s, played an important role in this. The industrial revolution, which started in European countries such as England and France, spread to the whole world in a concise time. With the industrial revolution, there have been radical changes not only in the field of architecture but also in all areas of human life. With mechanization, material access and processing became easier. Due to the need for labor that emerged with the industrial revolution, many people from rural areas flocked to the industrial zones. Although it is positive in terms of job opportunities, the unhealthy living environment of the employees and the extremely dense settlement in the industrial zones have created a chaotic environment in urban areas. To solve this, new solutions were required and the concept of apartment housing started during this period.

The industrial revolution has had many positive aspects in terms of architecture. It has become very easy to transport, process, and uses heavy metals. Apart from the use of new materials, new construction techniques have also improved, which has brought many innovations to the understanding of architecture in the world. Developing technological opportunities and the competition between countries has turned into a competition in architecture. With the use of new possibilities, materials such as metal, concrete, and glass, the architects of the period went to create a new trend of architecture and founded the modern architecture was born.

"Architecture manifests itself through mass and surface. Mass and surface are determined by plan. The creator is the plan. Shame on those without imagination! "
(Jeanneret, Towards a New Architecture, 1923)

The modern architectural movement did not appear out of nowhere. The development of new technologies and the use of new materials played a major role in this. In order to understand the factors in the creation of modern architecture, it is necessary to go back to the Industrial Revolution. This period has changed not only the architectural aspects but also the social aspects of people's daily lives. The process that started with the invention of the steam engine, the construction of railways, and the easy processing of materials that could only be processed in primitive ways for centuries, such as the iron, have changed human life. Everything that affects people physically and sociologically has also directly affected architecture. A new architectural trend has been created in line with the needs of people. We can say that the biggest factor in the creation of modern architecture is the Industrial Revolution.

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The Birth of Modern Architecture

Industrial Revolution

The Industrial Revolution, which emerged as a result of the effect of new inventions on production and the emergence of steam-powered machines in Europe in the 18th and 19th centuries, gave birth to mechanized industry and these developments increased capital accumulation in Europe. The industrial revolution is defined as "a radical change and development in many areas with the development of technology, industrial production and transportation facilities". The use of machines in production has brought with it the concept of mass production and standardization, and this has led to significant changes in the field of production. These changes resulted in a radical restructuring of the European economy. The development of the factory system in production has completely changed the economic system with the emergence of new technologies; In a sense, this created an autonomous economic system. These developments herald a new economic system in which all trade restrictions are lifted and production and trade are completely dependent on supply-demand relations. (BİROL, 1996)

The industrial revolution has led to significant changes and the emergence of new approaches in many subjects (technology, production, culture, economy, social structure of society, art and architecture). The use of steam engines, invented by James Watt in 1765, started the industrialization process. The railroads intensifying after 1830 caused the places they passed to become new industrial zones. As a result of the concentration of industrial zones in certain places, rapidly developing new cities were established. As a result, there has been a massive influx of population into these cities. On the other hand, the use of machinery in agriculture, the increase in productivity and the need for less and less labor in this field have been another reason for rapid and intense migration from rural areas to cities.(Benevolo, 1976)

Reasons for the Industrial Revolution

The population of Europe started to increase from the 16th century. This increase accelerated with the industrial revolution. The increasing population has led to an increase in consumer demand, and the revival of trade and economy. Some of the increasing population in the rural areas migrated to the cities, thus creating a large workforce ready to work in industrial production. Advances in technology have reduced the need for the population in this sector, causing this population to migrate to cities. The standard of living has risen, and goods such as sugar, coffee, and tea, which were considered luxuries in the past, have now become a natural necessity for the middle class and lower classes. This indirectly increased the demand for consumer goods and large-scale looting became the most important financial source of the Industrial Revolution. Both the Central American gold plundered by the Spaniards and the British ships that struck the Spanish ships and plundered the plunderers carried tons of gold to Europe. All this supported the processes that led to the Industrial Revolution in the 16th and 17th centuries. The British (Battle of Plessey), who defeated the French troops on the battlefield on June 23, 1753 in India, confiscated the enormous treasures of the Mughal emperors. It can be said that the money and financial opportunities that emerged in the economy of this country with the transfer of this treasure to England, and all technical inventions related to weaving and steam machines, were the main arguments in explaining that between 1758-1791. (Benevolo, 1976)

Colonialism: European countries created new colonies and started to use the goods they brought from here in industry and started to sell these goods to the colonies again. The importance of the banking and insurance sectors has increased.

Capitalism: In parallel with the enrichment process of the middle class, capital accumulation began to occur. Thus, new investment areas began to be sought. Laying the foundations of a political structure suitable for industrial society through the French Revolution is shown as the main reason for the emergence of the industrial revolution. Developments in transportation and technology are one of the most important reasons for the emergence of the industrial revolution. Countries that use the

industrial revolution positively have made significant developments. Karl Marx talks about this in Capital:

"Being the most advanced country in the sector, the country only gives an idea of its future to the countries that follow it in this field."(Marx, 1867)

The Development of the Industrial Revolution

One of the most important developments of the Industrial Revolution is the invention of the steam engine. In 1763, James Watt invented the steam-powered machine in Scotland. The advanced form of this machine constitutes the true starting point of the machine age.
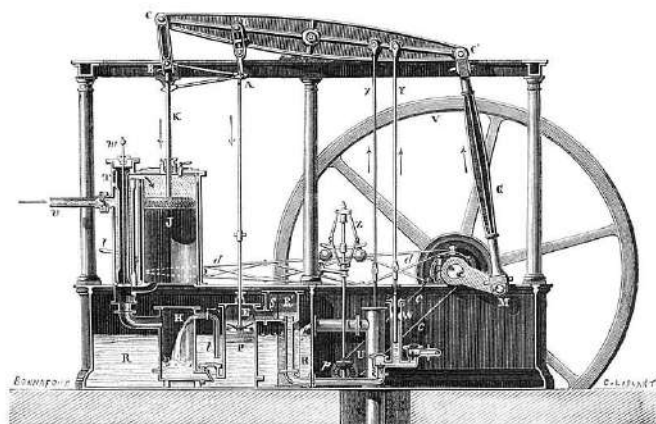

Fig. 59. — Machine à balancier de Watt.
r. Tuyau de prise de vapeur; T, tiroir; J, cylindre; H, condenseur; PE pompe d'épuisement; WV pompe alimentaire de la chaudière UX pompe d'alimentation de la bâche B; p Z régulateur; M excentrique; ABCD parallélogramme; GM bielle et manivelle; V volant.

JAMES WATT'S STEAM ENGINE 1973 URL1

The steam engine was first used in coal mines and textile workshops. Later, the steam engine was developed and trains and ships emerged. Another important technical development is the development of production processes that ensure the production of high quality and large volumes of steel. Steel, which has been used in raw form for years, has started to be processed more easily thanks to machines. With the

development of steel production, mechanization has increased. With the development of textile machinery, mass production and factories began to appear.(BİROL, 1996)

This period is called the Age of Enlightenment, as there were great developments in the field of science and technology in Europe in the 18th century. Some historians call the first stage of industrialization the First Industrial Revolution, in which the steam engine, coal, steel and textile industries were at the forefront.

In the 19th century, industrialization reached a new stage as a result of advances such as the use of electrical energy and fuel resources such as oil and natural gas, the development of electric and gasoline engines, the invention of automobiles, airplanes and similar vehicles. This development is called the Second Industrial Revolution. The emergence of the private sector has created a safe and stable environment in terms of industrial and commercial activities and has been very effective in the development of the industry. (Ragon, 1986)

Social and Architectural Consequences of the Industrial Revolution

The Industrial Revolution has had consequences that deeply affect not only production and economic structure, but also all areas of human life. With the growth of the industrial sector, the worker population increased and very intense labor exploitation emerged in the early periods. As the working and living conditions of the workers were very bad, children at an early age were employed as workers. This situation led to the emergence of workers' struggle. This development and social injustices gradually led to the emergence of socialism and communism movements.

CHILD LABOR IN THE INDUSTRIAL REVOLUTION - ENGLAND EARLY 1900 URL2

A CHILD LABORER IN THE INDUSTRIAL REVOLUTION - ENGLAND EARLY 1900 URL3

With the industrial revolution, the need for raw materials for production and the market for manufactured goods increased, and colonial lands became both a raw material source and a market for industrializing countries. In addition, the difference in development and technology between Western countries and the rest of the world has widened. They made inventions parallel to the military and economic superiority of the West. Facilitating transportation by train and steamships facilitated military and political control of colonial lands. All these reasons unfortunately led to the spread of colonialism. (BİROL, 1996) The search for raw materials and markets led to the emergence of a colonial race among industrializing countries. For this reason, it is thought that conflict and competition are one of the most important factors preparing for the

First World War. With industrialization, the consumption of fossil fuels in factories and motor vehicles has increased environmental pollution. The destruction of forests, agricultural lands and similar natural resources has accelerated. In addition to the negative effects of the Industrial Revolution on the working class and colonial peoples, it also had positive effects on all people in the long run. As a result of the developments in the field of health, diseases such as plague, fever and malaria that caused the death of millions of people in the previous periods have disappeared, and the average human lifespan has extended. The general welfare level of large sections of the population has improved compared to previous periods. Social and economic rights emerged as a result of working class struggles. (Benevolo, 1976) With the Industrial Revolution, the role of scientific and technical developments in economic development and enrichment has increased, and this has led states and companies to invest much more in scientific research. Thus, scientific and technical developments accelerated. In the 19th century, scientific and technological inventions exploded.

A PHOTO FROM THE FORD VEHICLE FACTORY, EARLY 1900S URL4

In addition to the social consequences of the Industrial Revolution, it also had positive and negative consequences in terms of architecture and urbanism. The use of machines in production has brought with it the concept of mass production and standardization, and this has led to significant changes in the field of production.

These changes led to a radical restructuring of the European economy. The development of the factory system in production completely changed

the economic system; it is, in a sense, an autonomous economic system. These developments heralded a new economic system in which all trade restrictions were lifted and production and trade were completely dependent on supply-demand relations. An economic system in which the self-interest of the producer would contribute to the achievement of general welfare led to the emergence of capitalism in its purest form.(BİROL, 1996) As a result of the progress of industry and the development of trade, it caused the slow collapse of the medieval cities and the emergence of the urban working class. The factory owners started to employ the poor in rural areas in order to find workers for the large factories formed with the development of the industry, and for this reason, many groups of people flocked from the countryside to the cities. As a result of the agglomeration of factories and workers in the cities, man has been cut off from nature. Homeowners in cities took advantage of this, and the more people they fit in their homes, the more money they made. The landlords in the cities benefiting from this density started to keep the rent prices high because they knew that they could always find tenants for their homes, and therefore the settlements in some neighborhoods in the cities reached unprecedented densities.

A REGION DOMINATED BY THE WORKING CLASS DURING THE INDUSTRIAL REVOLUTION
URL5

The stages up to this process did not occur suddenly. Stages in the process leading up to the development of industry: the Renaissance, which virtually destroyed Christian cities, Protestantism, which gave priority to the Christians' banking and profit in business, and the 1789 revolution that led to the transfer of power to the state. French bourgeoisie. The progress of industry and the development of trade, XIX. It formed the cornerstones of capitalist society in the twentieth century. (Ragon, 1986) These two developments, as well as their positive aspects, also acted in parallel with the disasters in terms of settlement and urbanism.

WORKING PEOPLE'S LIVES IN UNHEALTHY AREAS, LATE 1800S CHICAGO URL6

From the beginning of human history to the XVIII. The period up to the 19th century is called the "tool period". Later, a new form of civilization, the machine civilization, was passed. It also means commercial civilization. Industrial civilization is undoubtedly XIXThe establishment of the spinning mills dates back to 1785, and in the previous century, the number of workers in Colbert's mills amounted to 1700. Traders and trading methods XIV and XV. It emerged in the 19th century, right after the collapse of Christian cities founded on completely different values. These merchants are the ancestors of modern capitalists.(Ragon, 1986)

On the other hand, the rapid development of the industry and with it the technology has caused the shift of the most basic production and creation field from philosophy and art to technology since the end of the 19th century and especially in the 20th century.

In the 19th century, steam power started to be used in the operation of machines and especially in railways, and the products obtained brought new energy sources. In the middle of the century, developments in science and technology accelerated. Nuclear energy has come to the fore and developments in the field of chemistry have led to the emergence of new industries. The metal material, which has been used for about 4000 years but can be composed for the first time in this period, became one of the most important new products in this period. On the other hand, in addition to the use of new building materials in building production, new construction methods have also developed, and this has led to the emergence of important innovations in the world of architecture, and the foundations of modern architecture were laid in this period.(BİROL, 1996)


MARSHALL FIELD MALL CHICAGO 1897 URL7

The socio-economic developments that took place in the period following the Industrial Revolution had a profound effect on the field of architectural production. It has led to the emergence of new building types on the one hand, and a new understanding of creating space and form on the other. The use of new building materials and construction methods in building products in the 19th century and the competition between countries in the field of technology led to the introduction of a new building type called "fair buildings" to the agenda of the architectural world. (BİROL, 1996) The Crystal Palace, which represented England at the first world fair opened in London in 1851, is of great importance as it is a structure shaped by technology, where cast iron and glass were used together as a building material for the first time. With this structure, the thick walls between the interior and the exterior are eliminated and thus the interior space is freed from all kinds of weight, which has become the pioneer of a new space understanding. The most important world exhibition after the first is the 5th world exhibition opened in Paris in 1889. In this exhibition, the Eiffel Tower, which was built by engineer Gustave Eiffel to create an icon for France and Paris, and the Gallery of Machines (Galerie des Machines), representing France, are examples of buildings where technology directs architectural form.
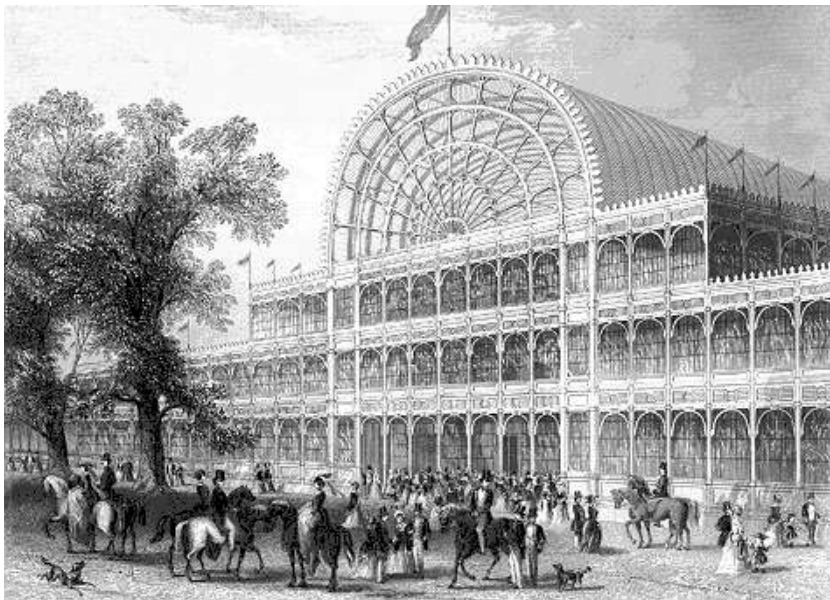
CRYSTAL PALACE, JOSEPH PAXTON, 1851 URL8
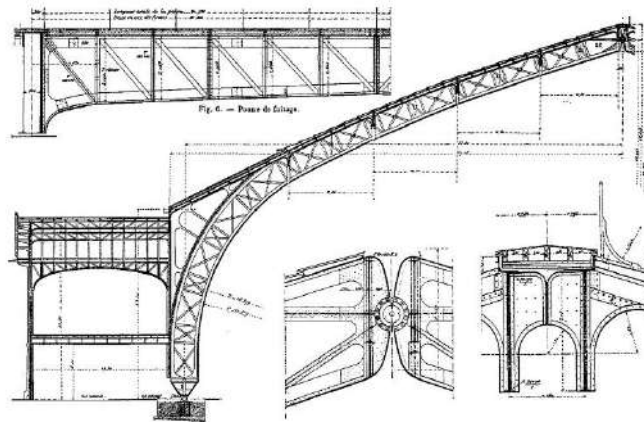
MACHINE GALLERY USE OF STEEL MATERIAL 1889 FRANCE URL9

MACHINERY GALLERY, FERDINAND DUTENT, 1889 FRANCE URL10

The understanding of construction brought to the agenda by Christal Palace showed itself in the United States in the following years. Along with the Chicago School movement, multi-storey structures were built

using new materials such as steel, reinforced concrete and glass. The use of the steam elevator in 1857, the hydraulic elevator in 1870 and the electric elevator in 1887 accelerated the production process of multi-storey buildings. New materials and construction methods have been fully used in the field of architecture. These innovations paved the way for the emergence of many new approaches based on the developing industry, new materials and construction methods in the 20th century architecture. (Benevolo, 1976) Thus, a new architectural trend began to emerge in parallel with the new technology.

The Birth of Modern Architecture

Modernism, which is used synonymously with modern architecture and Functionalism, is basically an architecture school that adopts the plain use of form and the purification of decoration from architecture. Changing needs and rapidly increasing population inevitably led to the emergence of simpler and faster structures. The architects who had an impact on the emergence of this new school were mainly architects such as Le Corbusier, Frank Lloyd Wright, Van Der Rohe, Philip Johnson, Peter Eisenman. The school became popular in a short time by being adopted by many respected architects and educators of the world. However, in the first half of the century, it is seen that a small number of buildings representing this trend were implemented. The differences adopted by each of the pioneering architects in their approaches to the aforementioned school emerged at the beginning of the 20th century. This school has been one of the most preferred architectural styles in the world for the construction of both institutional and commercial buildings in the first 30 years of the post-World War II period. According to many authors, Modern Architecture is seen as an architectural movement that emerged as a result of social developments that emerged in every society due to Modernity and Enlightenment. According to them, this style emerged as a natural result of the social and political developments of a certain period. According to other authors, Modern Architecture emerged as a style realized with the contribution of new materials such as iron, steel and glass, whose mass production became possible with the industrial revolution that emerged as a result of technological and engineering

developments. (Ragon, 1986) The modern architectural movement was first seen in France and England. The fact that France and England were pioneers in terms of architecture and urbanism in the 19th century was due to the economic development of these countries. When countries such as Germany, the USA and Belgium reached their level, these two countries set out to reveal something new in the field of architecture this timeThe effects of the industrial revolution have created new needs in the field of architecture. The founders of the new architectural movement, which was born with the use of new techniques and new materials, could not influence the architects of their time, except for a small minority of private individuals. The development of industry necessitated the introduction of a new architectural trend for the masses immediately.

However, most architects and artists continue to build ostentatious architectural structures, such as museums, churches, and opera houses, without being aware of the new needs of the world and the beginning of a new era. Moreover, the needs of the people, which should have been the priority, were put in the background and more importance was given to the preservation of old works of art. (Ragon, 1986) The rapid population growth of factories and residential areas, which increased with the industrial revolution, led to the emergence of a new architectural style. Leading architects of the period made various studies for the construction of faster and more practical structures. With the development of technology, the use of steel, glass and reinforced concrete became widespread. With the new materials, the architects of the period started to design the buildings within that framework by putting the function in the foreground. With the use of reinforced concrete in the buildings, the load-bearing walls in the buildings are no longer needed. Since there are no load-bearing walls, the structures can be built in a faster time and more flexible designs can be made in the plans. The fact that the plans can be made more flexible in the buildings has had an impact on the facades of the building and thus on the whole design. Architects such as Le Corbusier, Frank Lloyd Wright, Van Der Rohe and Philip Johnson are cited as the founders of modern architecture. With their works, they showed the world that a new movement was born. Frank Lloyd Wright's Fallingwater (waterfall house), Van Der Rohe's Farnsworth House, Philip

Johnson's The Glasshouse, Le Corbusier's La Roche House, Unite Habitation and Villa Savoye are shown as the building blocks of modern architecture. Le Corbusier, one of the most important architects of modern architecture, revealed the principles that he called "The 5 Principles of Modern Architecture" in line with the materials and techniques he used in his buildings. These; Raising structures from the ground by means of columns (pilots). The free plan scheme results from the fact that the buildings are not carried by load-bearing walls. Free facades were formed as a result of the free plan scheme. strip windows and flat roofs and terrace gardens have become the 5 principles of modern architecture. Thus, in line with new needs, new technology and new construction techniques, a new architectural trend has inevitably emerged.

CONCLUSION

The emergence of modern architecture has been due to the use of modern materials and the requirements of modern times. Le Corbusier, one of the leading architects of the period, became one of the founders of modern architecture with the innovative solutions he applied in his buildings. It would be unfair to other prominent architects to say that innovative ideas were implemented only by Le Corbusier during these periods. Together with Le Corbusier, architects such as Frank Lloyd Write, Van Der Rohe, Philiph Johnson, Peter Eisenman, Pierre Koenig, Eilen Gray, Richard Neutra formed the foundations of modern architecture with their works.

Today, in architecture, art and in many areas of life, people tend to be minimal. Even the technologies we use are constantly getting smaller and smaller. As life and technology accelerate, people have started to adopt minimalism in all areas of life because they get bored quicklyIn architecture, simple and flexible structures are described as modern and beautiful. Based on this acceptance; Le Corbusier laid the foundations of today's architecture with its simple and functional structures about a century ago. We can easily say that the application of the plain approach together with the simplicity, functionality and technological development in spatial solutions, which is accepted as a necessity of contemporary life, will be accepted for many years to come.

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