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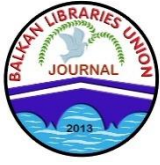
REGULAR SECTION

Contents

Evaluation of Arabic Children's Books in the Public Libraries of Vienna within the Frame of Library Services Provided for Child Members Who are Native Arabic Speakers

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ABSTRACT

Public libraries are one of the educational and cultural institutions supporting the native language development of the children from multilingual societies. In this study, the Arabic children's books in the public libraries of Vienna have been analyzed within the frame of the library services provided for the child members who are native Arabic speakers in Vienna where people from different countries, cultures, religions and languages live together. The data applied in the study were obtained from the electronic online catalogues and web pages of the public libraries in Vienna and analyzed by applying descriptive analysis method. Within this framework, the services provided by the libraries for the child members who are native speakers of other languages were also examined by analyzing the webpages of the public libraries in the city for the study, and the Arabic children's books in the public libraries were detected through the electronic online catalogues of the public libraries in Vienna. The detected Arabic books were analyzed by classifying them based on the libraries they are in, their publication dates, age groups, languages, language use and contents. As a result of the study, it was discovered that the collection development policies related to the Arabic children's books of the public libraries in Vienna primarily focus on the preschool period, that the majority of the Arabic children's books in the public libraries are multilingual, and that contents of the books can help children to discover themselves and their surroundings. Additionally, it was also detected that some of the children's books in the libraries have the content preparing them for multicultural and multilingual life and developing their empathy skills.

Keywords: Native Language, Multilingualism, Vienna, Public Libraries, Arabic, Children's Books.

I. Introduction

Native language is "the language which an individual acquires from his/her mother, people from the house where he/she was born, and from the society of which he/she is a member; and in which he/she can express his/her feelings, thoughts and wishes best" (Püsküllüoğlu, 1995, p. 103). Native language, which is known to be formed through the implications from the concrete practices of the humankind and with the help of the members of that society is considered as the most important sign and building block of the culture. People can pass down their cultures for the next generations by maintaining it through their native languages (Mengü, 2002, p. 73).

Native language competence (linguistic competence) is an important issue for the ones who are minority in the multicultural societies. This is because native language is one of the most effective factors enabling them to protect their culture and identities. It is a cultural transmission

instrument enabling especially the continuation of the connection of immigrants with their homeland. The linquistic competence in the first language of minorities and immigrants has an important role for them to learn official language of the geography where they live. Therefore, it affects their success in their school lives and careers and their social adaptation. In the cases where the native language development is not supported, both languages cannot be acquired properly (de Cillia, 2011, p. 3; Bauböck, 1998, p. 300; Demir & Karakök, 2016, p. 395-396). In other words, there is a "mutual connection" between the native language and the second language. An individual who does not or cannot have a remedial native language education cannot also develop skills in both languages (Cummins, 1979, p. 227). In case the development of native language ends with school period and is not supported throughout other phases of one's life; both languages are not acquired properly; and thus, the linguistic development of the individuals are left half-finished and it has negative impacts on their social involvement, success and socialization (De Cillia, 2011, p. 3). In case the native language education of the children is not supported properly, the children can only acquire their native language through their native dialect and in the way it is spoken in their homes. This will cause the native language spoken by them not to be more than "family language" and it not to be spoken properly (Halilovic, 2015, p. 14-15). It was discovered through several studies that the immigrant children cannot speak their languages properly, and therefore, they also cannot speak the language of the country they live (Sirim, 2009, p. 28).

The coexistence of multiple cultures and multiculturalism, thus multilingualism, is a reality that today's societies are facing more and more rapidly. Countries which are more multicultural and multilingual than others due to intense immigration, especially developed Western countries, enter into structuring to ensure that all the cultures they host live in equal and peaceful conditions by preserving their identities, and they produce policies for cultural integration (Güler, 2019, p. 55). One of those countries is Austria. Especially after the World War II, a significant immigration movement from Middle Eastern countries started to meet the labour force deficit in Austria. It is possible to say that this dynamism continues. One of the nations immigrating to Austria is Arabs. Civil war and unrest in Arab geography, especially in Syria, accelerated the immigration process of Arab people to Austria. It is particularly important that Arab immigrants, whose number is increasing day by day in Austria, can have a command of both their native language and the language of the country they reside, Austria. It is known that most of the children of Arab origin families living in the country learn Arabic, which is their native language, only from the family and their immediate surroundings (Statista, 2020). It is possible for those

children to acquire the ability to speak their native language at an adequate level through a lifelong learning process which will continue and develop their native language. In the life-long native language education of those children whose native language is Arabic, educational and cultural institutions except the official schools also have important roles and responsibilities. One of these educational and cultural institutions is undoubtedly public libraries.

Public libraries, which are obliged to provide free education and cultural services to the society without any discrimination, are also responsible for developing services for the needs of the same society. Within this frame, public libraries are expected to develop effective services and policies for the native language learning of minority and immigrant children, which is one of the important social needs in multilingual and cultural countries and cities. In this study, a general evaluation of the Arabic children's books in the public libraries in Vienna, Austria, was conducted in the context of the library services provided to child members whose native language is Arabic. Within this frame, Arabic children's books in public libraries in Vienna were detected and the books were analyzed by considering their different characteristics.

II. Multiculturalism, Native Language and Public Library Services

Cultural diversity is the common heritage of humanity and must be carefully preserved and valued for the benefit of all humanity. Multiculturalism is a concept referring to the harmonious coexistence and interactions of different cultures. It also means to raise and encourage cultural and social differences in a certain geography within the framework of national unity (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 1; Ramussen & Kolarik, 1980, p. 312).

One of the most important reflections of multicultural societies is their different native languages in society. Native language has an integral interaction with culture. Native language is the carrier of culture and culture is a practice area providing a basis for native language to show its characteristics. Native language emerges through concrete products on the cultural values, interests and perceptions of an individual or society. Briefly, the concepts of native language and culture are two inseparable factors completing each other. Native language is the carrier of culture and culture is an important reserve area which is the source of the native language (Göçer, 2012, p. 54). With those features, native language is both an important obstacle and an important opportunity for cultural adaptation in multicultural societies. If the administrative power tends to assimilate different languages in a multicultural society, every different language is an obstacle, it is an opportunity if it respects

and even supports the survival of different languages by welcoming language diversity (Kartal, 2014, p. 4). It is undoubtedly the second option which should be preferred for democratic and libertarian societies.

Children with different native languages living in multicultural societies have adequate education and support opportunities to learn the native language of the country through schools. However, those children may face the problem of not learning their native language sufficiently. Children get to know, understand, perceive and learn both the ethnic culture and the culture of the society in which they live, primarily through their native language. Therefore, it is very important for the child to develop his/her native language. The reading skill is a very important factor improving the native language. Therefore, reading will strengthen the native language of the child, and the cultural adaptation process of a child with a strong native language will be smoother. (Simsova, 1992, p. 28; Yılmaz, 2000, p. 454).

Public libraries are among the leading institutions planning, supporting and sustaining the reading process in the native language of individuals with different native languages in multilingual societies, especially children. In fact, all library types are expected to have a mission to reflect, support and spread cultural and linguistic diversity at international, national and local levels (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 1). However, with the functions they have, public libraries are at the forefront of the social and cultural integration process of multicultural and multilingual societies compared to other library types. With the multicultural and linguistic services they provide, public libraries function as social mediators in the process of understanding the values of the host country, creating a citizenship awareness and ensuring integration with a new culture. They create areas increasing their knowledge and skills in order to improve their social participation as well as providing access to information for their members (Oğuz & Kurbanoğlu, 2013, p.271). Public libraries in a multicultural society have important roles and responsibilities such as developing and supporting intercultural understanding and relationships, increasing cultural diversity, facilitating intercultural transition, providing educational assistance in the development of language skills, increasing intercultural exchange and interaction, and contributing to social integration and mobility in society (Mylopoulos, 1985, p. 23-24). The fact that public libraries, which serve as a catalyst in multilingual and cultural societies and have the potential to be a good tool to overcome the irrational fears of ethnic community members and adapt to their new lives (Simsova, 1992, p. 33-38), within this frame, provide multilingual members with resources in their native language is a result of their reason for existence.

In the context of cultural and linguistic diversity, public libraries should plan their services by identifying disadvantaged groups with cultural and linguistic differences, especially refugees, minorities, indigenous communities, temporary residents and migrant workers. Within this frame, public libraries should provide resources to enable learning in national language(s) and other languages. Those resources should be in different languages as well as in the national official language(s) and should cover all appropriate media and tools. Within this frame, public libraries:

- Should provide services for all the different cultures and languages in society without any discrimination;
- Should provide information in appropriate languages and texts in line with the needs of their members;
- Should have a wide range of collections and services to meet the needs of all communities, reflecting the cultural and linguistic diversity of the community;
- Should have staff trained to serve and work with culturally and linguistically diverse communities (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 2).

Public Libraries should consider members of different ethnic origins or different native languages as well as members who speak the official native language of the country in their collection development policies and social-cultural activities they organize (Kartal, 2014, p.5). It is also very important to use new technologies and computers, especially for literacy and language software, in public library services to be offered to multilingual members. The multi-alphabet and multi-language features of the computers allow multicultural communities to read, communicate and access information in their own languages. It provides great convenience especially to members whose native language has limited printed publications. (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 5-12).

The target audience of public libraries for services aimed at supporting the native language of multilingual members should be children. This is because, children with different native languages gain reading habits in their native language through public libraries, their mental development, their ability to speak the language spoken in the country, their educational achievements, personality development and through them, their cultural adaptation will be positively affected. Therefore, those services to be offered by public libraries to children members, who are also referred to as minorities or immigrants, will also serve as a tool in overcoming the cultural problems of multicultural societies (Yılmaz, 2000, p. 452). Public libraries providing an environment for children of different languages and cultures to come together and meet and support them through various reading materials, audio-visual tools and activities (storytelling hours, foreign language education, shows and exhibitions, etc.), cultures such as contributing to the education of children; it will also help them develop their inter-dialogues (Güler, 2019,

p.55).

The multilingual services offered by public libraries for children and young people to support their native language are also of great importance in closing the gap between the wealthy and the poor people in terms of knowledge. Public libraries, which offer materials such as extremely expensive books, tests, cd, dvd, computer program, distance education courses, interactive language learning programs, etc. used in native language learning free of charge for the members of different native languages, provide a great opportunity for low-income people who cannot access those materials. In fact, public libraries can contribute to the development of listening, speaking, reading and writing skills of their members who want to learn their native language comprehensively with courses in different languages they organize. Of course, in this process, the cooperation of public libraries with schools, language teachers, non-governmental organizations and local administrations will ensure that those services to be offered in public libraries reach a wider audience.

III.   Multilingual Services Provided by Austria-Vienna Public Libraries

The Republic of Austria is a federation of nine landlocked states in Central Europe with a population of around 8.600.000. It borders Liechtenstein and Switzerland in the west, Italy and Slovenia in the south, Hungary and Slovakia in the east, and Germany and the Czech Republic in the north. The surface area of its land is 83,857 km². Almost the quarter of the population live in and around Vienna. According to the Austrian federal constitution, the Republic of Austria is a democratic country, and the law takes its power from the people. It is a federal state and this federal state consists of autonomous states. They are Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tirol, Vorarlberg and Vienna. As the federal capital, Vienna is the seat of the federal government (Aka, 2020, p. 85-86). As a result of Austria's decentralized public administration structure, the organization of public libraries is also decentralized. Those libraries carry out their services under local governments. The services of public libraries are planned by the municipalities; the necessary financing, personnel, collection and building for this service are also provided by the same unit; activities such as strategy, standards, legal structure, audit, creating new service areas are also carried out by the municipalities (Geschichte, 2020; Yılmaz, 1998, p. 259-260).

Public libraries in the capital Vienna, one of the nine states of Austria, also carry out their services under the Municipality of Vienna (Über uns, 2020). When we look at the organization and distribution of public libraries in the city; it is possible to see that 40 public libraries, 1 of which is the Centre and 39 of which are branch public libraries,

serve almost every region of Vienna. There are no branch public libraries in 2 districts of the city consisting of 23 districts, while there are 1 branch public library in 8 districts, 2 branch public libraries in 9 districts, 3 branch public libraries in 3 districts, and 4 branch public libraries in 1 district (Standorte, 2020; Zweigstellen, 2020).

Central and Branch Public Libraries in Vienna are places where everyone, without any discrimination depending on the factors such as age, gender, origin, language, religion, etc., provides access to information, education, culture and entertainment (Leitsätze, 2019). Those libraries provide qualified services for their members with a total of over 1.4 million collections in different formats and rich content (Über uns, 2020). In 2019, approximately 6 million 160 thousand borrowings were made from the central and 39 branch public libraries, and approximately 168,000 members benefited from the libraries (including the virtual library) (Geschichte, 2020). The Central Public Library Am Gürtel, which is the central of Vienna Public Libraries and located in the most central location of the city, offers a wide range of services to its members with its 401,900 collections in six different sections, meeting room, exhibition area, restaurant and 2000 m² roof terrace (Hauptbücherei, 2020).

The services provided by the public libraries in Vienna, a multicultural and multilingual city, for their members in different cultures and languages, are quite remarkable. In most of the public libraries in Vienna, English and French are also available languages in addition to German. Additionally, some of the branch public libraries in the city offer services in Turkish, Bosnian/Croatian/Serbian, Spanish, Italian, Russian, Hebrew and Somali (Die Büchereien Wien – ein interkulturelles Netzwerk, 2020).

The public libraries in Vienna offering services in languages other than German, English and French are listed below (Interkulturelles, 2020):

- Laxenburger Straße Library in the 10th district (Bosnian/Croatian/Serbian, Turkish),
- Im Bildungszentrum Simmering Library (Bosnian/Croatian/Serbian, English, Turkish, Somali, Spanish) located in the 11th district,
- Am Schöpferk Library (Bosnian/Croatian/Serbian, Turkish) located in the 12th district,
- World Languages Library located in the 15th district (children's and youth books in more than 50 languages),
- Schwendermarkt Library in 15th district (Bosnian/Croatian/Serbian, Turkish),
- Hernals Library in the 17th District (Bosnian/Croatian/Serbian, English, Italian, Turkish),
- Pappenheimgasse Library (Bosnian/Croatian/Serbian, Turkish) located in the 20th district.

The German language courses offered by public

libraries for different native languages are also very important for the subject of this study. Many public libraries in the city of Vienna collaborate with the Vienna Public Education Centres and the University of Vienna Language Centre to organize moderated chat tours for non-German native speakers (Deutsch lernen, 2020). This service accelerates both the learning of German and the social and cultural integration of speakers with different native languages. Public libraries also offer orientation services to members whose native language is not German. Within this frame, special tours are organized in some public libraries. The library tours, which last about an hour, aim to provide immigrant members with information about Vienna Public libraries and services (Spezialführungen, 2020). Members of public libraries with different native languages can benefit from the attractive borrowing services offered to all members. After subscribing to libraries, members can use and borrow library materials such as books, CD-, DVD, Blu-ray Disc, console game, CD-(DVD-)ROM, media package (eg language course), adult magazines, children's magazines, e-books, e- audio, e-magazine, e-paper etc. Additionally, if the public library is far away from the library member, books are brought home free of charge (Entlehnung, 2020). Membership of public libraries is free for members under the age of 18. Low-income members, most of whom are immigrants, can become members of the library at a discount (by paying 9 € instead of 31 € per year) (Gebühren, 2020).

Children are the target groups of public libraries in Vienna for their services for multilingual members. The children's sections in all public libraries in the city are named "Children's Planet KIRANGO". All children, without any discrimination, can benefit from the following materials and services at Children's Planet KIRANGO:

- Picture books, themed books, comics for all age groups;
- CD, DVD, CD-ROM and DVD-ROMs;
- Console games (Wii, Nintendo DS, PS 3, Xbox);
- E-Media (e-Books, e-Audios);
- Computer and Internet access centres;
- Playgrounds;
- Pictures, cartoons, postcards, etc. visual materials (Kinder-Veranstaltungen, 2020).

Apart from the services listed above, there are regularly organized events such as reading hours for over a hundred book for children every month, reviewing picture books, singing songs and poems, listening to music, stories and fairy tales, experiments, handicrafts, workshops, play hours, etc. (Kinder-Veranstaltungen, 2020). The Children's Library of World Languages, established in 2015, is one of the most concrete and ideal examples of public library services offered to multilingual and multicultural children living in Vienna. The public library, specially designed for children from multilingual and multicultural societies, provide services for

multilingual children and young people with more than 50 languages (Arabic, Chinese, Dari, Persian, Kurdish, Urdu etc.). Some of the services offered by this library, whose special field of study is to support and develop multilingualism in children, are:

- Program to improve reading for children aged 0-3 (kirangolini);
- Hours of multilingual story reading for children aged 3-10;
- Programs to teach German through games for children aged 4-10;
- Reading days with writers and artists.

Fig. 1: The section with Arabic books in the Children's Library of World Languages.

The Children's Library of World Languages provides services for children up to the age of 18 with its non-book materials such as nearly 13 thousand collections and dvds, vds, toys, etc. The following words of the library director clearly reflect the mission and functions of the library (Viyanalı Anne, 2020):

"It is everybody's library, because now everybody grows up as a multilingual individual. We do not see if a language is spoken in the family, even if the child is only learning at school, it does not matter to us. This place is open for everyone."

IV.   Aim, Scope and Findings of the Study

The main purpose of this study is to examine the Arabic children's books in the public libraries in the City of Vienna in the perspective of library services provided to children whose native language is Arabic. In the study, it is possible to explain the reason for the examination of Arabic children's books in Vienna public libraries as follows. A large number of people migrate from this geography to Europe due to the conflicts and civil war in the Arab geography recently. One of the cities where Arab immigrants migrated is Vienna. According to the statistics of 2019, 35,293 Arab migrants live in Vienna. (Stadt Wien Wirtschaft, Arbeit und Statistik, 2020). The most disadvantaged group among Arab immigrants living in

Vienna are children. Children are the most affected by the problems experienced by immigrant families. This situation makes the studies having been carried out or to be carried out for the integration of immigrant children whose native language is Arabic in Vienna more important. The most strategic dimensions in the integration process of child migrants are education and culture. Effective studies in the fields of education and culture will enable refugee children to communicate with social, linguistic and cultural differences. Public libraries are undoubtedly one of the institutions that should assume a role and responsibility in this regard.

In the research, the data were evaluated through the descriptive analysis method. Descriptive analysis is a method which researchers frequently resort to in order to obtain summary information about different phenomena and events they want to study (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2008). The data used in the study were obtained from the web pages and electronic online catalogues of 40 Public Libraries, 1 of which is the Centre and 39 of which are branches, providing services in the City of Vienna. Within this scope, the web pages of the public libraries in Vienna were examined and the services offered by the libraries for children whose native language is different were evaluated and Arabic children's books have been scanned through the electronic online catalogue of Vienna Public Libraries on https://buechereien.wien.gv.at/Mediensuche/Einfache-Suche. The Arabic books detected at the end of the screening were analyzed considering their libraries, publication dates, age groups, languages, language expression and content through the "Book Evaluation Form".

The distribution of Arabic children's books in 40 public libraries providing services in Vienna according to public libraries is presented in the table below:

TABLE I
ARABIC CHILDREN'S BOOKS IN THE PUBLIC LIBRARIES OF VIENNA

No	Name of Library	Number of Arabic Children's Books
1	Vienna Central Public Library	56
2	Engerthstraße Public Library	26
3	Zirkusgasse Library	30
4	Fasanviertel Public Library	2
5	Rabenhof Public Library	1
6	Erdbergstraße Library	28
7	Wieden Library	14
8	Margareten Library	28
9	Mariahilf Library	4
10	Raritäten Library	-
11	Alsergrund Library	2
12	Per-Albin-Hansson-Siedlung Library	24
13	Laxenburger Straße Library	21
14	Hasengasse Library	2
15	Bildungszentrum Simmering Library	28
16	Leberberg Library	19
17	Schöpfwerk Library	25
18	Philadelphiabrücke Library	33
19	Hietzing Library	2
20	Breitnerhof Library	2
21	Penzing Library	2
22	Library of World Languages	41
23	Schwendermarkt Library	26
24	Sandleiten Library	23
25	Ottakring Library	2
26	Hernals Library	14
27	Weimarer Straße Library	20
28	Heiligenstadt Library	10
29	Billrothstraße Library	2
30	Pappenheimgasse Library	24
31	Leystraße Library	3
32	Weisselbad Library	14
33	Großjedlersdorf Library	6
34	Großfeldsiedlung Library	26
35	Aspern Library	1
36	Kaisermühlen Library	2
37	Stadtlau Library	2
38	Donaustadt Library	2
39	Liesing Library	10
40	Alterlaa Library	3
	TOTAL	580

When Table 1 is observed, the presence of children's books written in Arabic in all public libraries except one public library draws the attention. The number of Arabic children's books in 17 public libraries is below 10, in 6 public libraries between it is between 10-19, in 12 public libraries it is between 20-29, in 2 public libraries it is between 30-39, in 1 public library it is between 40-49, in 1 public library it is between 50-59. The public library having more Arabic children's books is the Vienna Central public library with 56 books, followed by the Children's Library of World Languages with 41 books. The average of Arabic children's books in public libraries in Vienna per library is approximately 15 books.

TABLE II
DISTRIBUTION OF ARABIC CHILDREN'S BOOKS IN VIENNA PUBLIC LIBRARIES BY AGE

Age Group	Number of Books
Age 2	69
Age 3	241
Age 4	127
Age 5	99
Age 6	10
Age 7	4
Age 8	1
Age 9	1
N/A	28
Total	580

Upon analyzing the table, it can be clearly observed that most of the children's books (536 books) in the library are for children aged five and under. The age with the highest number of books considering the age group is 3 years with

241 books. It is followed by 4-age group books with 127 books. Another remarkable detail in the table is that the number of books for the age group of 7 is 4, and for age groups 8 and 9 it is 1. The age group of 28 books in Public Libraries is not specified in the catalogue records.

TABLE III
DISTRIBUTION OF ARABIC CHILDREN'S BOOKS IN VIENNA PUBLIC
LIBRARIES BY LANGUAGE

Language(s)	Number of Books
Arabic	27
Arabic and German	360
Arabic and Other Languages	187
Arabic and English	6
TOTAL	580

Most of the Arabic children's books (553 books) in libraries are prepared in two languages. The number of books written only in Arabic language in public libraries is 27. Of the bilingual books, 360 are in German, 187 are in different languages such as Turkish, Persian, Bosnian, Spanish, Russian etc., and 6 of them are in English.

TABLE IV
DISTRIBUTION OF ARABIC CHILDREN'S BOOKS IN VIENNA PUBLIC
LIBRARIES BY PUBLISHING YEARS

Year Published	Number of Books
N/A	1
2004	1
2005	1
2010	2
2011	2
2012	2
2013	7
2014	2
2015	3
2016	34
2017	16
2018	4
2019	4
2020	3
TOTAL	82

Considering the distribution of Arabic children's books by publishing years, it can be observed that most of the books (64 books) were published after 2015. The oldest published book in libraries is from 2004.

When the contents of the 580 books in the Vienna public library are analyzed, it can be observed that those books are copies of 82 different books. In other words, there are 580 copies of one or more copies of 82 different books in public libraries in Vienna. The books with the most copies in the libraries are respectively as follows: "Das kleine Ich bin ich" with 38 copies, "Das bin ich. Ich zeig es" with 36 copies and "Die drei Schmetterlinge" with 19 copies.

Upon analyzing the contents of Arabic children's books in public libraries; it can be obviously observed that the sentences in the books are generally short and the language use is simple. However, it is noteworthy that visuals and

pictures are also used in books. When the subject of the books are analyzed, it is possible to say that the majority of the books appear to have a content supporting children's cultural understanding, encourages them to look for differences and similarities across linguistic boundaries, and helps them to get to know themselves. Especially books for preschool children generally support the child to get to know themselves and their surroundings (food and drinks, activities in daily life - going to school, going shopping, going to the library, going for a walk, etc., colours, animals, numbers, seasons, organs and functions… etc).

In Arabic children's books, there are books on topics enabling the children to gain cultural harmony, prepare the ground for their empathy, and even help them adapt more easily to cultural diversity. For example, in a book for the age group 4, the story of black and white spotted sheep tells how bad discrimination and marginalization is. The subject of another book for the 5-year-old is that a little girl who had to flee to a foreign country due to the war, mingled with the children in the country she migrated to and started learning the language spoken in the country from her new friends. In another book for the same age group, it is told that donkey, dog, cat and rooster searched for a new homeland for themselves. In a book for the age group of 7, a little girl who had to move elsewhere with her family depicts the sadness she feels for breaking up with her friends and the anxiety of not being able to make new friends where she goes. In another story, a Syrian girl, who had to flee away from the war with her family, finds a friend in Germany and the process of adapting to her new country.

V. Evaluation and Conclusion

Multilingual and cultural services offered in public libraries are very important for members who have different native languages. Those services make a great contribution to preparing especially children whose native language is different for a bicultural and bilingual environment. It should not be forgotten that any service which will be provided to the members whose native language is different in public libraries to improve their native language will make a great contribution to their learning the official language of the country. Within this frame, comprehensive and innovative services to be provided by public libraries in support of the service provided in schools serve as the building block in building a multilingual, multicultural, democratic and liberal social structure. The public libraries in Vienna, which is the subject of the study, also consider the multilingual and cultural structure of the city in their systems and services. It is observed that multilingual members are also taken into consideration in the services and activities offered in the libraries. It can be said that especially child members, and

especially preschool children, are the target audience for public libraries. The Children's Library of World Languages, which has been providing services in Vienna since 2015, is the most concrete proof of it.

Based on the findings of this study, which evaluated the Arabic children's books in the libraries within the frame of the services offered by the public libraries in Vienna for the children whose native language is Arabic, the following results were obtained:

- A total of 580 Arabic children's books were identified in public libraries in Vienna. Except for one branch library, there are Arabic children's books in 39 public libraries. Libraries having the highest number of Arabic children's books are the Central Public Library and the Children's Library of World Languages. The average number of books per public library is about 15.
- When the distribution of Arabic children's books by age groups is analyzed, it is concluded that public libraries give priority to pre-school children in their collection development policies. The fact that 536 of the 580 books in the libraries are for children aged five and six is an indication of this fact. It is striking that the number of books for the children in the school period is low. While there are 4 books for the age group of 7 in libraries, the number of books for 8 and 9 age groups is only 1.
- A large part of children's books (553 books) in public libraries are bilingual. More than two-thirds of the bilingual books (360 books) are in Arabic and German. Thus, it can be concluded that public libraries do not ignore teaching German in their multilingual services for children. Additionally, 194 bilingual children's books written in different languages other than German in addition to Arabic in the library can be considered as a reflection of the functions of public libraries to contribute to the multilingual growing of children. The number of children's books written only in Arabic in libraries is limited to 27.
- When the contents of the books in the public libraries in Vienna are analyzed, it was observed that 580 books consist of copies of 82 different books. Among the books, the book with the highest number of copies in public libraries is "Das bin ich. Ich zeig es" with 38 copies.
- Considering the publication date of the books, the effort of libraries to create their collections from current publications can be observed. The fact that 64 of 82 different books in Public Libraries were published after 2015 is an indication of this fact. It is noteworthy that there are no Arabic children's books published before 2004 in the libraries.
- Most of the Arabic children's books available in public libraries have contents helping children get to know themselves and their surroundings. It is noteworthy that in the public libraries examined within the frame of the study, there are also books covering topics supporting children in their adaptation to a multicultural society, develop their empathy skills, and further prepare the ground for their adaptation to a multilingual life.

As a general evaluation, it is possible to say that the multilingual public library services in the public libraries in Vienna are formed depending on the multilingual structure of the people living in the city. Especially the Children's Library of World Languages serves as a model library for public libraries in multilingual cities.

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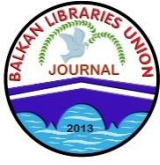
The Importance of Green Libraries in Terms of Sustainability

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Research Article

ARTICLE INFORMATION

ABSTRACT

Since the mid-1970's, the world's civil society organizations and state institutions have started to be occupied with the concept of sustainable development. A report entitled Our Common Future was prepared by the World Commission on Environment and Development/WCED and the report set out the ideal of a society in which future generations have the ability to meet their own needs in harmony with the natural environment. According to this ideal, in order to achieve environmental sustainability the damage to the environment must be repaired and the harmf inflictedin the past should be reduced to the maximum level possible. In this case, it obliges both individuals and institutions to change their behavior. In this respect, the Green Library movement started in the early 1990's as a result of libraries becoming interested in environmental issues in general. With the Green Library movement, literature on Green Libraries began to develop and as a result awareness on the subject began to increase. The Green Libraries bibliography which covers the years 1971-2012, contains 218 publications. Starting in 2016 a Green Library Award is presented to a library annually by the IFLA (International Federation of Library Associations and Institutes). In the article; the Green Libraries focus has been developed on protecting library buildings from disasters and various fires. At the same time, the future of green library current status of state institutions in the world and in Turkey has focused on the need for improvement.

Keywords: Green library, Green library samples, Sustainability.

I.   Introduction

The problems arising from rapid industrialization, unplanned and unscheduled population growth that cannot be prevented in the world give rise to major economic problems on a daily basis. The economic development potential of the countries of the world is declining and causes countries to seek new resources to survive. In 1984, the human activity-induced ozone hole on Antarctica which was first identified began to draw attention to the future damage it could cause to the world. However, while some puny actions have been taken around the world about the negative consequences of globalization on the environment, it is unlikely to be seriously challenged. The capitalist system which is functional in the world prevents serious objections. In this context, Greenpeace, The European Environment Agency (APA), The Wildlife Conservation Foundation (WWF), etc. the impact of environmental protection organizations is very high.

Maintaining the continuity of material versus/spiritual resources in the world points to the importance of the concept of sustainability. Sustainability is the ability of nature to make development sustainable by supplying daily needs without jeopardizing the ability to respond to the needs of future generations. At this point today, there is a general consensus that the world's resources and environment are moving towards the limit of extinction as a result of human activities; it is common to belief to that sustainability can only be achieved by allowing the resources offered by nature to be renewed spontaneously. Sustainability is the integration of the corporate/enterprise

interests with a management approach where not only economic growth but also social and environmental issues are included in the enterprise.

Considering these above, information centers should also be developed in terms of sustainability and achieve the status of 'Green Library'.

II. Methodology

The idea that with the expansion of Green Library buildings in the world there will be a noticeable increase in user's library usage rates and satisfaction is also the hypothesis of the study. Documentary screening and depiction methods were used in the research. First of all, global literature sources prepared on the subject were examined and evaluations were made with the information obtained in line with the purpose of the research. Comparative analyses were conducted on samples from Green Libraries to make recommendations.

III. Green Library

Global warming is increasing due to the proliferation of negative factors that cause climate changes in the world and the inability to maintain an environmental balance. Considering that the largest share in the emergence of these negative situations are old library buildings and sloppy landscaping built without the necessary importance of environmental degradation, different perspectives have begun to be developed around the world. With the effect of these factors, the sustainability of Green Libraries and the issue of building and Environmental Protection come to the fore in the concept of building construction over time. With the effect of these elements sustainability, Green Building and Environmental Protection are coming to the fore in the building construction concept. The green sector has the aim of developing green building projects that are compatible with nature able to use energy effectively and take people's health into consideration with certification systems.

The Green Library is the library that promotes sustainability is environmentally sensitive and operates in a way that creates a less carbon footprint (Aulisio, 2013, 3; Kurbanoğlu, Boustany, 2014, 7). The carbon footprint is the amount of greenhouse gases released directly or indirectly from human activities. Green Libraries are institutions that are at the forefront of green environmentalism and environmental literacy. Green environmental individuals have basic knowledge of environmental and sustainability issues (Stark, 2011, 5; Küçükcan, Konya, 2013, 170).

Today there are numerous libraries with Green Buildings in various parts of the world. Some of these have been certified platinum and gold. Libraries that have been certified gold include the Zhengzhou Library of the People's Republic of China, the Cesar Chavez Library, and the Canadian Red Deer Public Library from the United States. Among the libraries that are certified platinum are the Amsterdam Public Library, The Dutch Delf University of Technology Library, The Anna Centenary Library, The National Library of India and Singapore. The Pico Rivera and East Rancho Dominguez libraries are platinum LEED certified while the Malibu, Sorensen and Manhattan Beach libraries are gold LEED certified (Akbulut et.al., 2018, 209).

Green Libraries have positive effects on the user. It is important that users who use the library can feel themselves in library buildings more actively and efficiently. With the positive effects of Green Libraries on human psychology, users can create more creative and active data by feeling like they are in nature. There are many ways to green libraries. In order to minimize the negative impact of Green Libraries buildings on the environment, themes are used in many back buildings. Background themes developed in Green Libraries can be passed on to future generations so that information is also protected. It is also important to adjust the most pleasant light angle so that many users can read more easily. Artificial lighting can be used to reduce dependence in libraries, because sunlight also plays an important role in green design which is good for human psychology. Long-term investments are made when building Green Libraries buildings and at least architects are considering a period of 100 years as they are oriented towards the future.

IV. Green Libraries Structural Features

By examining the characteristics of smart library buildings that combine technology and functionality, elements that can inspire Green Library buildings can be determined. Developing the concept of a Green Library with current developments can make valuable contributions to the general characteristics of library structures. To improve the general characteristics of Green Libraries, it is necessary to identify the elements of basic smart library buildings. By examining various smart library examples around the world, it is important to be able to identify the main differences between traditional libraries and Green Libraries and to transform ordinary library buildings into qualified library buildings. The variety of structures that come with the integration of modern building elements into Green Library buildings gives the impression that human life will be easier. Adaptation to technological developments draws attention to the importance of the formation and development of intelligent library buildings.

About Green Library buildings, the following items can be summarized below. Green Library buildings should be designed and built according to the following characteristics (Mulford, 2010, 4):

- Area Selection: If a new library is to be built, it is

suggested that a place that used to be an industrial area should be preferred. Bringing this region into the environment is an important consideration. After the hazardous wastes and the structure are eliminated building construction is started.

- Making Improvements to the Existing Building Without Building a New Building: If the existing building structure is in a favorable position in terms of converting it to green there may be no need to build a new building.
- Supporting Alternative Transportation: Green Libraries reduce car use by offering limited parking space. A library-specific bike path and bike parking area are designed to encourage its users and employees to ride bikes.
- Energy Use: Renewable energy sources such as solar, wind and geothermal energy are used in Green Library buildings. Various methods are applied to improve the building's energy efficiency. For example, under-door wind holders are fitted in pairs, both inside and outside to protect the heat in the interior environment. Thermal insulation is used. Systems that continuously control ambient temperature are used.
- Green Roof Construction: Green roofs with vegetative features are built in Green Library buildings. Green roofs have dust-retaining properties. It absorbs harmful substances in the air and rainwater. Helps clean the air. It provides energy saving by increasing heat insulation.
- Water Saving: The quality of the tap ends is improved in order to save water in Green Library buildings. Water cutter feature, low flow tap heads are preferred.
- Indoor Air Quality: Low-energy HVAC systems (heating, ventilation and air conditioning) are used to improve indoor air quality. It prevents unnecessary heating, humidification, cooling and drying functions by providing control of heat, humidity and air quality inside and outside the building and provides energy saving.
- Landscape: A green organic garden is being built outside the Green Library building. Drought-resistant trees and plants which meet the climatic, geographical features of the region and soil conditions and require less water are planted.
- Hot Water: Since the libraries need less hot water, solar water heaters are preferred in Green Library buildings.
- Lighting: Energy Star certified lamps and LED bulbs are used. Motion sensors are used to save energy. Large windows are used because it allows natural light to penetrate inside.

After Green Library buildings are examined the contribution of the construction of Green Library buildings to information science is seen in more detail. According to these details, Green Library buildings increase the energy efficiency used by libraries. Libraries that consume less energy are also energy-saving and resources are prevented from being spent unnecessarily. Green Library buildings build a system that is at peace with nature, allowing library users to greenlies themselves as if they were in nature. Human physiology and psychology, flower, insect, soil etc. it is positively affected by factors. People are known to be happier with the support of environmental factors. It can be observed that people can work more efficiently when they feel like they are in nature. In this context, Green Libraries have the ability to organize efficiently by developing the internal psychological structures of people. In Green Libraries, users are more likely to use the highest level of user comfort. At the same time, with the provision of lighting and climate control in libraries with natural resources, there is a decrease in dependence on chemical or hydroelectric elements. Having a large and spacious structure in the city and in the city center will increase both the users of the library and the elements of domestic/foreign tourists who want to see the library. It is also important to choose the library where it is easily accessible to all visitors. Green Libraries are buildings with strong visual impact from a spatial perspective.

V. Examining the Functions of Green Library Buildings in terms of Sustainable Design

The United States Green Building Council (USGBC) is the United States Green Buildings Council. USGBC is the largest environmental and building technology developer organization in the world. The USGBC is a non-governmental organization dedicated to a sustainable and prosperous future with the LEED system, the most preferred certification or rating program for Green Buildings and cities worldwide. LEED is doing technical R&D work that defines the criteria for all buildings and cities of the Green Building rating system. Most of the checklist items below have been adapted from the US Green Building Council recommendations (US Green Building Council, 2020)[1].

Green Library Buildings should be built by looking at the compatibility of Green Library buildings with sustainable design. In accordance with this list, the following elements should be emphasized while drawing the library building modal:

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[1]https://www.worldgbc.org/member-directory/us-green-building-council

TABLE I
GREEN LIBRARY BUILDING MODAL CHECK LIST
(SOURCE: AUTHORS)

Questions	Answers	Notes
1. Does the new building or renovation promote a natural outdoor environment and a healthy indoor living space?	………	
2. Building project, is designed to prevent a negative impact on ..... natural state?	………	
3. Is the building designed to provide the maximum benefit from the passive and natural?	………	
4. Does maintaining innovative strategies and technologies such as porous pavement reduce water and wastewater and its flow?	………	
5. Does the project reduce the need for individual cars and increase the use of alternative vehicles?	………	
6. Is the library close to the suburban train, light rail or metro station?	………	
7. Are there safe bicycle garages within 200 meters of the building?	………	
8. Are there shower or dressing facilities in the building?	………	
9. Does the library provide preferred parking for hybrid vehicles?	………	
10. Is the library building planned for a sustainable area?	………	

It is important to give 'yes(positive)' answers to relevant questions. If 'no' answers are given to some items, various different library building plans should be considered in order to create a sustainable library space. Depending on the old-new condition of the buildings and the special indoor-outdoor Green Library plans can be made. In these plans, current developments in the world are also followed. But 4 in every way attention should be paid to the 'activities of maintaining innovative strategies and technologies such as porous pavements and ensuring the flow of water and wastewater' laid out in the article. In Green Library concept, these elements should be present.

VI. The Development Process Model of Green Libraries

In green library buildings, the quality and usefulness of the buildings should be increased and their negative impact on the environment should be reduced. However, attention should be paid to the following points:

- Various natural foods and beverages are served library areas with social areas are supported.
- Tools that can be used in libraries, homes and gardens lending services can be provided.
- Days to bring children together with the natural environment in libraries editable.

Chulalongkorn University is one of Thailand's oldest universities. Located in Tayland's capital, Bangkok. The university has adopted an approach called the 'Green Chula'. Chulalongkorn University Library also adopts innovative approaches according to users expectations. Because today's user expectations also vary and they prefer places with higher technology that meet their needs.

TABLE II
USERS BEHAVIOURS AND EXPECTATIONS CHANGE[2]

Behaviours	Expectations
Always online	Library as place / 2nd home for working and playing
Cell phones are part of their body	Services on mobile applications
Use services via applications	E-resources (24/7 access)
Prefer e-books	Modern / hi-tech services
Need collaboration spaces	Coworking space for group work or chat
Grow up with massively multiplayer online games	Learn 21st Century skills
Grow up with boardgames	
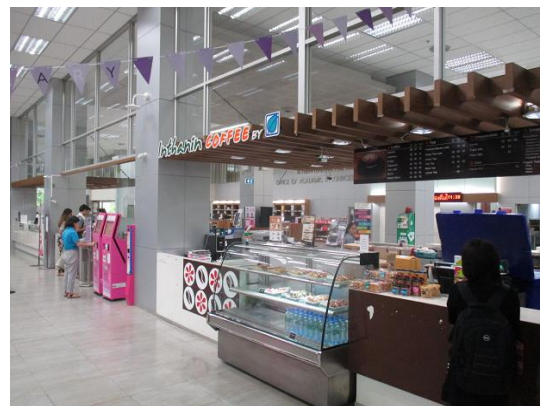
Fig. 1. Chulalongkorn University Central Library food and beverage cafe (left), green designed study halls (right) (Source: A. Kuzucuoğlu Archive)

Chulalongkorn University Central Library also serves as a Green Library. The library serves on 7 floors with the slogan 'bridging people to knowledge'. User comfort is enhanced through climate control, carbon dioxide and moisture monitoring systems. The Office of Academic Resources will make improvements to the library to bring it up to the ISO9001:2015 rating and will create a 'Green Library' by replacing fluorescent lights with energy-saving LED bulbs[3]. In the library, measures such as fire detection early warning systems, emergency lighting, evacuation routes signs, fire extinguishers and fire cabinets were also taken.

Rangsit University Library, Thailand. Sustainability permeates nearly all of their infrastructure, operations and educational goals in an exceptional way. The library monitors its energy, paper and water usage as well as other activities, thus making it possible to evaluate how well the goals are being met.[5]

The development of green standards is linked to the needs of sustainable and viable library projects. This means increasing the quality and usefulness of the building and reducing its environmental impact. The realization of all these will require the technical systems (heating, ventilation, air conditioning, water supply, lighting and material selection) to be at an optimum level. Ensuring less energy consumption by using systems such as solar energy, led lighting systems, zero waste projects, using water more economically, using water purifier systems, not using systems that require a lot of energy at the same time (if not necessary, deactivating walking stairs and elevators), a greener design in indoor and outdoor environments, natural ventilation methods can be given as an example.

Fig. 2. LED lamps at Chulalongkorn University Central Library (left), Fire cabinets with transparent doors (right) (Source: A. Kuzucuoğlu Archive)

Fig. 3. Water purifier, waste sorting (left), e-waste collection box (right) (Source: A. Kuzucuoğlu Archive)

In October 2019, the Office of Academic Resources made the Chamchuri 10 Building library completely unmanned - there are no staff at all working there. Users simply scan a card to enter the building, select the books they would like to read and they are delivered via the innovative Mobile Telepresence Robotics (MTR) system. When the library is about to close an alarm will remind everyone and then the door will be automatically closed.[4]

5th International Federation of Library Associations and Institutions (IFLA) Green Library 2020 award was won by

VII. Conclusions and Recommendations

Environmental design should be preferred during the construction phase of libraries. The materials used while constructing the buildings, the wastes and gases that may occur after the construction is consumed rapidly the world's natural resources. For this, it has become more important to create green buildings with the concept of sustainability all over the world. There are institutions such as 'LEED' that determine the rules and standards to be

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[3] http://www.sustainability.chula.ac.th/report/187/
[4] http://www.sustainability.chula.ac.th/report/187/

[5] https://www.ifla.org/node/92963

followed in order for a building to become a 'green building'. These institutions create guidelines for Green Building Certificate Systems.

Libraries need to move rapidly towards the goal of becoming a Green Library with their increasing user capacity. The expectations of new generation users are also changing. They demand places where they can feel safer with systems that are more environmentally friendly, that require zero waste, that enable waste to be recycled and use less energy.

When the indoor air quality specified in the standards is ensured, when the materials used in the interior are selected not to harm human health, when the interior comfort conditions are purified from the risk factors such as temperature, relative humidity, air pollution, dust, radiation, noise etc. When the high-temperature buildings are removed (reducing asphalt spaces, increasing green areas), health and disease risks will be minimized, working quality and work efficiency will be increased.

The most successful projects and applications of Green Libraries should be encouraged and expanded. The most efficient use of limited resources should be ensured. Environmental standards should be adopted in Green Library practices to be carried out, environmental harmony and a greener design should be taken into consideration in indoor and outdoor spaces. Users should have access to information in smart buildings equipped with hi-tech.

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Oriental Department in the National Library "St. St. Cyril and Methodius" – Sofia

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Research Article

ARTICLE INFORMATION

ABSTRACT

The Oriental Department consist of manuscripts, old-printed books and archive documents in Ottoman Turkish, Persian and Arabic. 4000 handwritten codes are stored in the collection, as well as 2000 volumes of old-printed books and about 1 million sheets of documentary records, organised in 342,000 archive units. Archival documents cover the period from the 15th century to the beginning of the 20th century and shed light on a wide range of political, economic, social and cultural topics.

Keywords: National Library "St. St. Cyril and Methodius", Sofia, Oriental Department, archives.

I. Introduction

The Oriental Department is one of the oldest in the National Library "St. St. Cyril and Methodius"- Sofia. It dates back to the founding of the library itself in 1879[1]. As its name implies, its purpose was to collect and preserve Arabic, Persian, and Ottoman-language manuscripts and prints, created over the centuries, mainly by the Ottoman administration and other institutions and people. In Europe and other continents this type of publication was dictated by the fact that by the end of the First World War 1914-1918, the Ottoman Empire was one of the largest in the world as it extended to three continents - Europe, Asia and North Africa. For Bulgarians, the attitude towards these editions was dictated by completely different reasons, namely that since the end of the fourteenth century Bulgaria fell within the boundaries of the empire itself and as such constituted part of its social and political life.

Here we will not dwell on the question of the social status of the Bulgarians, because in fact in our historical science there is no disagreement on it.[2] According to the statutes of Sharia, they are assigned to the category of "rayah" like any other ethnic groups in the non-Islamic religion.

II. Objectives of the Study

The Ottoman documentation, for us is essential from another point of view – as a source for revealing the existing orders in the empire, which were obligatory and for the Bulgarians. This is also the main reason for the creation of a special department in the National Library.

[1] Nedkov, B. The Oriental Department of the State Library "Vasil Kolarov" – Notifications of the State Library "Vasil Kolarov" for 1954, Sofia, 1956, pp. 113-120.

[2] Tsvetkova, B. The Turkish feudal order and the Bulgarian people. Sofia, 1962.

Fig. 1. National Library "St. St. Cyril and Methodius"- Sofia, in which the Oriental Department is

As head of one of the first Bulgarian governments after the Liberation, in 1880, Dragan Tsankov handed over to the Library - 31 Fermans and 43 other pamphlets in the Ottoman-Turkish language.[3] The documentary and book wealth of the Oriental Department is based and on the proceeds from the libraries of Husref Pasha from Samokov.[4] In 1881, the library director sent a report to the Ministry of Education, announcing that she already owned more than 4 000 volumes of books and books. The "miscellaneous archives" of the former Turkish government. This documentary and literary wealth has been highlighted as an occasion to request the appointment of a person who is well-versed in Arabic, Persian and Ottoman Turkish to take care of his use in any order.

Apparently, his request was not granted, since the first appointment of a curator in that department was made only in 1900, when Diamandi Ihchiev (1854-1913),[5] who was not an Ottoman but well-versed, was invited to this post Until the beginning of the twentieth century. The only activity undertaken by the Public Library with regard to Ottoman documentary treasures was the search for and collecting new ro inventories and books.

In 1887, V. D. Stoyanov,[6] as its director, submitted to the Ministry of Education a proposal for collecting different types of Osmano-Turkish books from the cities of Plovdiv, Sevlievo, Samokov, Sliven, Aytos, Kazanlak, Haskovo, Varna, Shumen, Eski Dzhumaya (now Targovishte), Osman market (now Omurtag city), Silistra, Razgrad, Ruse, Dobrich, Svishtov, Pleven, Vratsa, Berkovitsa, Vidin, etc., which were scattered from different quarters of state and municipal institutions, which were not private property. In all likelihood, his request was heard, since during that year the Ecclesiastical Office appointed a committee composed of Nestor Markov (1836-1916), a famous enlightened and public figure during the Renaissance and after the Liberation.[7] Stoil Popov and Mahmud Nedim (a Turkish official), with an assistant to

review the Ottoman assembly. A few days later, Stoyan P. Dzhansovzov (1842-1914), a Revival and post-liberation education activist, was invited to the commission to review the materials from the library of Osman Pazvantoglu. The committee ended its work in February 1888. The report prepared by it to the Ministry of Education stated that the library in question contained over 2664 volumes of books. Of these, she allocated 650 tonnes to the Public Library, without specifying the criteria by which the selection was made, and the remaining 2014 books were handed over to Mahmoud Nedin, but on what grounds, it is not mentioned.

After completing the issue of collecting books from the library of Osman Pazvantoglu, in 1889 a donation was received from the former Bulgarian Exarch Antim I at the Sofia Public Library. Among the various books in it was the Sultan's take from 1872 for the appointment of a high priest, elected by the first Church-People's Council of 1871, as head of the Bulgarian Exarchy.

Despite new donations, there has been no change in the Oriental Department's activity – books and manuscripts continue to be packed in separate crates, which again made them virtually inaccessible to readers of the Public Library.

It was not until 1894 that the personality of Malaya Lulchev Maleev, a teacher by profession but possibly literate in Ottoman language, was posted to the Public Library with the task of engaging in the review and systematization of the literary wealth of the Turkish Department. According to B. Nedkov, however, he managed to review no more than 1000 volumes, and only books. Why he did not continue his work, the author does not clarify.

This is, to put it briefly, the condition of the Oriental Department until it was headed by D. Ihchiev in 1900. The new curator took to heart his assigned task and, in just a few years, managed to make a complete look at the books and manuscripts he had described, individually on slips, but with a lot of incompleteness in terms of contemporary bibliographic requirements. In fact, he could do no more, since there were still no bibliographic references from any Bulgarian, and the Ottoman paleography was still in its "preparation period", extending from 1615 to 1919.

However, having come across this great documentary wealth, D. Ihchiev does not resist the temptation to make available to the Bulgarian public some of the more interesting materials from his point of view, not only limited to the promulgation of certain parts of them, but goes further further, preparing on the basis of them some of his own publications.

The later heirs of D. Ihchiev find a serious flaw in the translations of the Ottoman documents, that he makes them

[3] Kenderova, S. Department of "Oriental Collections" at the National Library "St. St. Cyril and Methodius" and its fund. - *Library*, 2016, № 6, p. 197.
[4] Ibidem, p. 197.
[5] Bobchev, S. Memorials for D. Ihchiev. - Bulgarian Collection, 1914, № 7, pp. 503-505; Diamandiev, A. D. A. Ihchiev. - Bulletin of the Varna Archaeological Society,

1937, № 14-15, pp. 188-194; Miyatev, P. Diamandi Ihchiev. 150 years since the birth. – "Historical Review" JOURNAL, 1974, № 6, pp. 94-95.
[6] Tsonev, B. Vasil D. Stoyanov (1839-1910). - *Annals of the Bulgarian Literary Society*, 1911, pp. 54-68.
[7] Dimov, N. Nestor Markov. - Annual of the History of Education in Bulgaria, 1987, № 5, pp. 204-216.

"too freely, in some places too far from the original text", which led to a considerable reduction of their scientific value.

D. Ihchiev left the Oriental Department in 1908, without clear reasons for this – whether it was provoked by his own motives or was imposed by some other circumstances. Either way, with the work he did, he initiated the actual study and promulgation, (albeit fragmentary) of the Osmano-Turkish materials contained in the Sofia Public Library.[8]

The case of D. Ihchiev was continued by Dr. Ivan Dimitrov. The new curator had two advantages over his predecessor – an orientalist education obtained at Berlin University and additional bibliography courses, which he listened to for 9 months at the Munich State Library.[9]

Unfortunately, the trained specialist was unable to apply his knowledge to the work of the Turkish Department, since in the fall of 1912 the Balkan War was mobilized and sent to the front. He also participated in the Inter-Allied War until July 6, 1913, when he fell killed at Sultan Tepe in the Osogovo Mountains.

During his short stay in the Public Library he was able to re-describe the manuscripts and books in his library, correcting the mistakes made by D. Ihchiev, who, due to lack of sufficient preparation, was unable to read the oriental works.

Along with describing and systematizing the documentary wealth of Dr. Ivan Dimitrov also belongs to one another not a small merit – in 1912 he transferred from Kyustendil 264 volumes of books, 30 of which were printed, 4 lithographed, and the rest – manuscripts, which contributed to his further enrichment.

The arrival of Dr. Ivan Dimitrov in the Public Library put her into a completely new situation – in 1909 he passed a law on the national education in the National Assembly, which gained popularity among the Bulgarian public as "Mushanov" after the name of its importer Nikola Mushanov – Minister of National Education in 1908-1910, which also affects the Sofia Public Library. One of the transformations in it is to change the name of the existing "Turkish Department" to a new one – "Oriental Department".[10]

Due to the worsened internal political situation in the country after its defeat in the Inter-Allied War of 1913, the question of appointing a new curator in the department was postponed until the next 1914. Dr. Dimitrov's place was entrusted to Vladimir Hindalov. The legacy that the last one in the Oriental Department has found is impressive – 3 869 handwritten and old printed Arabic, Persian and Turkish books of historical, linguistic and religious nature.

Although he did not have the preparation of his predecessor, he embraces his work with heart and makes every effort, in particular, to further enrich the department with new materials. While until now the Public Library has relied mainly on donations (or purchases) of manuscripts and books from the country, the new editor of the Oriental Department is focusing its attention on the Ottoman Empire. Despite the complex relations that had been sparked between the two neighboring countries since the wars of 1912-1913, he managed to make several trips to Constantinople. He was admitted to the Turkish State Archives (Khazine-i evrak), where he records 659 large manuscript pages that he brings with him to Sofia.

At other times, he was involved in the library description of manuscripts and books in the Oriental Department. Like D. Ihchiev, he did not resist the temptation to publish some of the documentary material. They put into circulation new facts concerning the rural uprising in Northwestern Bulgaria since 1850, the Union of 1860 and the economic situation of the Danube Villages in the 1960s and 1970s. these publications consisted in the fact that they were devoid of scientific interpretation. But so were his opportunities.[11]

In 1935, Hindalov was appointed as a curator in the Oriental Department of the National Library by Dr. Peter Miatev. After Dr. Iv. Dimitrov, he is the second Ottomanist to hold this position. In 1931 he graduated from Turkic Studies in Budapest, and then in 1931-1932 earned his specialization in Constantinople. He also had some training as a museum worker, since in 1932-1933 he was a curator at the Archaeological Museum in Plovdiv.[12]

After his admission to the library, he continued to work on the catalogs of printed books, manuscripts and documents and drew up a new catalog of literature in the National Library on the Orient, unfortunately alphabetical, not as a subject.

With a number of articles, the editor introduces the Turkology as a science for the study of the languages, ethnography, arts, lifestyle and religion of the Turkish people.

P. Miyatev left his job at the Oriental Department of the National Library in 1942 after being appointed as a Hungarian language teacher at Sofia University. Despite the wartime situation, the National Library in Sofia does not cease its activities. Departments within it, including the Oriental, continue to operate. Therefore, after Dr. P. Miyatev for new curator he was appointed Dr. Boris Nedkov.[13] He headed the department until 1955, when he transferred to basic work as a teacher of comparative grammar in Turkish at Sofia University "St. Cl.

[8] Kostadinova, D. "Development of the Auxiliary History Sciences in Bulgaria after the Second World War. Historiographic and bibliometric analysis". Dissertation, Manuscript.
[9] Kenderova, S. Department of "Oriental Collections" at the National Library "St. St. Cyril and Methodius" and its fund. - *Library*, 2016, № 6, p. 198.
[10] Kostadinova, D., Op. cit., p. 24.

[11] Kostadinova, D., Op. cit., pp. 21-23.
[12] Kostadinova, D., Op. cit., p. 25.
[13] Tsvetkov, A. Boris Nedkov. – *Notifications of the State Library "Vasil Kolarov"*, 1972, vol. 12, pp. 372-373.

Ohridski".[14] From 1971 to 1975 he was also the head of the Department of Oriental Studies at the same University.

In addition to his Oriental department, other Ottomans, including Galab D. Galabov,[15] came to work. Nikola Popov, colleagues of Rusi Stoykov, A. Velkov and St. Andreev, and later – Stoyanka Kenderova, Rumen Kovachev and others.

The staff members of the department together with Ottomans from other institutions – Sofia University "St. Cl. Ohridkski", „The Institute of History at the Bulgarian Academy of Sciences"and „The Institute of Balkan Studies at the Bulgarian Academy of Sciences"begin issuing Turkish documents stored in our country, with priority being given to those that reveal some or other aspects of the life of Bulgarians in the 15th-19th centuries, when they were within the Ottoman Empire.

Along with them, a considerable number of other documents are also stored in the Oriental Department, which is an important source for the study of Ottoman paleography and diplomacy – two related disciplines, an interest that are shown by prominent Ottomans not only in Bulgaria but also in a number of other countries.

III. Conclusion

The great abundance of documents also allowed them to be grouped into several departments:

- Archival materials from the Ottoman period. Thematically, they concern problems of economic, political, cultural and religious life not only in the Balkans but also in other provinces of the empire.
- Manuscripts in Arabic, Ottoman and Persian. It includes 3 810 volumes, of which 3 200 are Arabic transcripts.
- Ancient Arabic, Ottoman, and Persian Literature – contains about 2 000 volumes.
- Periodicals of an Arabic letter published in Bulgaria until 1941. According to bibliographic sources, their total number is 77 periodicals, of which the National Library "St. St. Cyril and Methodius" has 48 titles retained.
- Modern scientific literature on Orientalism.

As you can see, this is a huge amount of titles from different periods and with different content. Although the department has been in existence for nearly one and a half centuries, the disclosure of the contents of the various manuscripts is too limited. This is mainly due to the lack of a sufficient number of trained specialists. For this reason, work in this direction will continue in the coming years and decades, so that this great documentary and literary wealth can be made available to all who are interested in the past of the Ottoman Empire, the past of the Bulgarian people and the problems of the Ottoman paleography and diplomacy.

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Their development has been followed since the end of the Second World War until today. Main achievements have been shown as well as their biggest problems which they are facing these days.

Increasing the Level of Awareness of the Public Administration Staff in the Protection of Archival Documentation

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Research Article

ARTICLE INFORMATION

ABSTRACT

Public administration institutions as well as other public-private and private institutions during their activity create a large amount of archival documents. Those documents are an important source of information for the functioning of those institutions, but later also an important source for research, scientific and historical activity.

The documents created during the work activity of public institutions are the basis of the information needed by the staff to fulfill their work tasks, starting from the daily, weekly, monthly and annual as well as in many work processes during the decision making. Based on this, creators and possessors of archival documents should pay special attention to the preservation and protection of archival documents that have been created in their professional activity.

National legal provisions and international standards for the management of archival documents regulate the procedures for managing archival documents in the classical form, on paper and in electronic form from the moment of creation, storage, and use to submission at the competent archive. For creators, documents are stored within the legal deadline. The staff that creates documents keeps them in the manual archive (employment office) for two years and then they are submitted to the archive repository of the institution with minutes, in addition to those documents that were needed for operational work. Those documents after 30 years, selected and recorded in the minutes are submitted to the competent archive. To perform these works, a professionally trained staff is required, which unfortunately in Kosovo, we still do not have at the right level. Therefore, the Kosovo Institute for Public Administration (KIPA), as a competent institution at the level of the Republic of Kosovo for the training of public administration staff in cooperation with the Kosovo State Archives Agency (KSAA) should organize professional training for the staff of public administration institutions that create archival documents and in raising awareness of the importance of that documentation of legal, scientific and historical value and that has the quality of a cultural monument.

Keywords: Civil servants, Public administration, Archive, Archival documentation..

I.   Introduction

Labor developments and progress in public institutions, public-private but also private during activities create numerous archival documents and based on them they carry out tasks and objectives set. Documents created in those institutions that are based on legal provisions require special treatment and care.

Institutions of the Republic of Kosovo, archival documents created with their activity must be managed professionally. Official Management includes a set of rules and action measures with documents, ranging from receiving and sending them, recording and sending their work, processing, usage, expedition, storage, disposal and submission to the competent archive or any other competent institution. In addition, formal management is a procedure with deliveries in electronic form carried out in

accordance with the provisions governing the work with electronic documents.

Managing these documents requires professionally trained staff and the necessary infrastructure for document management and storage.

According to the International Standard ISO 15489, Document Management is the field of management which includes the responsibility for efficient and systematic control in the creation, receipt, storage, maintenance, usage and publication of documents, including the processes of document acceptance in the system, storage and maintenance of evidence and information in business activities and transactions in the form of documents. (Record management). [1]

For this purpose, institutions in Kosovo must have proper staff, professionally trained in these managerial work with archival documents. In this regard significant contribution gives KIPA in the organization of permanent training and preparation of personnel and the introduction of innovations in document management. Whereas, institutions, both central and local, should provide optimal conditions for their maintenance, creating certain archival units for storage and use during their work with those documents.[2]

State Archives after receiving that documentation with historical, scientific and legal worth and placing in its warehouses is obliged first to regulate and process those documents based on principles and work methods approved in national and international level. It is obvious that there is a relation between institutions that create archival documents and archives, as competent institutions for the managing of those documents. Therefore, there should be a permanent cooperation and coordination between archives and multiple creative institutions that create archival documents.

II. Center of Sector Documentation and Archives

Every public institution and other creators of archival documents, or even their departments that have a special status of establishment should create archival documentary units within them, which are also called documentation centers. In these units, respectively, the archival documents of that institution are placed, stored and managed. Each official or internal organizational unit of the institution after the legal deadline (except for documents that are operational) submits the documents to the documentation center formed in that institution.

Establishing a documentation center at each institution means the protection, storage and management of those documents. These documents should be managed by personnel who have been educated on archival science. They need to do their job effectively and efficiently. Those officials who manage documents should be very aware and careful about the importance of those documents and the responsibilities they have. Other officials in the institution who create documents and submit them to the archival center are also responsible. All responsibilities and obligations of officials who manage archival documents should be defined by internal normative acts of the institution, based on the legal provisions of archiving and management of archival documents.[3]

Today we live in a time of rapid transformations in information technology, but also rapid social transformations, economic etc. as well as the great growth of archival documents in classical form, especially electronic form. Therefore, the officials who create and manage archival documents should follow all those changes, because they are all reflected in the creation of documents and their management and to adapt to the new circumstances created.

All changes that are created around archival documents and management oblige the institutions that the staff who manages documents to meet the requirements arising from the nature of work in a certain period of time to be trained and informed of any innovations that need to be applied in their official work. The importance of training is diverse not only for the staff managing those documents, but also for the institution and society in general. These trainings should be organized systematically and permanently. Such training is also recommended by the International Standard ISO 15489 for the management of archival documents.

So, we can conclude that the importance of training with permanent technological changes and the creation of a norm of archival documents, in new conditions of globalization and information is of great importance and necessary, in all public, public-private and private institutions.[4] Archival institutions, namely archives at the national level are not only obliged to preserve archival documentation and manage it, as a value of national heritage, those about training should coordinate work with competent institutions for training of public administration staff that is mutual interest, but also national. Archives should always organize such trainings for all its sectors, starting from the protection of documents outside the archive, conservation, restoration, digitalization, retention and systematization of documents to their use and publication. Without professional development, awareness raising of the importance of documents there is no real archival service in any country of the world. Basic university education alone is not enough, but it is always supplemented with training of various forms.[5]

[1] Standardi Ndërkombëtar ISO 15489, "Information and Documentation Records Management"; Zagreb, (Përkthyer në gjuhën shqipe nga Dr. Jusuf Osmani), Prishtinë, 2009.
[2] Ligji Nr. 04/L - 221 Për Institutin e Kosovës Për Administratë Publike.
[3] Jusuf Osmani, Arkivistika, Prishtinë, 2015, fq. 86

[4] ATLANTİ- Trieste: International Institute for Archival Science of trieste and Maribor State Archive of Trieste (2015) ,fq. 179
[5] Standardi i përgjithshëm ndërkombëtar për përshkrimin e lëndës arkivore ISAD, Këshilli Ndërkombëtar i Arkivave (Përkthyer në gjuhën shqipe nga Dr. Jusuf Osmani), Prishtinë 2009, 85

III. Vocational Training and Education

Referring to lifelong learning, the Kosovo Institute for Public Administration (KIPA) was established in Kosovo in 2003. Kosovo Institute for Public Administration as an institution responsible for the implementation of policies and strategies of training, vocational training and civil service capacity development was established under Law 04 / L-221 as an Executive Agency within the Ministry of Public Administration in 2003. The legal basis for regulating KIPA is:[6]

- Administrative Direction of the SRSG no.2003 / 25
- Law No.03 / L-149 on the Civil Service of the Republic of Kosovo,
- Law no. 04 / l - 221 for the Kosovo Institute for Public Administration 2014

IV. Functions of KIPA

Based on the law on KIPA, the functions of KIPA are:

- Advises and supports the Ministry during the preparation of strategies for training of civil servants and implements these strategies after their approval,
- Identifies and periodically identifies the training needs of Kosovo civil servants at the central and local level;
- Collects training plans, after the annual evaluation of the work and integrates these plans in the annual plan,
- Designs and evaluates appropriate training programs that meet the identified needs,
- Coordinates activities with institutions at central and local level as well as donor activities in the field of training in the civil service,
- Conducts research, organizes forums and discussions on the needs of training and development of civil servants,
- Keeps records of trainings and programs implemented in KIPA, etc.[7]

V. Training Programs

Pursuant to Article 9 of Law no. 04 / l - 221 for the Kosovo Institute for Public Administration, KIPA has the following training programs:

- Introductory training during the probationary period,
- Career development training,
- Training for professional adaptation, in cases of changing job requirements,
- Special training for performing specific tasks,
- Training for the development of professional knowledge,

- Training for trainers,
- Mandatory trainings and tests which are provided by the legislation in force, etc.

VI. Certification

KIPA issues certificates upon successful completion of training programs. For mandatory trainings and tests, the issues related to organization are determined by a sub-legal act issued by the Government, based on a feasibility study for the application of mandatory trainings and tests in the Kosovo civil service. KIPA has all the rights in accordance with the legislation in force, regarding intellectual property for the developed training programs.[8]

VII. The role of KIPA in Public Administration Reform

We are at a turning point and the successful implementation of future administrative reforms and the implementation of commitments related to the Stabilization and Association Agreement with the EU (SAA) can create a better future for us.

On this occasion, referring to the changes in the legislation for public officials, in the training plan of KIPA, for the first time in 2019, introductory trainings have started to be implemented during the probationary period. Furthermore, the training scheme of Law no. 06 / L-114 for public officials consists of the following programs: compulsory training programs during the probationary period, specialized training programs for maintaining the professional standard, training programs based on the evaluation of results at work, mandatory programs for career advancement, senior management training programs and optional programs.[9],[10]

VIII. Cooperation agreement with the Kosovo State Archives Agency (KSAA).

Over the years, civil servants have not been sufficiently informed about the systematization, archiving of documents created in institutions at the central and local level. Given that the focus of KIPA is, training and advancing the quality management system and expanding cooperation with local and international partners, Kosovo Institute for Public Administration (KIPA) in 2017 has signed an agreement with the Kosovo State Archives Agency (KSAA).

In the framework of this agreement, KIPA in cooperation with this agency have organized and continue

[6] Ligji Nr. 03/L-149 Për Shërbimin Civil Të Republikës Së Kosovës
[7] Ligji nr. 04/l – 221 për Institutin e Kosovës për Administratë Publike 2014
[8] Administrative Intruction (GRK) NR. 13/2918 On Conditions, Recruitment, Categorization and the way of Payment of Trainers in Kosovo Institute for Public Administration

[9] Public Administration Reform Strategy Republic Of Kosovo/ Approved By Government Decision No. 07/145, Date 15.09.2010
[10] Republika E Kosovës /Republic Of Kosovo/ Government / Ministry Of Public Administration/ Strategjia Për Modernizimin E Administratës Publike (2015-2020)

to organize trainings in the field of management of archival documents in central and local institutions.

IX.   Conclusion

To meet the needs of civil servants, especially those related to data systematization and archiving, KIPA is part of the change and plays an important role in designing specific training programs.

Our achieved goals are programmed to increase both research capacity in terms of training quality and good practices in public administration.

With the new changes in the legal packages, we believe that KIPA and the training system as a whole will be more functional, more productive for civil servants, decision makers and other stakeholders but also for the citizens of the country.

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Jusuf Osmani, 2012, "*Menaxhimi zyrtar, klasik (në letër) dhe elektronik*", Prishtinë;

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Educational Means of Students at School, Especially Means of Obstruction

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Research Article

ARTICLE INFORMATION

ABSTRACT

For the non-appearance of violence in schools by students, as well as by other adult persons, is not interested only the family and the school but also the scientists and the whole society. Early prevention of violence in schools is not only a need of practice, but an interest of science and of the free and democratic society as well, in the full sense of the word. Therefore, the purpose and interest of the society is to educate the youth about a future life and work in society and for society. Understandably, advanced societies have open doors of progress, and they have come to where they are today thanks to the education and the right institutional education, and not with pressure, oppression and violence. Therefore, society must do its utmost to prevent the spread of violence in schools with all the available mechanisms.

The purpose of this research is to ascertain which are the educational means, in particular the means of prevention, that take most part at school, the ways of using these tools and their impact on the reduction and prevention of violent behavior of students at school.

The main objective of this study and research is the use of educational tools, in particular the means of obstruction and their impact on the progress of the teaching work.

In our work the main position will have: Literature Consultation, Questionnaire compilation and implementation, interpretation of results,

Research methods: Method of theoretical analysis, methodology of pedagogical-social documentation, statistical, conversational, comparing data.

Keywords: School, Pupil, Teacher, Parents, Tools, Obstruction .

I.   Introduction

The educational tools are closely related to educational work methods. Therefore they can use within specific methods. Regarding educational work tools, some authors count the methods in composition. For example, talking about the method of obedience in advance implies the means of persuasion. This way of handling this approach would undoubtedly be accepted as every method would have the special tools. However, although some tools find connection with specific methods, this is not the only link to them. Many tools can be successfully applied in the composition of different methods, eg. counseling, which is most commonly associated with the teaching method, but counseling can also be applied to the method of obedience, creation of habits and obstruction. Multiple use naturally includes as well agenda, play, work and other tools of educational work.

In short, tools are used in the composition of the methods, but not always the same. They are relatively independent, so separating them according to methods in learning, obedience, habits and obstructions is not always the right choice. Some authors share the tools in soft tools and in harsh tools, some in ordinary and unusual tools, and some other thinkers share the tools in those that motivate them and in those that hinder them. G. Shilli classifies

educational tools in indirect and direct means, and further adds that the best solution to the dividing of these educational tools is to divide or categorize them according to the purpose of their application.[1]

Each of these tools mentioned above can be of great value and of great educational importance only if they are applied fairly, ie if used in an appropriate situation, in a timely and fair manner. Otherwise, they may adversely affect student education. In order to escape from serious mistakes in education, school and teachers, each educator, as well as parents, must take into account the key guidelines for the proper implementation of these educational tools. Of course, no educational tool in itself can achieve an omnipotent influence, regardless of how this educational tool is organized. But to have results in educating students, we must use diverse educational tools that need to be combined with each other, for example. The teacher should not always punish the student, but not the opposite as well, the teacher should never continue thanking and rewarding the student all the time.

In order to have a significant impact on the formation of students in elementary school as fair personalities, the means of educational work should be applied scale by scale. In other words, initially, towards the student there should be applied more gentle measures, such as remarks, to signal the mistakes made, and never go with punishment in the first place , even the most severe ones, which would hurt morally and emotionally break the child's personality. Therefore, by using these tools, using them appropriately and timely, the school is likely to influence young people in the process of socialism and their orientation, motivating them to perform good deeds in one side and be influenced to prevent the bad works. Therefore, with the means of educational work it should be understood "certain ways of educator who orientate them in the realization of concrete educational tasks".[2]

Thus, there are tools that have the task of orienting the formation of the personality of the students in a certain direction; tools that motivate students for good behavior and good deeds; as well as other educational tools that prevent students and other adult persons from doing unsuccessful or unacceptable actions for the area where they live and work. Analyzing what was said above, different authors divide these educational tools more by the purpose of their implementation. And according to this division we distinguish three groups of educational tools:

1. Means of orientation
2. Means of motivation
3. Means of obstruction

II.   Definition of the Problem and Basic Notions

Educational tools in elementary schools, in the general sense of the word, imply all those pedagogical measures that are undertaken in order to advance the development of students and their formation as personalities in harmony with the particular purpose of education. Naturally, the educational tools are numerous and varied. Among them we can mention some of them, such as personal example, game and work, habits, teacher talks, supervision, motivation, gratitude, thanks giving, gifts, obstruction, punishment, warning etc.

It is the duty of every researcher that after determining the object of study of the problem, to increase the need for clarification and definition of basic notions, which find most frequent use in our paper. Therefore, to investigate as much as possible the importance of educational means in elementary school, it is necessary to clarify these terms or notions. As seen from the problem itself, the main notions are: tools, education, school and elementary.

The term "tools" *[3] according to the current Albanian language dictionary implies:

Gadget, thing, machine, complete equipment, etc., which serves to do a job, to perform an activity, to travel, etc.; everything used to do a job. Simple tool. School supplies. Protective devices. Land vehicles (marine, air). Fighting vehicles (motorized). Work tools. Means of transport (traffic). Means of navigation (of travel). Teaching Tools. Means of weighing (measurement).

The term "educational" *[4] according to the Albanian Language Dictionary today means:

Educator. Educational work. Educational role. Educational hours. Educational measure.

The term "school" *[5] according to the Albanian Language Dictionary today means:

Educational institution where the young generation is taught and educated; such a specialized institution; the building of this institution; above conversation. The totality of the students and staff of this institution. Primary school (primary, secondary, high). Industrial school (agricultural, pedagogical, military). Normal school. Urban school. Years. Unique school. Exercise school. School of the day. Village school. School of General Education. Schools without severance. Garden (yard) of the school. School Banks. School Director. Schoolmate. School Festival. In and Out of School. On a school basis. She entered (herself, goes) to school. Follow (complete) school. You left school. Many schools have been built. They blend the school. I go to the cinema with the school. Overtake the capital's schools. The school opens its eyes.

The term "elementary" *[6] according to the Albanian Language Dictionary today means:

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[1] Search for: Ante Vukaseviq, Pedagogija, Zagreb, 1995, faqe 361.
[2] Search for: Ante Vukaseviq, Pedagogija, Zagreb, 1995, faqe 361.

[3] Albanian Language Dictionary-electronic version

[4] Albanian Language Dictionary-electronic version
[5] Albanian Language Dictionary-electronic version
[6] Albanian Language Dictionary-electronic version

1. The first degree, where the first knowledge is given and obtained. Primary school. Elementary Education.
2. as em. ~ E, ~ JA f. conversation. Primary school. Pupil (student) teacher. She finished primary school.

III.   Research Methodology

a.   Scope of research

In short, the object of our research study is: educational means in elementary school and their application by teachers. Although educational tools have considerable importance in the right education of students, so a more comprehensive study to see what action is the effect of using these tools by teachers in primary school. Although educational tools are needed to be researched in all primary schools in Kosovo, but the impossibility to do so determined us to study this problem in the population through a selected sample of urban and rural primary schools. Naturally, we tackled the problem of educational means in elementary school from the historical point of view, from the very beginning of the school, analyzing all that has been said about the importance and use of educational methods in elementary schools by teachers. It is true that the use of educational tools in elementary schools is conditioned by various factors, such as the economic factor, the factor of the teachers in the traditional school, the lack of publishing activity regarding the importance of these educational tools.

To investigate this problem more thoroughly, we also explored empirically by applying questionnaires with elementary school teachers and taking into account their thoughts on the possibility of using these tools in schools.

b.   Purpose of the research

The purpose of this research is to ascertain the level of use of educational resources by teachers in elementary school, the types of these tools and which of them are used more often by teachers.

The results arising from the research of this problem will be a clear message for elementary school teachers, that the use of these tools should not be overlooked towards students because their importance and effect is really great, especially in education, counseling and forming them as personalities.

c.   Research tasks

To accomplish this research, we used the following tasks:
1. Literature consultation that coincides with the educational tools of students in elementary school
2. Compilation and implementation of the questionnaire with teachers, in order to obtain their opinions

regarding the use of educational tools in elementary school
3. Gather the data from the research
4. Statistical processing of data from respondents involved in research and extracting parameters
5. Interpret the results of the research and present them in tables and graphs.

d.   Research Methodology

Suppose now that teachers in our elementary schools do not use the educational tools with the students enough, which we think will have more impact on the effectiveness of teaching and learning.

e.   Research Methods

To explore the problem more thoroughly, we also needed to use some special research methods, which further illuminated the problem we had under study.

Among the important methods, which we used during our research work:
1. Method of theoretical analysis - we consulted literature on the importance of using educational tools in elementary school.
2. The methodology of pedagogical documentation helped us to investigate our problem because we consulted the school pedagogical documentation, although we did not get enough data on the use of educational tools in elementary school.
3. Statistical method - provides us with assistance in gathering data from the field, as well as processing and extracting the results we presented in the columns and graphs of the columns. We used the questionary as an instrument.

f.   Population and samples

Considering that the population of this problem is comprised of all elementary schools in Kosovo, and since their number is too large, with impossibility to investigate all, we have focused our problem on only a part of it - through a representative group. This representative group is comprised of primary schools of both, urban and rural areas and we used intentional sample.

From both the areas we used questionnaires with the same number of teachers (40 among urban and 40 in rural). Among our urban area the focus was the elementary school "Elena Gjika" in Prishtina, while in the rural was the primary school "Shotë Galica" in Runik, Municipality of Skenderaj.

The reasons why we were asked to explore the problem through a representative group (sample) are the following:
▪ The inability to investigate all primary schools of Kosovo regarding the use of teaching resources of teachers;

- That the problem we have studied is that there are no major differences from a region to the other region of Kosovo;
- Difficulties in organizing this research for economic and time reasons.

IV.   The Means of Obstruction or Detention

The totality of obstruction is comprised of: oversight or control, deviation, warning, request and punishment. All these tools are intended to prevent and prevent negative impacts on students in the process of education, respectively if those impacts still exist, prevent them from falling under the influence of unacceptable actions to school, family and district in general. "These educational tools have their positive effect, because they create favorable circumstances, therefore, to supervise as well as to make the student's warning, not to deviate or not to abuse the negative influences that lead to the his personality degradation,"[7] . The totality of obstruction is comprised of: oversight or control, deviation, warning, request and punishment. All these tools are intended to prevent and prevent negative impacts on students in the process of education, respectively if those impacts still exist, prevent them from falling under the influence of unacceptable actions to school, family and district in general. "These educational tools have their positive effect, because they create favorable circumstances, therefore, to supervise as well as to make the student's warning, not to deviate or not to abuse the negative influences that lead to the his/her personality degradation"

a.   Supervision

Supervision is an educational tool with a preventive character and its purpose is to keep the student from falling under the influence of negative actions.

It is well known to everyone in medicine that it is better to prevent it than to heal, whereas in the field of educational work, it is better to prevent the learner from adverse effects than to be re-educated. Thus, systematic supervision helps the student to behave in harmony with the demands of moral fertility in school and family and that through this escort, it is possible to control the development and formation of positive features and their harmonization with the educational work in the school.

Supervision as an educational tool can be implemented from childhood until the age of their maturity, and this can be done by the parent, the teacher and other persons involved in the education of the young.

Good and timely oversight provides opportunities to investigate and avoid negative impacts, but it must be flexible as it should not hinder the freedom and independence of the student. However, the educator should

know who accompanied the student how is spending the free time, without violating the right of using the free time. Supervision as an educational tool also influences the student's self-control to supervise himself to possess his human duties.

b.   Deviation of the inappropriate behavior

Deviation is also an educational tool of obstruction, where with its help the aim is to orientate his / her desire for positive orientation to the learner. Thus, the student presents the intention and the effort to act, to be active, but his activity may be misguided. And therefore, instead of punishing a student, he / she should nevertheless be advised of his misbehavior.

If the little child requires the clock, it is clear that we should not give it, and as a result we will avoid the conflicting situation and its cry. Of course this can be achieved by replacing it with the ball, the toy or any other interesting game. This can be achieved even in elementary school. For example, if the student expresses the desire to emerge, and there is a risk of negative impacts, a joint visit may be proposed to the theater or an exhibition, a museum etc., which will of course to rejoice and then positively influence the formation of positive features of will and character.

c.   Warning

Warning as an educational tool signals the student about what he should do, what is his duty and what he can not do because it contradicts the social norms of human compassion. Usually the warning is signaled in words, but it can also be done in other forms, such as by the mimicry, the movement of the hand, the head, etc. Warning can also be made in other forms, eg. in the form of warning, criticism, etc. It is also a message of the teachers that the warning to the students should be done in the slightest possible form in order not to hurt the personality of the student. From this we can say that the warning has its own educational value as a tool, but it is the master of the teacher and the parents to do it in the right moments and time, so that the warning is of positive influence, especially in its direct orientation achieving the results at school.

d.   Demand

Demand as an educational tool directs the student to respect the obligations, requires the student to carry out the work initiated and to abandon the wrong forms of action. No demand from the teacher is difficult to achieve educational work in school. Therefore, the educator or the teacher should make the requests and ask for them to be realized and these requirements are naturally related to

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[7] Fatmir Vadahi, Pedagogjia Parashkollore, Shkodër, 2002, faqe 371.

information about social requirements, the importance of the educator for the value of the parent, etc.

The request must of course be done carefully and with the plan and that its purpose is to facilitate communication and cooperation in the teacher-student relationship.

The request should not be experienced by students as a means of violence, but as a moral duty, which has a clear message, to hear and honor the elderly, which is a moral norm, and it should not be understood that this requirement to be experienced and enforced. Therefore the demand to be at an appropriate scale, it must be thought good, be short, specified, clarified and formulated in a logical manner.

e. Punishment

The punishment is a common tool that is part of prevention tools group (ban). In the educational work, punishment is also needed to be used because there are students who are persistent in achieving their negative actions. Therefore, if preventive measures and other means of obstruction do not contribute to this, then the teacher must enforce the punishment measures. However, the punishment must also have its limits, which must not hurt the pupil spiritually, morally or emotionally. Above all, this measure of punishment should signal the student that he is aware of his negative actions and, in addition, change his behavior, obedience, and his actions in the daily life. The teacher may punish the student for example by preventing a walk where his entire class will go, as well as in many other sports activities that are organized outside the school.

Punishment can usually be used by the teacher after it is found that other educational tools of obstruction do not yield results. Penalty should not be frequent or single measure to be used. But other tools mentioned above should also be used.

Regarding all that was said about the educational tools in elementary school we can say that the traditional school has to a great extent used the reward as well as the punishment. Thus Ushinski "felt that the obligation the educator or the teacher should use it, especially when the impact of his educational work does not yield satisfactory results." *[8] Also on the significance or the destructive effect that these tools may have, D. Terstenjak stressed: "The weakest school is the one that mostly rewards and punishes the students".*[9]

V. General Research Results

a. Differences and similarities between the urban and rural areas regarding the use of educational tools in elementary school

From the results presented a significant percentage of subjects in the responses given in graph no. 1 represent full compliance with the question of: Do teachers today use educational tools with students, if so, which of these tools are most commonly used?

It can be noted that urban environment school teachers are more optimistic about the application of various educational tools during the teaching process. While for the same question in the rural environment we have a slightly different attitude, however, in both environments it is worth mentioning that counseling, reward and play are the most common tools that teachers apply during the learning process. For more details see Chart no. 1
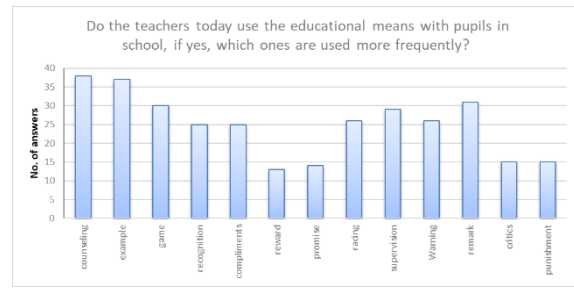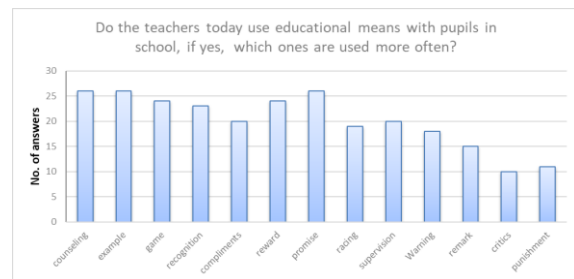

Chart no. 1 – Urban

Chart no. 1 - Rural

According to the results shown in graph no. 2, the majority of teachers in both urban and rural environments say that the educational tools they use during the teaching process affect the motivation and encouragement of students for learning, approximately 32% of the answers received from the questionnaires testify to this opinion of the teachers, however, it is worth noting that some of the teachers, with about 6%, think that the educational tools have an impact as motivational tools for learning.

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[8] See more on this in : Ante Vukaseviq, Pedagogia, Zagreb, 1995, faqe 374

[9] See more on this in : Ante Vukaseviq, Pedagogia, Zagreb, 1995, faqe 374
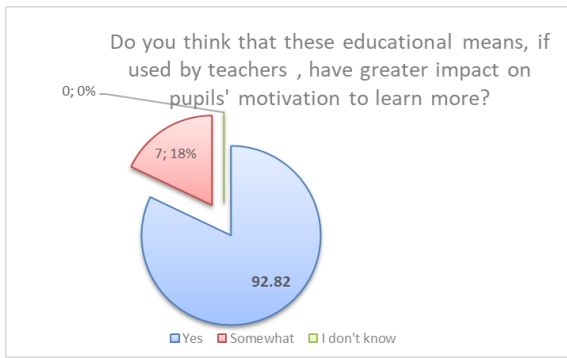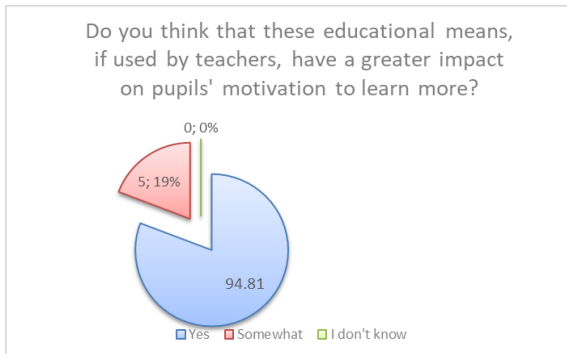
Chart no.2 - Urban

Chart no .2 – Rural

To the question of which of the educational tools from question no. 1 affect more students' motivation to learn better in elementary school, urban environment schools teachers, about 50% said they were more optimistic compared to the research findings made in the rural environment. According to this example, supervision, praise and counseling are the most commonly used tools that teachers apply during the learning process.
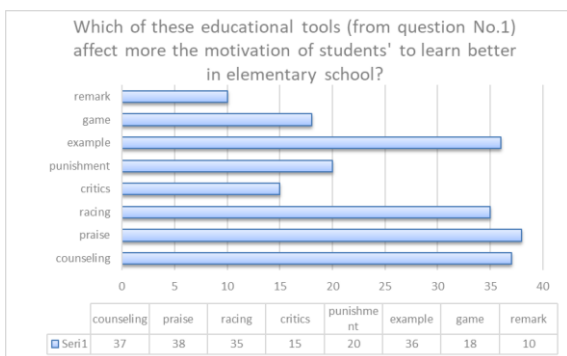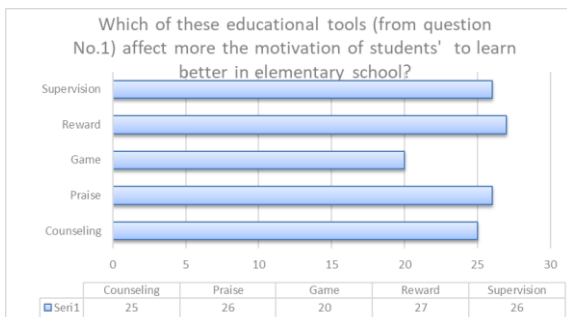

Chart No. 3 – Urban

Chart No. 3 - Rural

In your opinion, does the non-use of these teaching tools by teachers affect the failure of the primary school students?

Teachers of the two environments expressed similar opinions related to this; 91.5% of them, from both environments think YES, the non-use of these educational tools affects the student's failure during the work of elementary school. As special in the responses received is that 5% think that even if the right educational tools are not respected, it can lead to concrete results, which thing can only be assumed, it is difficult to verify or prove it.
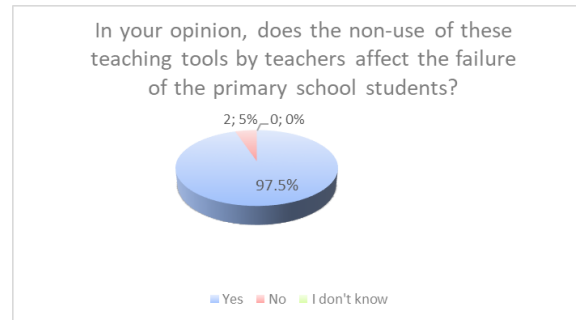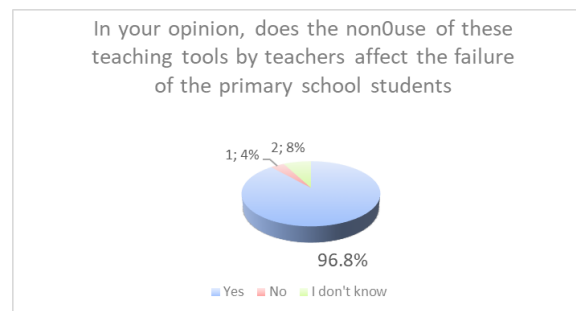

Chart No. 4 - Urban

Chart No. 4 - Rural

According to the data we have received from the teachers on the question: Is the punishment and criticism ever used as an educational tool for students during the teaching work? A large (disturbing) percentage, especially urban environment teachers (77%), think that punishment and criticism should sometimes be used as an educational tool for student work. While a smaller percentage of teachers in both environments (around 20%) think that punishment and criticism should be used as educational tools and, there is unfortunately, a very small number of those who think that criticism and punishment are not allowed as educational tools in work with students.
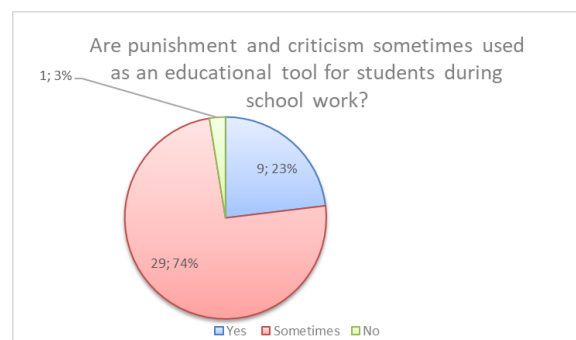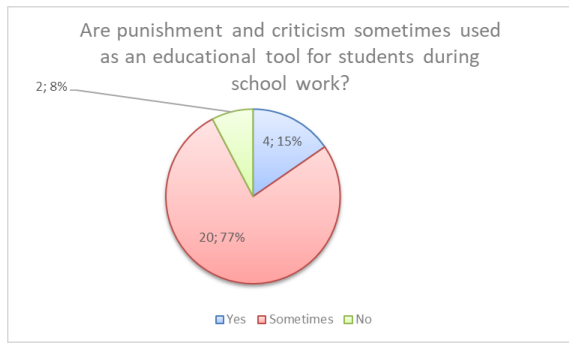

Chart No. 5 - Urban

Chart No. 5 – Rural

To the question: Which obstructive devices are used most often by teachers as educational tools for students, especially those with extravert (open, dynamic)? Teachers gave these answers (Chart No. 6). The tools that teachers use most frequently in the urban environment are: supervision, warning and remarks. While in the rural environment we have a different opinion compared to that of the urban environment as follows: criticism, punishment and warning are educational tools most commonly applied to students (extravert).
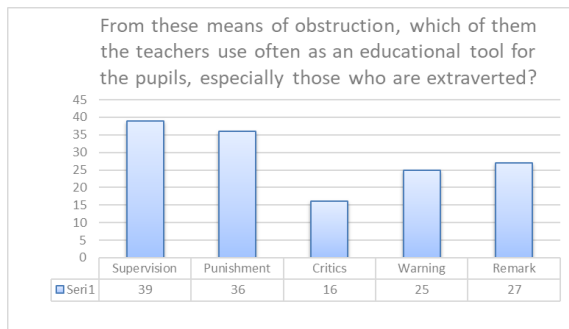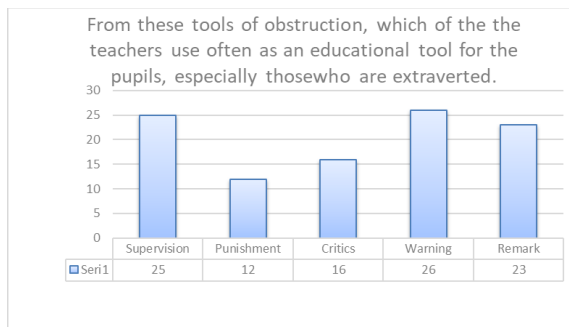

Chart No .6 – Urban

Chart No .6 – Rural

The game as one of the forms of students' afinity, but also as one of the actions that may encourage students to learn is considered very important in the educational process, however, in the school practice the game takes place and as an educational tool, this is proved by the results of the research conducted with the teachers of both environments. Over 60% of teachers think that the game is an educational tool and a key factor in the educational process, while about 40% of teachers consider the game as a fun tool, which they are completely right about.
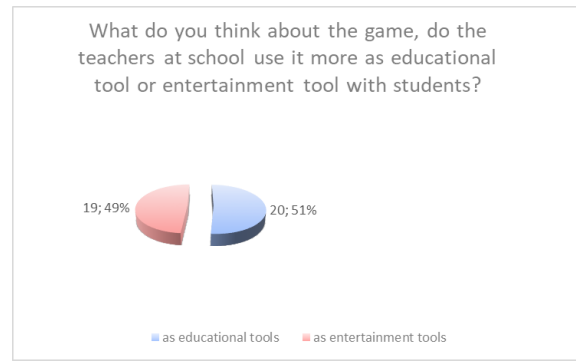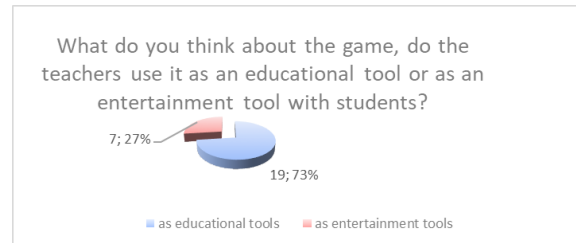

Chart No. 7 – Urban

Chart No. 7 –Rural

VI. Conclusions

At the end of this paper, we have tried to give some results - conclusions that we have drawn from the research work we carried out - we think that these results will greatly contribute to the educational work in the elementary school.

- As an educational tool that is most common in our primary schools, according to research results, counseling and reward are the most common tools that teachers apply today (91% of the answers received)
- Approximately 81.5% of teachers think that the educational work tools mentioned in the questionnaire questioning motivate pupils to attend elementary school.
- The example and praise of the teachers' answers are the most appropriate tools for motivating students to learn.
- 92% of teachers think that non-use of these tools by teachers affects the failure of learners to attend.
- Worrying is the conclusion of the use of obstructive means, where 76% of teachers say that criticism and punishment are used in student learning as elementary education tools.
- 99% of teachers in both environments think that surveillance and warning are the most commonly used educational tools as tools to prevent learning.
- 62% of teachers in both grades think that game serves as a more educational tool than fun in the learning process.
- Race and gratitude are the educational tools that motivate learners most, according to the research results that are taken by elementary school teachers.

VII.   Recommendations

a. Adapt the curriculum to student needs.
b. Adapting educational resources to learning content and learning abilities of students.
c. Teachers are required to obtain the necessary information for students, a safe source for parents, during classroom activities the teacher should observe the student in different situations.
d. Teacher should adhere to some principles with students, such as: motivating students to learn and acquire, organize individual work in pairs and groups, give them multiple opportunities for expressing thoughts.
e. The teacher uses the appropriate educational tools based on the learner's properties (extravert type, intravert).
f. Educational tools should be used in organized and systemized manner during work with students.
g. Make more use of motivation and direction-orientation tools for learning than prevention and obstruction.Të behët harmonizimi i mjeteve edukative në bazë të suksesit-mossuksesit të nxënësve në shkollë fillore.
h. The means of motivation (gratitude, praise, reward, promise) are to be given alongside the success of the students achieving during the teaching work so as to be a stimulating factor for other peers.
i. Denial of detention should be used only when the teacher can prove the benefit of their use or non-use during primary school work.

We think that these proposed measures, if organized and implemented properly, would create conditions for informing elementary school students to be at the appropriate level and to flow along with the goals, contemporary demands of the society.

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