



Sınrsız Eđitim ve Arařtırma Dergisi



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Dear Readers,

We are delighted to present you the July 2022 issue of the Journal of Limitless Education and Research.

The aim of our Journal, which has been published continually by the Limitless Education and Research Association (SEAD) since 2016, is to contribute scientifically to the field of education and research. For this purpose, priority is given to publishing theoretical and applied studies and sharing scientific information at national and international level.

The Limitless Journal of Education and Research is published three times a year, scanned in various national and international indexes, and receives numerous citations. Our Journal with an impact factor of 0.5 in SOBIAD 2021 is among the first 90 journals published in our country.

SEAD Journal is published with the scientific contributions and support of academicians working in Turkey and abroad, such as articles, research and projects. Our journal has been publishing for six years without compromising its academic and scientific quality. We would like to thank all the editors, writers, referees and translators who contributed to the preparation and publication of our journal.

In this issue of our journal, as in other issues, five scientific research and articles related to education are included. These studies are presented in two languages, Turkish and English.

We hope that our journal will make significant contributions to the field of education and research. With our best regards.

LIMITLESS EDUCATION AND RESEARCH ASSOCIATION



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Değerli Okuyucular,

Sizlere Sınırsız Eğitim ve Araştırma Dergisinin Temmuz 2022 sayısını sunmaktan mutluluk duyuyoruz.

Sınırsız Eğitim ve Araştırma Derneği (SEAD) tarafından 2016 yılından bu yana kesintisiz olarak yayınlanan Dergimizin amacı, eğitim ve araştırma alanına bilimsel yönden katkı sağlamaktır. Bu amaçla kuramsal ve uygulamalı çalışmalarını yayınlamaya, bilimsel bilgileri ulusal ve uluslararası düzeyde paylaşmaya öncelik verilmektedir.

Sınırsız Eğitim ve Araştırma Dergisi, yılda üç sayı olarak yayınlanmakta, çeşitli ulusal ve uluslararası indekslerde taranmakta ve çok sayıda atıf almaktadır. SOBİAD 2021 yılı etki faktörü 0,5 olan Dergimiz, ülkemizde yayınlanan ilk 90 dergi arasında yer almaktadır.

SEAD Dergisi, yurt içi ve yurt dışında görevli akademisyenlerin makale, araştırma, proje gibi bilimsel katkı ve destekleriyle yayınlanmaktadır. Akademik ve bilimsel kalitesinden ödün vermeden altı yıldır yayın hayatını sürdürmektedir. Dergimizin hazırlanması ve yayınlanmasında emeği geçen bütün editör, yazar, hakem ve çevirmenlere teşekkür ediyoruz.

Dergimizin bu sayısında diğer sayılarda olduğu gibi eğitimle ilgili beş bilimsel araştırma ve makaleye yer verilmiştir. Bu çalışmalar Türkçe ve İngilizce olarak iki dilde sunulmuştur.

Dergimizin eğitim ve araştırma alanına önemli katkılar getirmesini diliyoruz. Saygılarımızla.

SINIRSIZ EĞİTİM VE ARAŞTIRMA DERNEĞİ

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The Universal and the National in Education (through a prism of personal experience)

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Abstract: Along with traditional issues, educationalists nowadays raise many new ones, among them is the correlation of the universal and the national education patterns relating to the ratio of teaching and learning, instruction and upbringing. The emphasis of on learning and instruction is more characteristic of modern education theories of English-speaking countries while in Russian speaking countries they still pay particular attention at educational establishments to teaching and upbringing alongside with guided and independent learning. It is revealed in the article how the content of the major national trends in the education discourse on these topics is influenced not only by historical and cultural environment but also by the language factors, particularly by etymology of the correlative basic educational terms related to *education*, *teaching*, and *learning* in English and Russian and their position in the lexical subsystems. Some concerns about speech communication skills in education of the 21-st century are expressed.

Keywords: Education, Etymology, Teaching, Learning, Molding, Instruction, Guiding, Knowledge, Information, Communication.

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1. Introduction

The disruptive innovations of the recent industrial revolution related to digital technological innovations, artificial intelligence and the wide spread of automation substitutes for human labor gives a new impetus to traditional education debates concerning goals of education. These goals focus on whether or not we should teach certain skills and train our learners as the workforce for rapidly changing labor market or we should extend the learners' horizons and teach them to be decision-makers in our unpredictable environment. Additionally, it also focuses on education innovations regarding what should be done to intensify the use of digital methods of teaching which are still lagging behind the possibilities that modern technologies possess, the content, competences and skills that are to be taught in the new environment as well as methods of their evaluation, etc. Moreover, new issues arise concerning forms of teaching (which methods are more effective: traditional or distant?), the language of instruction and research (should we instruct in the national, regional or the world English language?), and the correlation of the national and the universal in modern education (should we move to its still more globalized patterns or should we reevaluate the national traditions that we acquired from our predecessors?). Regarding all the above-mentioned points and draw attention to the current views, the paper continues the debates and will touch upon the following issues:

- 1) universal vs. national patterns in modern education;
- 2) culture specific and language determined education terminology and its relation to education discourse;
- 3) the influence that 21st century communication technologies exert on speech skills of young learners.

2.1. The universal vs. national in education

The accelerated processes of globalization which aim at spreading the flow of finances, goods, information, and jobs across the national borders, involve not only economic, political, and social but also education spheres. More and more higher educational institutions participate in educational internationalization; for instance, they become more globally oriented, attract more international students, teaching involving international cultures and educational practices (Mitchell & Nielsen, 2012). Like a global business organization, they try to work on the international arena and invite best intellectual forces for teaching and scientific research.

Recently many attempts have also been made to standardize education systems in various countries, especially higher education in Europe, educational institutions and the content of education so as to ensure comparability of education qualifications and to provide free international movement of the young and qualified workforce. Though many interesting discoveries and achievements have been made on this way within the Common European Framework of Reference for Languages (first of all, English), the Bologna process, and some other organizations, one has to admit that this movement of young people with university degrees remained unidirectional: from the more economically disadvantaged countries to the countries with better economies which finally profit from it.

One of the results of such internationalization in education is the expansion of English on the multilingual and multicultural European continent and its achievement on the unprecedented level. It became the European *lingua franca*, which is not all good for national cultures, education systems and research as it may seem at first. Though knowledge of English gives an access to the richest source of scientific information, non-native English speakers spend too much time of their most creative period of life learning the language. The students at the local universities in non-English speaking countries, especially at the department of Humanities, write their research bachelor's and MA dissertations in English, though they have not yet got good enough skills and competences to carry out research and present its results in their native tongue.

The spread of the English language appears on the national culture of written practices. If you visit any European, especially Eastern European country, it is observed that most ads and posters there, that are aimed at buying and entertaining, even in small towns, are in English. The only posters that are still exclusively presented in the native language there concern funeral services – there is neither fun nor entertainment in this kind of business, and the posters are designed for local, mainly elderly, people.

However, such examples of Englishization do not touch the deep layers of the people's social life, including basic education. It is carried out in the native language there, and the national differences in education in these countries remain and will ever remain because they are inherited in the national culture and, first of all, in the native tongue. That is why the universal, global education is hardly possible, at least in the visible future. Each nation, each country has and should have their own vision of national, including higher, education that cares for the local needs and where its local cultural and historical components (i.e., structural

patterns of education, educational credentials delivery systems, type and amount of knowledge, religious practices, teacher – student relations, strategies for empathic sensitivity, ethical values and norms, educational and post-educational opportunities, and so on.) are naturally embedded, integrated in it.

It should be, nevertheless, stressed that this special vision of national education is necessary not to promote separatism and nationalism but:

✓ to ensure high standards of education which are best for the given society. There are examples of famous leaders, whose dads sold fruit and vegetables for a living, and who managed to finish highly selective and competitive Grammar school and then graduate from the elite universities, in the world. Absolutely they did not destroy the grammar school system in spite of a very hard pressure on her from the liberal strata of the society. This type of a secondary school with its doubtful 11+ examination still exists today despite the everlasting debates, because for many people it is the only gate for a better life, an attractive promise for social mobility;

✓ to install the feeling of national identity in a young person but which is only a part among the wide number of other national identities of the people around him / her. It is important at this age to learn to live in the world of differences and interdependencies (the decisions concerning national schools within one country, however, depend on the country's national situation and national policy);

✓ to guarantee the humanity a safe way to the future and multiple discoveries on these ways. Being different, the peoples of the world within one and the same time unit go through different experiences, thus multiplying wisdom of the humanity. As the saying goes, many varieties of roses in a garden are always better than one.

2.2. Etymology of educational terms in English and Russian and its influence on the lexical systems and education discourse

It is fair to state the scholar, John L. Austin, a British philosopher and founder of the Theory of Speech Acts and Communicative Linguistics, who underlines several issues in linguistic studies. No doubt, his remark of "A word never – well hardly ever – shakes off its etymology and its formation. In spite of all changes in and extensions of ..., there will still persist the old idea" (Austin: 1957: 27-28) is well-known in the field. Below are expressed and revealed further down how the origin of the key educational terms (like the ones meaning 'teach', 'learn', or 'education) in a language, namely in English and Russian, contribute to the formation of the whole lexical

subsystem on education and even to the educational discourse in this language, marking the major research trends there. This argument may be viewed as a kind of application of the well-known hypothesis of linguistic relativity by E. Sapir and B. Worf that states the dependence of the speakers' cognition, or worldview, on the structure of their native language.

As it turned out in the course of the carried out analysis, the corpus of all English verbs related to the verb *educate* and even the major modern discussion in the Anglo-American theory of education on teaching vs. learning are related to the etymological duality of the word *education*. So, what does the word *education* mean? (Hereby, it does not stand for the meaning the concept, which is more or less universal because it is part of any human being to help someone, especially younger ones, to acquire knowledge, competence or virtue, but just the lexical meaning of this word in English – the language which is a trendsetter, fashion leader in practically all the fields of our modern life).

It is well known that the first cathedral *schools* in England for the study of religious texts, mainly in Latin, disseminating literacy among children, appeared at the end of the 6th Century. At that time in Old English there were several native verbs that commonly rendered the idea of gaining knowledge:

- *leornian* 'to get knowledge, be cultivated; study, read, think about' that later changed into *learn*, and the verb

- *læran* 'to teach, instruct, guide', closely related to it.

There was also the verb

- *tācan* 'show' which later replaced *læran* but merged, blended with its meaning, thus changing itself into the modern verb *teach* 'show or explain to (someone) how to do something'.

As for the word *education* it is relatively new in the English lexicon: it was borrowed from French only in the 16th Century, in 1530s, ten centuries later after first schools were opened in England, meaning 'child-rearing' and 'the training of animals'. It also referred to instruction in social codes and manners. Still one century later, in the 17th Century, the word *education* acquired the meaning of 'systematic schooling and training for work'.

The origin of the word *education* is disputable because two homonymous Latin roots with their different senses can be traced in the meaning of the modern English verb *educate*:

- *ēducō* ('I educate, I train') from the Latin verb *educare* 'to train, to mold' and its homonym

• *ēdūcō* ('I lead forth, I take out; I raise up, I erect: from *ē-* 'from, out of' and *dūcō* 'I lead, I conduct') from the Latin verb *educere* 'to lead out'.

These two etymological meanings (*educare* 'to train, to mold' / *educere* 'to lead out') semantically are closely related as the activity and its goal, and they are still present in the meaning of the Modern English verb *educate*. Thus, according to the online dictionary *Oxford Languages* (<https://languages.oup.com/google-dictionary-en>), its major meaning is 'to give intellectual, moral, and social instruction to (someone), typically at a school or university': *she was educated at a boarding school*. Taking into account that *instruction* → 'detailed information how something should be done; teaching', it may be stated that the modern major meaning of the word *educate* is more related to the Latin verb *educare* 'to train, to mold', however, the meaning of the Latin verb *educere* 'to lead out' is implied there.

More obviously the etymological duality of the verb *educate* is revealed in the subsystem of other 17 modern English verbs similar to *educate* in its two etymological senses. Among them there are 3 groups of verbs: *the goal of the process*, *the method of rendering the information*, and *the particular method + subjects + information* forms as below-mentioned:

1) the goal of the process (11 verbs, including 3 verbs with the meaning 'to lead out' (cf.: L. *educere*): *guide, elevate, prepare*; 3 - 'to train/to mold' (cf.: L. *educare*): *inculcate, indoctrinate, edify*); 5 – with the general meaning 'to improve': *enlighten, inform, develop, cultivate, improve*;

2) the method of rendering the information (3 verbs: *teach, drill, instruct*);

3) the particular method+subjects+information (3 verbs: *train, upskill, coach*).

The etymological duality of Modern English verb *educate* can also be observed in pedagogical theories and debates concerning the goals of education:

- should we just pass down knowledge to the young generation and train, mold them according to the existing models (cf.: the Latin verb *educare* 'to train, to mold') or

- should we lead the young generation to the unknown future, preparing them to make good decisions independently (cf.: the Latin verb *educere* 'to lead out').

The educationalists trace the etymology of the word *educate* trying to find there the proofs for their rightness, and as seen, the etymological duality of the English verb *educate* seems to be in favour of both of them (Bass & Good, 2004).

There is another hotly debated issue in Anglo-American educational theory that is also closely related to the English lexicon etymology and structure: which of the related processes – *teaching* or *learning* -- should be given preference nowadays? Originally the emphasis was on *teaching* with its stress on good explanation. It was believed that correctly organized *teaching* of the new information will almost guarantee *learning* that will happen naturally afterwards (cf. a similar idea in one of the most influential theories of communication Principle of Cooperation by H.P. Grice). Currently, the situation has changed. With spreading internet technologies, the role of *teaching* as ‘showing or explaining to (someone)’ is yielding, both at schools and universities, to *learning* ‘acquiring, often independently, new understanding, knowledge, behaviors, skills, values, attitudes’. The existence in the English language two separate native verbs as convenient terms – *teach* and *learn* – contribute to successful discourse on this issue.

In contrast to the English verb *to teach*, the native Russian verb *учить* is highly polysemantic and, moreover, it denotes both the opposite processes of *teaching* and *learning* (я учу детей ‘I teach children’ and я учу английский ‘I learn English’, quite similar to the meanings of the Old English verbs *læran* ‘to teach, instruct, guide’ and *leornian* ‘to get knowledge’. That is why, the Russian verb *учить* is not a full equivalent of the English verb *to teach* and is not always convenient as a single-root term in educational discourse on the issue of teaching vs. learning.

A similar problem is observed in the Russian verb that correlates with the English verb *to learn*. Yet, for the meaning of the English verb *to learn* ‘gain or acquire knowledge of or skill in (something) by study, instruction, or experience’ there are 3 separate though morphologically related verbs in Russian, stressing the manner of the process:

изучать ‘to learn by instruction’ (Он изучает химию в университете ‘He learns Chemistry at the university’);

учиться ‘to learn by study or experience’ (Живи и учись ‘Live and learn’);

учить ‘to learn by ‘memorizing’ (Он учит слова ‘He is learning words’).

Thus, none of the correlative Russian verbs can act as a single word equivalent for the English verb *to learn*, and the expressions like ‘The Conference on Teaching and Learning’ is indeterminate (learning by instruction? By study? By experience?), and is quite difficult to translate.

Neither the derived nouns of these two Russian verbs being polysemantic and denoting both the opposite processes of teaching and learning are good equivalents for the English words *teaching* and *learning*, and they are seldom used in pedagogical discourse on this topic. The prefixal nominal Russian derivatives *обучение* and *изучение* may be used for this purpose, to denote the focus on *teaching vs. learning*; however, *обучение* means not only 'teaching' but also 'training', 'instruction' 'education' and 'learning', and the noun *изучение* denotes not only 'learning' but also 'study', 'research', analysis, 'examination', 'scrutiny'.

In contrast to the English verb *to teach*, the Russian verb *учить* is **a perfect organizer** of similar words in the Russian lexical subsystem and mental lexicon. It is the source for a great number of derived words: its Old Russian root **укъ** is found in many words like:

обучать 'teach, train, drill, instruct, educate';

обучение 'teaching, instruction, training; learning

ученье 'learning, education',

изучать 'study, explore',

изучение 'study; learning; examination; scrutiny; analysis, research;

навык 'skill', *ученый* 'scholar, a learned man', *наука* 'science', possibly *ухо* 'ear' and *ум* 'reason'. It is a pivotal word around which all the Russian words related to teaching and learning are united.

Different etymological meaning that determines the modern function of the word is also exhibited by the Russian noun *образование* correlated to the English *education*. It appeared in the Russian language approximately at the same time as the English word – in the 16-17th century. But in contrast to the etymological duality of the English verb *to educate* (L. I. 'to train, to mold'; II. 'to lead out'), and semantics of the borrowed from French noun *education* 'child-rearing' and 'training of animals', the Russian verb *образовать* 'to make, to create' is motivated by the Old Russian noun *образ* 'shape, image, icon'. Therefore, the semantic components 'training, drilling' characteristic of the English word *education*, are associated with the Russian word *учение* 'teaching / learning' but not with *образование* 'education'. The Russian word *образование* 'education' due to its motivating feature 'model, icon' and then due to traditions is closely associated with teaching and learning, acquisition of basic skills and competences, their perfection, which enlightens people and make them ready for future. Probably, that is why, such lyrics as the one by the Pink Floyd, Album: *The Wall*, Released: 1979:

We don't need no education

We don't need no thought control

No dark sarcasm in the classroom

Teacher, leave them kids alone,

is hardly possible in Russian and even its literal translation in Russian may hardly be understood. One should get good *образование* 'education' because it is a corner stone on which the whole building of future activities of a person should be erected. *Образование* 'education' has always been viewed by people like a short program in a modern figure skating competition: first the skills of the minimum required elements should be displayed by skaters, and only then they may display their free program with innovative elements.

The opposition of *teaching / learning*, so important in modern education debates in the West, in Russia is more important at the university level. In addition, the opposition *teaching / research* is even more relevant there: at some Research Universities (there are 18 of them in Russia) this opposition is in favour of *research*.

Education is not limited to *teaching / learning* or *teaching / research*; the content of education includes 3 kinds of instruction: *intellectual, moral, and social* one, though the correlation of them may differ in national systems. Education in the West, for example, refers mostly to the intellectual or cultural training that one receives mostly at school. Educators there quite succeeded in accepting the individual expectations and possibilities of the learners, thus realizing the individual approach to education. As for moral and social education, it is quite problematic there nowadays: "... most Americans can agree that they want value-based education; they just cannot agree on the definition of those values and how they should be taught" (Walch 2006: p.377).

On the contrary, both pre-revolutionary Russian education theories (e.g., the Konstantin Ushinsky's idea of national folk origins of bringing up) and those in the Soviet Union paid much attention to *raising, upbringing* of a young person. It was viewed as an integral part of education and was reflected in all major education regulatory documents, thus (teaching + learning) and upbringing were inseparable, especially at school. This fact impressed the American academic and child psychologist Urie Bronfenbrenner who made a detailed comparative study of the rearing of children in the Soviet Union and the US in his book *Two Worlds of Childhood: U.S. and USSR* [Bronfenbrenner 1970]. The high standards of teaching on all levels and upbringing, which

in addition to the achievements of the Soviet Union in space, boosted the reforms in education in the USA (1965, 1983 and others), which, however, mostly concerned the development of rigorous standards and better assessments.

With the disintegration of the USSR, the education in Russia and post-Soviet Republics started gradually modelling itself upon the Western lines, and in circumstances of severe state underfunding, it has been heading to collapse. The education is still being reformed here, but hopefully the experience gained during all these years will be taken into consideration, and national traditions in education will be reevaluated.

2.3. Some anxieties and concerns caused by today's education

The Fourth Industrial Revolution taking place in the world these days is responsible not only for the disruptive technologies replacing in a very short time all the existing products and processes, changing our life and work, creating virtual reality and different easily acceptable internet products, including teaching materials, etc. The obvious **gains** of this Fourth Industrial Revolution concerning education are:

- the endless variety of information to be taught and teaching materials that may be used that modern Internet like Cornucopia, the horn of plenty in Greek mythology (and what if that horn of plenty be broken by man accidentally, only Zeus had that divine ability to mend it by touching?);

- world-wide fostering students' independence in choosing material and even his/her own learning path;

- distant forms of teaching / learning that all of us profited from in the pandemic time.

However, the disruptive changes take place in human communication and education as well, and there also some less obvious **losses** that arise concerns of educationalists.

Thus, teaching traditionally was connected with explanation, which is mostly oral verbal communication. With cognitive capacities humans may learn a lot not only via verbal communication, but they have got the ability of speech not only to cognize but also to *establish rapport* – a close and harmonious relationship. Nowadays effective and efficient verbal communication becomes a rare skill among the young ones, and educators should pay special attention to it.

Then, though the role of a teacher as a source of information is not actual anymore (“Dr Google” possesses incomparably more information), it is only a teacher who may pass down the

information *systemically* and build in the mental world of a learner the basis of knowledge, taking into account the individual features of a learner – no machine can do it. So far, an effective teacher cannot be replaced even in performing the intellectual task of education.

And finally, young learners with their computer skills helping them out with almost any intellectual problem, strive mostly for independence and individuality. Only highly professional educators, not information instructors, are able to deal with their mind and souls, *to be good upbringers*. Without a strong support of teachers in performing this aspect of education, the whole educational process may become uncontrolled and irreversible.

4. Conclusion

In the current study alongside with studying universal patterns in education and the national ones are investigated, debated deeply and the following conclusions are induced.

1. The ideas of internationalization in education as a tool of more general processes of globalization that seem to involve most of the world countries seems to be progressive and humane with its international students and faculty mobility experiences and international teaching and research partnerships. However, truly comprehensive and equal internalization is not achieved yet. Moreover, being in most cases unilateral, it may contradict the national interests in skilled and scientific personnel.

2. Not only culture but also the language code, its system and structure, determine the discourse content. It is shown in the paper how the concepts of education, teaching and learning are expressed by English and Russian words, and how the origin of these basic English and Russian educational terms may determine the character of the education discourse. However, this aspect of the well-known Sapir-Worf hypothesis concerning determination of a speaker's perception and categorization by the structure of his/her native language needs further investigation.

3. Modern computer and digital technologies extend human memory and transform the traditional oral and written communication patterns. But easy access to information provided by internet is only a substitute of knowledge that man possesses and operates with, and modern technologically assisted short businesslike messages are not the human communication of pre-digital time with its lengthy reasoning and picturesque details. Even emotions that a person experience (or supposed to do so) are marked in modern written speech just by ready-made pictorial icons. It cannot but worry teachers, and certain linguistic measures should be taken to

teach young people to express verbally their mind and soul, to follow the cultural patterns of communicative behavior. It will help them to avoid misunderstanding and aggressiveness.

CONFLICT OF INTEREST STATEMENT

The author declares that there is no conflict of interest in this study.

RESEARCH AND PUBLICATION ETHICS STATEMENT

The author declares that research and publication ethics are followed in this study.

AUTHOR LIABILITY STATEMENT

The author declares that she has done every step of this work herself.

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