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გრიგოლ რობაქიძის სახელობის უნივერსიტეტის, პრაღის ეკონომიკისა და ბიზნესის სახელმწიფო უნივერსიტეტისა და ხარკოვის, პეტრე ვასილენკოს სახელობის უნივერსიტეტის მიერ ერთობლივად ორგანიზებული საერთაშორისო კონფერენციის – „მედია და განათლება" სამეცნიერო მასალების კრებული.

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Organizační výbor mezinárodní vědecké konference Média a vzdělávání – Media & Education 2022 touto cestou děkuje všem recenzentům za ochotu a čas, který věnovali zpracování recenzních posudků.

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Shock media technologies in the modern propaganda arsenal

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Abstract

Any modern military conflict generates a huge wave of information about the special operations of the belligerents and interested parties. Both professional propagandists and ordinary media users are involved in this process. Since the Vietnam War (1965–1973), reporting on the horrific consequences of military conflicts as a kind of "truth" of war has long since lost its ethical motive, which was that a shocking journalistic report, video or photograph could shock the public and, in turn, save lives, or even stop the war. The journalist thus becomes, together with his audience, an integral part of the ideological war machine. The article highlights some of the most widespread media technologies in today's information war to spread fear and hatred.

Keywords

Information, military conflict, war, journalist, public, audience

Introduction

On February 24, 2022, the whole world woke up in a new reality. Russia has launched military aggression against Ukraine unprecedentedly since the Second World War, using, in addition to a huge amount of military equipment, a propaganda machine that has been created over the years. Any modern military conflict generates a huge wave of information on special operations by the warring and interested parties. Both professional propagandists and ordinary media users are involved in this process. The tone is set by reports and photo and video materials that depict the "terrible face of war": destroyed neighborhoods, burned–out houses, mutilated bodies of victims and grief–stricken people, that is, everything that some English–speaking journalists cynically call "war porn" (a naturalistic display of the horrors of war, devoid of any aesthetics and designed to shock the viewer). Reporting on the horrific consequences of military conflicts as a kind of "truth" of war has long lost its ethical motive since the Vietnam War (1965–1973), which was that a shocking journalistic report, video, or photo could shock the public and, in turn, save lives, or even stop the war. The peacekeeping mission of journalism in the current era of information wars is becoming not only difficult and risky but also not in demand, because, from the point of view of propaganda (currently we are talking about Russian propaganda), the purpose of showing the bodies of killed civilians (especially children) is not so much to end the war as to stir up hostility, mobilize supporters of one of the parties to the conflict, emotionally justify cruelty and the use of excessive force, etc. In addition, footage of the destruction of civilian homes in Ukraine and photos and videos of the victims of massive Russian attacks become tools of cynical manipulation, as Russian propaganda claims that it is the Ukrainian military who are shelling their own territory and civilians. Thus, the journalist, together with his audience becomes an integral part of the ideological war machine.

Main Part

The information war that accompanies the war in Ukraine is not fundamentally new in this sense. Media influence technologies that allow pressing on the pain points of the public consciousness, arousing such feelings as fear, anger, indignation, and hatred, are used today

not only by those who are engaged in propaganda, manipulation, and black PR [1]. These techniques are gradually becoming an integral part of the journalistic toolkit and all active Internet users.

Let us highlight some of the most widespread media technologies in the current information war to spread fear and hatred.

The use of alarming shadow lexemes. Russian media actively use the lexemes "punishers", "fascists", "neo–Nazis", and "foreign mercenaries" concerning the Ukrainian military and authorities. Ukrainian media, on the other hand, have been using the terms "terrorists", "militants", "gangs", and "pro–Russian mercenaries" since 2014. The modern language of the Ukrainian media about Russians has acquired even more interesting coloring, giving new connotations to long–familiar words and creating new ones: "orcs", "pig dogs", "rashists", "russnia", "vatniks". It is noteworthy that in the language of military propaganda, which is used by the media, "enemies" can only be "destroyed", while "ours" can only "die tragically". This method of information warfare, such as depriving the enemy's military of human traits, began to be widely used with the beginning of the First World War, and since then has accompanied any military conflict.

The use of images of excessive use of force. Destruction images of residential areas, schools, hospitals, and burnt–out high–rise buildings accompany almost every story about the war in Ukraine. Quite often the same images of destruction are used by both Russian, Ukrainian, and world media, only the culprits of the disaster change. Often, Russian propaganda TV broadcasts use footage of destruction and reports of the use of "Tochka U" ballistic missiles, which are indeed in service in Ukraine, but the facts of their use are quite controversial.

The use of images of the military equipment movement as the conflict escalation. This media technique was used back in the winter of 2014, when the media occasionally reported that tanks were moving from Chernihiv to Kyiv to disperse the Maidan protesters. During the conflict in Donbas, photographs and video footage of tank convoys have become a regular feature. With the beginning of the full–scale invasion and equipping of many Ukrainian units with aerial reconnaissance equipment and a short period from the actual shooting to its publication, the footage of columns of Russian equipment moving from the state border of Ukraine appeared on many channels on February 24. Since 2014, the Russian media have been exploiting the image of foreign (Western) equipment allegedly arriving in Ukraine. The most eloquent here is the photo of a column of German tanks "Leopard", which in September 2014 spread all over the Russian Internet sector with the emphasis that Germany was sending its equipment to help Ukrainian troops (in fact, German tanks "Leopard" participated in the military exercises "Rapid Trident 2014" in western Ukraine). Since February 2022, every delivery of Western equipment to Ukraine has been the subject of close attention and discussion in the Russian media.

The use of prohibited or highly destructive weapons images. Examples of such weapons are cluster munitions. Using this type of weapons, which has been repeatedly recorded, the Russian media sometimes accuse the Ukrainian military of using them, sometimes to stir up hostility and fear, Russian talk shows talk about the use of phosphorus bombs (this type of weapon was especially demonized by Soviet propaganda, so the corresponding media virus has a basis in the minds of older people).

Use of viruses and other products of bio laboratories. Russian propaganda has repeatedly accused Ukraine of developing various types of biological weapons, from anthrax to laboratory–infected birds, animals, and even mosquitoes.

The use of images of the consequences of war crimes. This range of media techniques is the most exploited as the most effective in arousing emotions. This includes footage of the

killing of civilians and reprisals against dissidents, as well as reports of torture and abuse, which are actively used in the media. These also include reports of mass graves in Bucha, Kyiv region, and Izium, Kharkiv region, of the deaths of children, and patriotic tattoos of captured Ukrainians cut off from their skin. The most exploited global media event in this context was the downing of the Malaysian Boeing in 2014, as civilians, including women and children from neutral countries, were killed. Now, the war is actually going on live, a large number of images appear on the pages of the world media at once – the faces of people covered with blood after massive rocket attacks in different cities of Ukraine, the death of a child in Vinnytsia, the hand of a dead woman in Bucha, a bracelet on the wrist of a tortured soldier in Izium.

The use of images of a "secret conspiracy". Conspiracy theories, as a popular pseudoscience that finds simple explanations for complex phenomena, become especially popular during military conflicts. The Russian media constantly replicate reports about the conspiracy of Western countries against Russia, about NATO troops secretly fighting in Donbas, that, in fact, it is the United States that is waging war against Russia with the hands of Ukraine.

In the context of the impact of these media images on human consciousness, it does not matter much whether they are real facts or fakes (after all, a single real media image is not a reflection of reality, it reflects only a fragment of reality, but not its whole picture). This is a type of propaganda technique in which the emotional component is much stronger than the rational one. In other words, if a convinced media user finds out that a video or photo he or she has seen is fake, it will not change his or her point of view or affect his or her perception of the information. The argumentation is as follows: "Yes, this particular video is fake, but it does not mean that such facts did not happen".

Heorhii Pocheptsov, a researcher of information warfare and propaganda, notes that various media constantly apply propaganda techniques that use verbal definition, in which the emotional component is stronger than the rational one. He also says that propaganda usually works with well–programmed reactions and is built in such a way as not to give the consumer of information the right to choose – he must act automatically [1].

Thus, the active use of shocking photo and video footage and messages in the current period is not always dictated by the fact that they reveal a certain truth about the war, but because they are the most effective means of propaganda.

Shock propaganda technologies should be constantly fed not just with fresh media materials from the war zone. They require a constant increase in the degree of the cruelty of these materials because it has been proven that during regular viewing of violent scenes, viewers react less and less to the cruelty seen on the screen and become less sensitive to it (in media psychology this is called "desensitization").

In our opinion, society is characterized not by the number of shock media technologies, but by the reaction to these media technologies. And here a whole range of questions arises. Why do so many media users succumb to primitive propaganda special operations of the level of the First World War? Why, with the immense possibilities of the multiplicity of thoughts and meanings that the Internet space provides, does a person become an easy prey for manipulators? Why conspiracy theories are perceived in the mass consciousness as weighty arguments?

Part of the answer is given by psychology. We are talking about a certain feature of human consciousness, which in psychology is called selective perception – the tendency of people to pay attention to those elements of the surrounding world that coincide with their expectations and ignore others. Thus, a person chooses only those news and opinions that are consistent with his or her own point of view and rejects or is biased against those that

contradict it. For example, an Internet user searches the web for only those messages and opinions that confirm his opinion or correspond to his position. If such a person visits a resource that covers the opposite point of view, it is only with strong prejudice. The biggest problem in the current information war is that any arguments are powerless against the labels and stereotypes formed by propaganda [2, 71]. Even the most convincing and logical evidence fails to reach the goal, is reflexively rejected, distorted, and turned into accusations of lying, bias, payment, and greed, as well as cause irritation, anger, and indignation, which in turn makes you defend your rightness even more aggressively. Resentment and self–love build absolutely absurd semantic constructions to support themselves to avoid cognitive dissonance by all means.

Conclusion

In the current period of total selective perception of information about the war in Ukraine, objective journalism faces an incredibly difficult super–task, which, in fact, sounds quite simple: to adhere to journalistic standards. That is, at a minimum, to avoid media techniques that, by increasing emotional impact, can distort objective reality and cause feelings of fear, hopelessness, anger, hatred, etc. As a maximum, to inform the public about what is really happening, and not to spread a typical set of stereotypes and labels that necessarily accompany any military conflict and contribute to its escalation.

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Categories of indicators of quality of education in higher education institutions

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Abstract

The paper presents quantitative and qualitative concepts for evaluating the quality of education in higher education institutions. Some publications and journals focused on the quality of higher education. Furthermore, the Teaching and Learning indicators according to the U–Multirank project, which is a multidimensional and multi–level tool for the evaluation of higher education institutions in the field of education and research.

Keywords

conference, educational process,categories of quality indicators, education

Introduction

Vo Vyhláseniach Rady Európy sa zdôrazňuje, že kvalita vzdelávania sa má stať jedným z rozhodujúcich cieľov všetkých druhov a typov škôl. Preto musí byť zabezpečená na všetkých úrovniach a vo všetkých oblastiach vzdelávania. Pretože proces výučby je podstatnou súčasťou vzdelávania, predchádzajúci výrok sa vzťahuje aj na jeho kvalitu.

Kvalite vzdelávania na vysokých školách v Európe sa začala venovať zvýšená pozornosť od prvej konferencie európskych ministrov pre vysoké školy a vedu, ktorá sa uskutočnila v Boloni v roku 1999, kedy sa vytvoril spoločný európsky priestor pre terciálne vzdelávanie. Mimoriadny význam pre zabezpečovanie kvality vysokých škôl mala porada európskych ministrov pre vysoké školy a vedu v roku 2003 v Berlíne, na ktorej sa ministri zaviazali presadzovať zabezpečovanie kvality v oblasti vysokého školstva (Komunike Berlin, 2003).

Main part

Analýzou vzdelávania a porovnávaním vybraných ukazovateľov systémov vzdelávania v členských štátoch sa zaoberá aj EU (Európska únia) a OECD – Organizácia pre ekonomickú spoluprácu a rozvoj – združujúca hospodársky najvyspelejšie štáty sveta.

Experti na vzdelávanie zostavili širokú škálu indikátorov vzdelávacích systémov vrátane vysokých škôl. Indikátory ukazujú kto sa zúčastňuje na vzdelávaní, aké sú finančné výdavky na vzdelávací systém a jeho jednotlivé prvky, ako vzdelávací systém funguje, výsledky žiakov a študentov v medzinárodných meraniach, vplyv vzdelania na výšku zárobku a na zamestnanosť. Jednotlivým štátom umožňuje analyzovať svoj vzdelávací systém z medzinárodného meradla a porovnať ho so vzdelávacími systémami iných štátov.

Existuje veľa publikácií napr. Education at a Glance (Vzdelávanie letmo), ktoré vydáva OECD, Key Data on Education in Europe (Kľúčové údaje o vzdelávaní v Európe), ktoré vydáva EU. Napriek mnohým údajom umožňujúcim porovnať v rôznych ukazovateľoch vzdelávací systém v ČR (Česká republika) a v SR (Slovenská republika) (aj vysoké školy)

so vzdelávacími systémami v štátoch OECD a EU, ani jedna z týchto publikácií neobsahuje informácie o kvalite vzdelávania na vysokých školách. (2)

Vo svete vychádza tiež niekoľko časopisov zameraných na kvalitu vysokoškolského vzdelávania, napr. Quality in Higher Education (Kvalita vysokoškolského vzdelávania), Quality Approaches in Higher Education (Prístupy kvality vo vysokoškolskom vzdelávaní), Quality Assurance in Education (Zabezpečenie kvality vo vzdelávaní).

Na určenie poradia úspešnosti vzdelávania na vysokých školách sa využívajú rôzne kategórie indikátorov výkonnosti vysokých škôl z piatich oblastí: Vyučovanie a učebné prostredie. Výskum. Citácie. Príjmy vysokej školy z praxe za inovácie, patenty a vynálezy pripadajúce na jedného akademického pracovníka vysokej školy. Medzinárodné prostredie vysokej školy. (1)

V medzinárodnom meraní úspešnosti vysokých škôl sa zisťujú rôzne kvantitatívne údaje ako je pomer počtu profesorov k počtu všetkých učiteľov či počtu študentov, podiel prihlásených uchádzačov k plánovanému počtu miest atď. Ani jeden z týchto indikátorov nezisťuje najdôležitejšie charakteristiky procesu vzdelávania – čo si študenti osvoja v priebehu štúdia, ako to vedia aplikovať, ako sú so štúdiom spokojní, ako sa učia, aká je kvalita ich študentského života, aké je ich uplatnenie na trhu práce, ako sú spokojní ich zamestnávatelia atď.

Európska komisia už v roku 2011 schválila projekt U–Multirank, ktorý predstavuje viacdimenzionálny a viacúrovňový nástroj hodnotenia vysokých škôl v oblasti vzdelávania a výskumu. Podľa tejto metodiky sa hodnotia vysoké školy v týchto kategóriách indikátorov: Vyučovanie a učenie. Výskum. Transfér poznatkov. Medzinárodná orientácia. Regionálna angažovanosť. (3)

V kategórii Vyučovanie a učenie sú to indikátory:

– Výdavky na vyučovanie.

– Tempo ukončenia štúdia.

– Interdisciplinarita študijných programov.

– Nezamestnanosť absolventov.

– Priemerný čas na ukončenie štúdia.

– Pomer počtu študentov a učiteľov.

– Investície do laboratórií a odborných učební pripadajúce na jedného študenta.

– Kvalifikácia učiteľov.

– Dĺžka trvania odbornej praxe študentov v priebehu štúdia.

– Vybavenie fakulty prostriedkami IKT (Informačné a komunikačné technológie), prístup k internetu.

– Rovnováha pohlavia študentov.

– Zahrnutie výkumu do študijných programov.

– Hodnotenie študijných programov študentmi.

– Hodnotenie výučby študentmi.

– Hodnotenie materiálno–technickej vybavenosti fakulty študentmi.

– Hodnotenie organizácie štúdia študentmi.

– Hodnotenie sociálnej klímy študentmi.

– Hodnotenie pomoci študentom zo strany učiteľov.

– Možnosti študentskej mobility v zahraničí.

V podmienkach ČR a SR prebiehajú dlhoročné diskusie o kvalite vzdelávania na vysokých skolách. Podľa niektorých výskumoch sa stretávame pri hodnotení kvality vzdelávania pomocou skupín kritérií ako napr. Výkon vo vede. Zhodnotenie transféru výsledkov do praxe. Zamestnateľnosť a uplatnenie absolventov na trhu práce. Internacionalizácia školy. Podiel profesorov a docentov. Zapojenie bakalárov do praxe. Mobilita medzi školami.

Iné výskumy sú zamerané na hodnotenie kvality vzdelávania vysokých škôl pomocou funkcií ako je študijná funkcia, medzinárodná funkcia, výskumná/umelecká funkcia, podnikateľská funkcia, regionálna funkcia a celoživotná funkcia.

Z výskumov zameraných na kvalitu vzdelávania na vysokých školách v zahraničí, hlavne v USA, sú uvádzané princípy dobrej výučby na vysokých školách, hlavné hnacie sily výučby, kľúčové prvky pre kvalitnú výučbu na vysokých školách, princípy pre riadenie výučby a učenia: rámec pre prvotriednu univerzitnú výučbu a vzdelávacie prostredie.

Conclusion

Vyučovací proces je najdôležitejší proces zo všetkých procesov na škole, a preto jeho kvalita je rozhodujúcim prvkom aj pre kvalitu školy. Pre kvalitu vyučovacieho procesu z pohľadu TQM (T – znamená total, Q – znamená kvalita, M – znamená manažment) sú najdôležitejšie podľa nás tieto princípy:

Orientácia na spokojnosť zákazníkov. Orientácia na vyučovací proces. Zdokonaľovanie vyučovacieho procesu. Kultúra vyučovacieho procesu.

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Importance of the discursive code (On the example of Georgian media)

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Abstract

Communication theory has transformed the word "code" into a synonym for "discourse". Some linguists, including P. Guiraud, offer scientific possibilities to distinguish it: "The conventions of a code are explicit, pre–established and imperative; those of language are implicit, they are instituted spontaneously during the very course of communication" [1: 37]. However, the languages of the media are often specific codes that only work within restricted communities and whose analysis must consider the specifics of their daily life. Journalists address various messages to their viewers that go beyond the meaning of words and images; the actions undertaken by the media constitute an element of their discursive strategy. Information has essentially transmitted by five techniques: oral, written, iconic, sound, and audiovisual. Journalists should always strive to find understandable language for their intended audiences. Here we see the triangle known to discourse researchers appear.

In the given article, we will try to show the discursive codes that appeared in the Georgian media. We will analyze the codes of government television channels as well as those of the opposition.

Keywords

Media, discourse, code, communication, author, journalist, and viewer

Introduction

Communication theory has transformed the word "code" into a synonym for "discourse". Some linguists, including P. Guiraud, offer scientific possibilities to distinguish it: "The conventions of a code are explicit, pre–established and imperative; those of language are implicit, they are instituted spontaneously during the very course of communication" [1: 37]. However, the languages of the media are often specific codes that only work within restricted communities and whose analysis must consider the specifics of their daily life. Journalists address various messages to their viewers that go beyond the meaning of words and images; the actions undertaken by the media constitute an element of their discursive strategy. Information has essentially transmitted by five techniques: oral, written, iconic, sound, and audiovisual. Journalists should always strive to find understandable language for their intended audiences. Here we see the triangle known to discourse researchers appear.

In the given article, we will try to show the discursive codes that appeared in the Georgian media. We will analyze the codes of government television channels as well as those of the opposition.

Main part

The communication or the oral code can be carried out in life, in monologic or dialogic form, deferred in space or time, but always in context, in the situation for the target audience. In a conversation, the participants between mixed types and means of information use the total communication system and subjective points of view.

On the other hand, the written code necessarily establishes deferred communication; it authorizes the repetition of the message, the backtracking, and the conservation of the

transmitted message. Written language is more structured than oral language, more respectful of morph syntax. But it is always noted that the authors follow their subjective line of thought.

As for the iconic code, especially important in the media narrative rarely exists in isolation. Unlike writing, which is always a distanced view from the reality, the image does not imply a great distance, it serves to bring us closer to the facts. We then wonder about the border between reality and fiction in the so–called entertainment programs that offer programs presenting "real stories" reconstituted with the original protagonists. However, it should always have been considered that the image influences more than the written or the oral. Frequently the text remains beneath the image, directing our perception toward a specific objective.

Finally, the plurality of media used by the media determines the organization of a code that the general public often has difficulty interpreting correctly.

- If we take the government channel used codes that allow viewers to keep quiet: the shown reports do not contain scenes of violence, the speech of journalists is fluent in sound, and the colors are soothing (e.g. the blue, the green, the white…), there is no tension or rises in the voice, the gestures are not raw, the music is calm. The journalists mainly talk about progress in the different tomorrows of the country.

- Considering oppositional channels does not spare the emotions of their audience. The shows begin with violent and tragic stories; journalists often use rhetorical questions: "Who stole your money?", "Who doesn't see the poverty of people through the windows of fancy cars?", and etc. The range of colors is aggressive (red, black…), the journalists speak loudly, they even shout, the gestures are raw, the music is pathetic and loud. All we see is "a great tragedy" unfolding in the country.

Transferring events that happen in real life to the media leads to confusion between the real and fictional universe. The television image opens the door to an ambiguous world that is both real and artificial. Watching a television program means constructing an interpretive grid.

In a conversation, three types of information have exchanged: cognitive, indexical, injunctive, or conative. The means used to communicate are diverse: vocal–verbal, vocal–non–verbal, non–vocal–verbal, and non–vocal–non–verbal.

They can also be classified according to their linguistic, paralinguistic, and extra–linguistic nature. We could even link the type of information and the media used: this is the case, for example, with cognitive details associated with linguistic and paralinguistic media (language/color–music). Apparently, in every social group, there is a code of gestures, the rules of which seem to be less rigid than the rules of grammar.

Within the same culture, there are usually several ways to do this. Non–verbal information is sometimes superior to verbal because its impact is immediate. For its part, injunctive information is mainly linked to paralinguistic means such as gestures, movements, and intonation and sometimes uses linguistic means such as ritual phrases or regional expressions. All cultures have significant gestural communication system [2: 36] that precedes or accompanies speech to send specific messages.

The observation of gestures (sometimes genuine archetypes), a fundamental axis for understanding communication, constitutes the starting point of kinesics which serves to complete the information provided by proxemics which deals with the study of all relations spatial as a mode of communication.

According to D. Morris [3: 126] three kinds of space are essential: "territorial", "tribal", family, and personal, synonymous with "living space". The "tribal territory" of modern times, is, for example, the part of the basketball court occupied by the supporters of the local team. Hall's book "The Hidden Dimension" [4: 6–44] complements these theories. According to him, every personal field has its private and public zones. Finally, we must mention index information, transmitted by all means.

In a speech, biological details are provided by different linguistic means; Psychological and social information is inferred from linguistic and paralinguistic means.

The different information systems and the various means of communication give rise to multiple combinations in the media narratives. With the arrival of reality TV programs, hitherto inaccessible characters are often demystified, and lose the glamour and mystery that surrounds them: the lives of politicians, princes, and princesses of our time occupy the cover of current affairs magazines that were the subject of various comments during televised debates.

In this context, traditional discursive genres are under threat. This case is the matter for the debates, a discussion on a specialized subject, in which individuals take part with divergent opinions about the previously determined subject announced in advance; influenced by reality TV shows, the debate has become so widespread that we can no longer discern reality from fiction.

Conclusion

A plural society like ours, proud of democratic values and invoking freedom as a principle has fallen into the trap of its own mistakes. With our value system turned upside down, confusion becomes pervasive at any level. Journalists send their viewers various messages and codes that go beyond the meaning of words and images, the action taken by the media constitute an element of their discursive strategy that erases the limits between the real and the unreal. Many viewers claim to watch government channels, but also oppositional channels to infer what is realistic. But research shows that with this technique, discursive codes take them further by provoking half–erased images in their minds.

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Providing and receiving students´ feedback within presenting in english language

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Abstract

The paper is focused on the convenient ways of giving and receiving feedback in connection with presenting in English. The paper also deals with a short research conducted in a few groups of university students. Their experience and feelings regarding feedback after presentation in English are outlined and shortly discussed.

Keywords

Feedback, Students, Presenting, English Language.

Introduction

Přijímání a poskytování zpětné vazby je nedílnou součástí osobního i pracovního života všech z nás. Zpětná vazba přitom bývá stále často vnímána jako kritika a působí na jedince mnohdy pouze negativně, aniž by si z ní odnesl tipy či doporučení, která by mu v budoucnu mohla být nápomocná.

Zpětná vazba patří neodmyslitelně i k výuce po podaném výkonu žáků a studentů. Nutnou součástí bývá i po jejich prezentaci, aby si utřídili, co se jim podařilo a na čem ještě mohou do budoucna pracovat. Účelná v tomto případě bývá i vlastní sebehodnocení, je ale náročnější posoudit vlastní prezentaci se zdravým odstupem a náhled publika je proto cenný. V případě, že prezentace probíhá v jiném než mateřském jazyce, je zpětná vazba ještě významnější.

Cílem příspěvku je nastínit některé možnosti, jak zpětnou vazbu udělovat tak, aby byla konstruktivní, ale taktéž přinést tipy, jak se s ní nejlépe vypořádat. Nastiňuje rovněž vybrané výsledky krátkého průzkumu, který proběhl u několika skupin vysokoškolských studentů po vlastní prezentaci v anglickém jazyce.

Main part

Zpětná vazba při prezentování v anglickém jazyce

Zpětná vazba je, jak bylo uvedeno, neoddělitelnou součástí komunikačních dovedností. Studenti ji potřebují umět přijímat a taktéž poskytovat, neboť se s ní budou opakovaně setkávat na trhu práce. V praxi může vést zpětná vazba k posílení činnosti jednotlivce i týmu a následně ke zvýšení produktivity práce (Holečková, 2020). V pracovním prostředí pak pravidelně podávaný a přijímaný feedback pomáhá kolegům k vzájemnému pochopení přání, měnících se potřeb jednotlivců a pracovních cílů. Vzájemný dialog zároveň prohlubuje důvěru a pomáhá budovat otevřenou pracovní atmosféru.

Dle autorů Šeďové a Švaříčka (2020) je zpětná vazba (feedback) pevně zabudována do struktury pedagogické komunikace a tvoří právě ten aspekt, který odlišuje komunikaci vyučujícího a studenta od běžné interpersonální komunikace. Zpětná vazba je procesem, při němž příjemce sdělení, tedy student, shromažďuje informace a následně je vyhodnocuje. Na základě vyhodnocení své další jednání koriguje. Zpětná vazba je pro kvalitu komunikace

mezi vyučujícím a studentem klíčová. Ve výukové komunikaci přichází bezprostředně po podání studentova výkonu a předpokládá se, že na jejím základě student reguluje svůj další učební postup, což by mělo vést ke zlepšení jeho výkonu v budoucnosti. Podle Matouška (2020) lze hovořit o zpětné vazbě jako o reakci způsobující akci – o zdroji informací pro studenta, který je podkladem pro jeho další činnost.

I tak bývá zpětná vazba často vnímána negativně. Přitom je dle Mikuláštíka (2010) nezbytnou součástí práce s lidmi. Jde jen o to, aby byla přijatelná a nepůsobila negativně na kritizovaného. Uměním je tedy poskytnout takovou zpětnou vazbu, aby nezpůsobila negativní emoce. Zpětná vazba by měla být zejména popisná a konkrétní, vždy tedy se zaměřením na konkrétní výkon (Matoušek, 2020). Důležité je nalézt a vyzdvihnout pozitivní aspekty, tedy nebýt pouze negativní. K tomu může posloužit i „sendvičový" systém zpětné vazby, kdy na počátku oceníme pozitivní aspekty, následně přidáme konstruktivní kritiku, a skončíme opět pozitivními aspekty, a to včetně nastínění možného řešení, které pomůže studentovi posunout se vpřed. Poskytovatel zpětné vazby by měl zejména povzbuzovat, uvádět detaily, soustředit se na to, co lze změnit, respektovat pocity a názory druhé osoby. Platí zde, že zpětná vazba by měla být poskytována vždy osobně.

Ve shodě s uvedeným se lze inspirovat i následujícími postupy (Mikuláštík, 2010):

- Používat zmíněný „sendvičový" systém kritizování. Nejprve by měla zaznít konkrétní pochvala, následně je možné do ní vnést konstruktivní kritiku a skončit opět nějakým pozitivním aspektem.
- Pokud něco vytýkáme, vždy by se to mělo týkat konkrétního výkonu, nikoli osoby.
- Při konstruktivním kritizování je účelné uvést konkrétní doporučení do budoucna.

Taktéž D. Gruber (2011) uvádí tipy pro poskytování kritiky:

- Kritizujete–li, říkejte „my". Při pochvale říkejte „ty" nebo „vy".
- Používejte slůvek „možná", „snad", tázacích vět místo rozkazovacích a zvolacích.
- Používejte podmiňovací způsob, zápor, otázku.
- Když kritizujete, navrhněte zároveň správné řešení.
- Neopomeňte zdůraznit, že kritikou chcete pomoci, nikoli osočit či očernit.

Pokud se ocitneme v pozici osoby, která zpětnou vazbu (i kritickou) poslouchá, je vhodné se taktéž zamyslet nad tím, jak na ni reagovat. Pokud zaznívá přímá kritika, je třeba si uvědomit její příčiny a motivy a taktéž oprávněnost. Asertivně jednající člověk s oprávněnou kritikou souhlasí, věc zbytečně nerozebírá a orientuje se na možnosti změny do budoucna. Studentům, kteří jsou na kritiku obzvláště citliví, může pomoci zvládnout situaci díky hlubšímu dýchání (Mikuláštík, 2010) a uvědomění si svých silných stránek.

Protože stres a tréma při prezentování se ukázaly být stěžejním problémem mnoha studentů, jak vyplynulo z předchozích výzkumů (Holečková, 2020), byla pozornost věnována též právě oblasti zpětné vazby, která může být pro studenty rovněž stresující.

Průzkum probíhal ve čtyřech kurzech zaměřených na prezentační a komunikační dovednosti v anglickém jazyce, které probíhaly v měsíci říjnu a listopadu 2022 na dvou vysokých školách. Dva kurzy čítající 31 účastníků probíhaly na soukromé vysoké škole ekonomického zaměření sídlící na Praze 5, dva kurzy s celkem 35 účastníky na Vysoké škole ekonomické v Praze. Zde byli mezi studenty taktéž zahraniční výměnní studenti, a to zejména z Francie, Německa a Holandska. Všichni studenti měli jako jeden z výstupů kurzu za úkol prezentovat

téma zaměřené na problematiku ekonomiky či financí, a to v anglickém jazyce. Každý ze studentů si měl po své prezentaci vyslechnout zpětnou vazbu ostatních, ale jeho úkolem bylo taktéž zpětnou vazbu poskytnout svým prezentujícím spolužákům.

Jednalo se o tři otevřené otázky, na které měli studenti po prezentaci odpovědět písemně. Byly položeny vzhledem ke koncepci kurzu v angličtině, zde je uvedeno české znění otázek:

- Jaké jste měli pocity ze zpětné vazby, která vám byla po prezentaci udělena? Vnímáte, že vám byla nápomocná?
- Jaké pocity jste měli z vámi udělované zpětné vazby svým kolegům? Dařilo se vám podle vašeho názoru podat konstruktivní kritiku?
- Máte nějaké tipy, které by mohly být při přijímání a poskytování zpětné vazby do budoucna nápomocné?

Následující text shrnuje krátce pouze podstatné aspekty plynoucí z výzkumného šetření.

Na první otázku odpověděla většina studentů (44), že jejich pocity byly pozitivní či neutrální. Mezi nimi se nacházelo mimo jiné všech deset výměnných studentů. Nicméně 13 studentů se shodlo na tom, že přijímané informace pro ně nebyly dostatečně konkrétní či konstruktivní a nemohli si z nich nic jednoznačného odnést. Ze zbývajících studentů jich 7 (jednalo se ve všech případech o studentky) uvedlo, že zpětnou vazbu vnímali negativně a jejich míra trémy a stresu z dalších vystoupení se nezměnila.

Ke druhé otázce se vyjádřila kladně necelá polovina studentů (32), sem patřili i všichni zahraniční výměnní studenti. Shodovali se na tom, že nevnímali jako problém konstruktivní zpětnou vazbu udělovat. Ze zbylých studentů se 12 z nich shodlo na tom, že nemohli nabídnout doporučení, neboť v prezentacích, které hodnotili, neviděli prostor pro zlepšení, neboť jim připadaly výborně zvládnuté.

V rámci třetí otázky se 21 studentů shodlo na tom, že jednodušší poskytování i přijímání zpětné vazby se dostaví časem se zvyšujícím se počtem prezentací. 5 z nich doporučovalo podávat zpětnou vazbu písemně, 3 z nich přátelsky a s úsměvem. Tipy ostatních studentů se různili, tato odpověď taktéž v 9 případech nebyla vyplněná.

Z uvedených výsledků vyplynulo, že v rámci uvedených kurzů existuje poměrně velký prostor pro práci se zpětnou vazbou a její procvičování. Ač jsou studenti již do velké míry zvyklí na hodnocení svých výkonů, reflexi od spolužáků i reflexi vlastní, kritiku často vnímají jako problém a nepříjemnost a nikoli jako cestu ke zlepšení. Taktéž lze konstatovat, že zahraniční výměnní studenti vnímají feedback více jako běžnou součást každého výkonu a s podáváním a poskytováním zpětné vazby se vypořádali celkově snadněji.

Conclusion

Příspěvek byl zaměřen na možnosti, jak zpětnou vazbu udělovat tak, aby byla konstruktivní, a taktéž tipy, jak se s ní nejlépe vypořádat. Nastiňoval vybrané výsledky průzkumu zaměřeného na přijímání a poskytování zpětné vazby, který proběhl u několika skupin vysokoškolských studentů po prezentacích v anglickém jazyce. Krátký průzkum poukázal na to, že u vybraných skupin studentů existuje prostor pro rozvoj v oblasti přijímání a poskytování zpětné vazby. Lépe se s ní obecně dokáží vypořádat výměnní studenti, kteří jsou na průběžný feedback více zvyklí. U těchto studentů ale platí, že jsou celkově i více aktivní, běžně se do výuky zapojují, vítají různé diskuse, debaty, více reagují na otázky. Krátké průzkumné šetření ukázalo prostor pro budoucí práci se zpětnou vazbou spolužáků a vhodnost jejího průběžného zařazování do výuky.

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Media and education – usage of media materials in investigative journalism

Dedicated to the memory of 13 years old Marita Mefarishvili

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Abstract

This paper will show that, There is a lack of Educational programs in Georgia Tv–s. End we have a big audience of parents, children, teachers, professors and just sityzens, who are interesting, what kind of process is going in Educational systems. In other hand, we, as a journalists, can use materials from media, as evidence, to show, how important journalist investigation is. And at the and – we can publish materials only in media, to impact the public opinion and change bad systems. So, in 21 century there is very small amount of things, which exists without publicity and media.

Keywords

Media, Education, Investigative Journalism, social impact, new world, journalist interpretation

Introduction

About Educational programs and papers in Georgia

Mass media, as a crucial part of modern everyday life, can have a great influence on a person's consciousness. In the modern philosophical literature we are witnessing the implementation of the concept of Mass culture, which is a synonym of managing human consciousness under the influence of mass media. This is the reason why in the modern world there are informational wars between the politicians and attempts to gain influence on the media, especially when it comes to digital and social media.

In Georgia the main focus of the media are entertainment and political news, but it has began to focus on the field of education. Along with the channels financed by the state budget (0.14 part of its domestic product) public broadcaster, educational programs have appeared on private commercial channels, which is a good news, however, we need more educational programs for target groups – for example, exploring the situation in kindergartens, sharing information about the competition for becoming the school principal, for students and teachers wishing reorientation – in one word, the information which will help viewers to understand and keep up with the complicated Georgian educational system. It is true that the second channel of the Public Broadcaster, due to the pandemic, has turned into a television promoting school education, which is undoubtedly welcome, but at the same time it is completely possible to diversify its topics with journalistic products, which includes coverage of the educational field from a journalistic perspective.

According to our observation, very little information is available in Georgia on the peculiarities of both public and private sector educational institutions, enrollment rules and communication procedures, therefore, kindergarten, school or university students have to obtain information through their parents and relatives and not through the media. We could not find a more or less reliable and well–known site or publication, or a television program

that would introduce educational news and procedures to the interested public. We think there is a very big reserve in this regard. Now, for example, the process of selecting school principals is underway, and only the website of the Ministry of Education and a very narrow circle know about the procedures for its appointment and the selection rules, which undoubtedly leads to a certain blockage of this system and unavailability of information for other interested parties.

https://edu.aris.ge/ – This is only one site, which can inform you competently about the processes, which is going in Educational system a Georgia. But the people, who don't use and does not know about this site, can't be informed by Tv, radio, and newspaper.

Main part

How to use materials from media, as first and secondary sources?

The essence of this article is to describe the role of media not as a tool of influence of the masses, but as an auxiliary tool in relation with investigative journalism, which is one of the most complex products of journalism. The first thought that comes to mind, when you find a mistake or a crime in the activities of the state system or private structures related to it is : Google it!! Google it. At this time, the evidence obtained by the media at the scene and the representatives of media who were directly present at the event are incomparable first sources for investigative journalism. Go to the electronic portal of public procurements, check the data on the portal where the activities of the international companies are described, find old materials about the activities of the person and use them, (use them but not with violation of professional ethics) this will enrich you.

Materials published and broadcasted by the media in the pas (kept in archive) are invaluable primary and secondary sources for investigative journalism, especially when it comes to interpretive investigative journalism.

Interpretive journalistic investigation, as it is known, may be entirely built on well–known facts to which the journalist and the analyst give different interpretations. In other words, the journalist in this case has a role of Miss Marple and Hercule Poirot. In order to give a better example, let's go back to the tragedy that took place in Tbilisi (Park of Vake) October 13, 2022 – the children playing in the park, entered the colorful fountain, the safety system did not work, the children were electrocuted and one of them died. This work is dedicated to her memory. Why did the system not work, where was the mistake made, how to avoid further tragedies?

For this concrete example, an investigative journalist can search for materials on the television Channels, newspapers and the websites of news agencies, as well as on the websites of state structures.

The freedom of information act, which is the third chapter of the General administrative Code in Georgia obliges state organs to publish detailed information on electronic purchases, as well as reports belonging to public information and information on decision–maker persons – this has become a great achievement for investigative journalist.

It was thanks to this information posted on websites that the information about the designer of the fountain and about the company implementing the works "Green service plus" become known.

Here we want to share some useful links from which a journalist can obtain public information about state procurement and its monitoring:

- http://www.procurement.gov.ge/ – here you will find information about state tenders.

- https://transparency.ge/node/4959 – here you will find instructions on how to use this website.
- http://www.tenders.gov.ge/dep/login.php – all government purchases are on this website.
- https://tendermonitor.ge/ge/about – here you will fin the analysis of tenders for the preparation of investigative material.

But if you think that for investigative journalist sit down and classifying information gathered by reporters in the wind and rain is enough to come to the conclusion, you are wrong. After that, there is still a lot of intellectual work to do, which is expressed the following way : the investigative journalist must sort the primary and secondary sources, analyze already published and aired material, see all material (interesting or boring) and the proceed to work.

sorting materials, collecting information and information sources in an Excel file and analyzing them with experts of the field is the first step of an investigative journalist on the path of establishing the truth. The rest of the work is after a very long process of meeting directly with primary and secondary sources, interviewing them and finally recording the assessments of the relevant experts.

Personally I've had a such method while conducting an investigation: discussing the information about the discovered violations with potential experts who could make comments and legal assessments while at the same time represent people of authority to the public. Certain method worked extremely well when investigating the privatization of Sport–club Dinamo, because all the experts to whom we presented the results of current investigation and asked for an assessment, later have become witnesses at the trial – they confirmed the authenticity of the information obtained by the journalist, as well as the journalist's sincere desire to achieve fairness in this challenging legal case.

Summoning the authorities and apportioning responsibilities works especially well in the Post–Soviet space that is usually ruled by authorities, therefore, the danger that a journalist faces after the publication of investigative accusatory material is very much real and possible.

Since it is impossible for a journalist to completely find all the living witnesses of a long story, he will undoubtedly have to analyze and use media materials, which is possible. Although it often created the problem – how correctly indicate the results of work of other authors in you investigation. But it's another subject, when we will talk about ethical and legal frames of using other journalists work.

Another step is to evaluate the materials obtained by the journalist by experts of the field it concerns – it can be economists, engineers and representatives of technical sciences. For example, when it comes to an incorrectly installed light pole, a soccer goal or a fountain that ins mentioned was took the life of the little girl. However, the investigative journalist is obliged to look critically at the expert's assessment, verify the accuracy of the information provided. The truth is that constant skepticism and constant questioning should be the main professional habit of an investigative journalist.

It is important to understand that an investigative journalist differs from a reporter in that – he devotes more time to the analysis of events, brings fact into the system and offers certain logical conclusions. After, he has to double–check facts and interview primary sources, as David Process, professor of Northwestern university's Medley school of journalism and his students had to do when they used the Anthony porter app on death row and asked students

to double–check their sources. As a result, the students discovered new witnesses and saved an innocent person from the death penalty. Sometimes, even the media can fulfill such a noble mission

Conclusion

Finally, we can say that the mass media has a great role in informing the society, creating/forming a public opinion, and raising the quality of civic education. The result of a journalistic investigation shouldn't only provide information to people. It should prompt a person to think and take concrete steps. In this particular case, the journalistic investigation may at the same time include a civic educational component, the people have the right to participate in the design of their own living environment, to monitor both the spending of the state found and the production of the works. My first editor, Giorgi Akhvlediani, was always telling us, beginner reporters, to remember that people who are reading and watching your work, are smarter than us. I would also add that it relieves you of arrogance and pushes you to find more evaluable information.

We have prepared this article wishing it to be not only interesting, but also useful for our students, who are motivated to acquire the profession of a journalist.

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Media aspects of creating methodology of education, presentation and enlightenment to appreciate the significance of world heritage monuments

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Abstract

The authors' workplace participates as an external consultant in the expert team participates as external advisors in the expert team of the project of the Ministry of Culture of the Czech Republic No. MK 30665/2022 OPP focused on the design and implementation of a methodology to support education, presentation and enlightenment of world heritage monuments in higher education. On 11/11/2022, a dissemination seminar took place at the researcher's workplace and the methodology is being finalized. The article deals with the media and didactic aspects of the subject matter and is a dissemination output of the expert consulting team.

Keywords

Media aspect of education, world heritage monuments, culture, didactics, higher education, curriculum, soft skills, transversal competences.

Introduction

Jádrem mezinárodně obsazeného expertního poradenského týmu ke grantovému projektu Ministerstva kultury č. j. MK 30665/2022 OPP Metodika edukace, prezentace a osvěty k docenění významu památek světového dědictví jsou autoři článku – akademičtí pracovníci Katedry didaktiky ekonomických předmětů, působící v rámci Fakulty financí a účetnictví Vysoké školy ekonomické v Praze. Toto akademické pracoviště v rámci provedených expertiz k projektu zajišťovalo již od úvodní fáze řešení situační analýzu, která měla za cíl prozkoumat didaktickou realitu v propojení stupňů sekundárního a terciárního vzdělávání, analyzovat edukační cíle a profily absolventů, a dále na tomto základě se expertní tým podílel i na konstrukci modelu řízení výuky předmětu Památky světového dědictví a na návrhu příslušné metodiky.

Výsledkem řešení grantového projektu by měla být univerzální metodika, která je dolaďována a finalizována právě v době publikování článku. V první etapě řešení projektu v období dubna až června 2022 byla ohledně úrovně inkorporace problematiky památek světového dědictví provedena analýza dvoustupňového kurikula humanitně zaměřených oborů vzdělání na úrovni sekundárního vzdělávání. Byly při tom sledovány nejen aspekty věcné, ale zejména formativní. Následně v podzimních měsících roku 2022 se řešitelé za podpory expertního týmu zaměřili na jádro zkoumané problematiky, tedy na tvorbu a precizaci metodiky k začlenění učiva památek světového dědictví na prvním stupni terciárního vzdělávání. Byl vytvořen modelový produkt – volitelný předmět skupiny B–a

dále v návaznosti na to zvolena organizační forma výuky, výuková strategie a optimalizován model řízení výuky.

Main part

Ideový záměr projektu

Projekt si klade za cíl didakticky analyzovat, revidovat a „redesignovat" edukační cíle, doplnit vzdělávací obsah a modifikovat styl vedení výuky, tak aby tyto didaktické aspekty směřovaly k hlubšímu holistickému vnímání kulturně historického odkazu památek světového dědictví, a to je aktuální již od fáze vytváření a modernizace vzdělávacích programů ve vysokoškolském vzdělávání v rámci akreditačních procesů.

Podle názoru autorů vyžadují soustředěnou pozornost i některé méně nápadné aspekty formativní stránky vzdělávání, jako jsou profesní etiketa a etika, vyprofilovaná kulturně hodnotová orientace osobnosti, mravní povědomí mladých lidí, pocit odpovědnosti ve vztahu ke kulturnímu dědictví, tradicím a hodnotám společnosti. Potřebu posílení takové profilace osobnosti potvrzuje každodenní zkušenost z běžného života, kde se mnohdy hovoří o „zhrubnutí společnosti" provázené projevy jako jsou egoismus, bezohlednost, neuměřenost, nesnášenlivost, agresivita, bezbřehý konzumní materialismus, absence národní identity, kulturní zaostalost. Proto se ocitl v centru pozornosti profil absolventa a v návaznosti na něj pak edukační procesy a výsledky učení. V edukačních procesech zdůrazňujeme roli učení, kreativity, motivace, převzetí části zodpovědnosti za své vlastní učení tím, kdo se učí (self–responsible learning).

Řešení lze spatřovat v edukaci, smysluplné kulturně vzdělávací iniciativě, která by pozvedla mravní a kulturní povědomí, a s tím je potřebné začít již ve výchovně vzdělávacím působení ve školách, v osvětě a edukaci mladých lidí, budoucích humanitně a ekonomicky zaměřených odborníků.

Metodika – didaktické a mediální aspekty řešené problematiky

Z didaktického a mediálního hlediska připravovaná metodika edukace, prezentace a osvěty k docenění významu památek světového dědictví nejen integruje příslušný vzdělávací obsah do stávajícího kurikula, ale aby se zamýšlené dopady přiměřeně odrazily i ve formativním působení a v měkkých kompetencích cílové skupiny studentů je model řízení výuky projektován ve stylu facilitačním, to znamená počítá s převahou aktivit studentů, nepřímým řízením jejich procesů učení, poskytováním zpětné vazby, tedy podpůrnými aktivitami rozvíjejícími samostatnost, kreativitu a nezávislé myšlení. Formativní potenciál při takovém přístupu je podle názoru autorů nejslibnější.

Lze očekávat, že v následujících letech bude probíhat masivní vlna žádostí o prodlužování akreditací u značného počtu studijních programů, to by mohla být vhodná příležitost pro začlenění příslušné problematiky do profilu absolventa, do edukačních cílů a do kurikula, plně v souladu s akreditačními standardy. Totéž platí i pro středoškolské vzdělávání, kde právě probíhá rozsáhlá revize rámcových vzdělávacích programů. Autoři se na těchto pracích podílejí, spolupracují s Národním pedagogickým institutem ČR, jsou členy příslušných pracovních skupin.

Model řízení výuky u předmětu Památky světového dědictví je postaven na bázi sociokognitivní a technologické teorie (instructional design). Z hlediska edukačních cílů dochází k doplnění o sociokulturní transakce člověk – prostředí, zaostření na aspekt sociálně psychologický s důrazem na formativní složku, na sociální interakce. Půjde tedy převážně o učení sociální, kontextualizované a v převážné míře samostatné (spíše než řízené), usměrňované facilitačním stylem výuky. Má–li jít o formování názorů, je ideální spojovat je s rozvojem nezávislého myšlení, s bádáním, nikoliv s pamětním osvojováním učiva v

předem připravené podobě učiteli – mentory. Metodické portfolio modelového předmětu obsahuje učivo integrované, vyučované na základě aktivizujících metod, pojaté jako kooperativní, projektové učení, kde je využito metod směřujících k rozvoji prosociálního chování a mediální gramotnosti studentů.

Mediální kompetence jsou aktuální výzvou pro metodiku zdaleka nejen na úrovni sekundárního vzdělávání, zjištěné a potvrzené nedostatky se promítají i do vzdělávací praxe na vysokých školách. Mimo jiné právě i z důvodu nízké úrovni výchozí mediální gramotnosti vznikají problémy s adaptací studentů prvních ročníků na vysokoškolský styl výuky a učení. Studenti v bakalářských studijních programech jsou nejohroženější. Problémy nastávají často už při čtení odborného textu s porozuměním, vyšší dimenze kognitivních cílů zůstávají v tomto ohledu ještě markantněji pozadu, zejména u syntézy, hodnocení a kritického myšlení (Krpálek et al., 2021). V modelech řízení výuky je proto naprosto nezbytné posílit prvky participativní výuky, samostatné badatelské práce a prezentace výsledků, které budou obhajovány v odborné diskuzi. Pokud půjde o učivo přiléhavé z hlediska příslušného studijního programu, o učivo pro studenty atraktivní a přínosné, s významným formativním potenciálem, bude splněn záměr tvůrců metodiky.

Samostatná práce s informacemi, křížové ověřování relevance pramenů, úroveň zpracování, logika předložené prezentace, poskytnutá zpětná vazba k výsledkům bádání, činnostní charakter výuky, to vše v modelovém předmětu Památky světového dědictví se promítlo do pojetí kurikula. Z hlediska organizační formy půjde o semináře. Úvodní část seminářů bude realizována klasicky vyučujícím jako prezentace institucionálního zázemí (UNESCO) a zajištění ochrany památek světového dědictví na základě Úmluvy o ochraně světového kulturního a přírodního dědictví. Obsah bude následně zaměřen obecně na nominační proces a dále na české památky zapsané na Seznamu světového dědictví, bude se týkat materiálního i nemateriálního kulturního dědictví. Bude využita případová metoda na tématu Slavná lázeňská města Evropy – zastoupená za Českou republiku městy Karlovy Vary, Mariánské Lázně a Františkovy Lázně s využitím poznatků a zkušeností z předchozího grantu Ministerstva kultury č. j. MK 22822/2020 OPP Partnerství měst a začlenění západočeského lázeňského trojúhelníku mezi památky UNESCO, řešeného v roce 2020 (Krpálek, 2020). Převaha hodinové dotace předmětu (9 seminářů ze 13) bude mít participativní charakter, studenti si zvolí a samostatně z dostupných zdrojů zpracují seminární práce o jednotlivých památkách světového dědictví, výsledky prezentují a obhájí v rámci vystoupení na semináři. Prezentace nebude faktografická, ale analytická na principech SWOT a PESTEL analýz, zachycujících význam, rizika, potenciál v cestovním ruchu nebo digitálním marketingu.

Conclusion

Metodika edukace, prezentace a osvěty k docenění významu památek světového dědictví je zpracována na základě kurikula a modelu řízení výuky předmětu Památky světového dědictví. Jedná se o volitelný předmět B, aby byl v pilotní fázi ověřování snadno umístitelný do studijních plánů bez nutnosti čekat na čas kdy dojde k úpravám akreditačních spisů. Modelový předmět bude pilotován ve studijním programu Mezinárodní management a marketing se zaměřením Cestovní ruch anebo Digitální marketing v doporučeném rozsahu 0/2 (přednáška /seminář), tzn. 13 dvouhodinových seminářů s kreditním ohodnocením 4 kredity. Důležitým prvkem je důraz na mediální gramotnost, samostatnost a kreativitu studentů. Finální metodika bude obsahovat jak podrobně stanovený rozpis učiva, tak důkladně zpracované metodické postupy ve vazbě na standardy Národního akreditačního úřadu pro vysoké školství.

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Acknowledgement

What the covid–19 pandemic has bringed to the field of education at Prague University of Economics and Businnes

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Abstract

The paper deals with the transformation of the key requirements of practice and experience with online teaching from the Covid–19 pandemic into the implementation plan of the Strategic Development of the University of Economics in Prague, the essence of which is the implementation of LMS Moodle into the Integrated Study Information System. LMS Moodle allows you to use various tools for effective communication and study management, and also makes available various learning materials.

Keywords

education, on–line education, distance learning, LMS, Moodle

Introduction

V súčasnej dobe sa mnohí odborníci z oblasti vzdelávania venujú dopadom pandémie COVID–19 na oblasť vzdelávania a to na všetkých stupňoch vzdelávania. Školy sa na rôznej kvalitatívnej úrovni vyrovnávali s prechodom z prezenčnej formy na dištančnú formu štúdia, potykali sa jak s problémami technického vybavenia študentov a učiteľov, tak aj s rôznou úrovňou ich digitálnych zručností. MŠMT zverejnilo výsledky analýzy, ktorej cieľom bolo práve identifikovať dopady pandémie COVID – 19. Formou dotazníkového šetrenia oslovilo študentov a akademických pracovníkov vysokých škôl v ČR. V podstate sa ukázalo, že vysoké školy boli bez väčších problémov schopné zabezpečiť adekvátnu dištančnú výuku, ktorú študenti hodnotili skôr pozitívne. Pre väčšinu študentov bolo dištančné vzdelávanie viac časovo náročné a u väčšiny oslovených študentov došlo k zhoršeniu fyzického (45 %) a duševného zdravia (55 %). (MŠMT, 2022). Vyššie uvedené výsledky potvrdzujú výsledky výskumu autorov Krpálková Krelová, Berková, Krpálek, Frendlovská (2022), ktorí zistili, že študenti (VŠE v Prahe a UJAK v Prahe) bez ohľadu na odbor či stupeň štúdia za klady online výuky počas pandémie považujú úsporu času a financií, pohodlné domáce prostredie na učenie, ďalej efektívnejšiu komunikáciu s učiteľom a skĺbenie povinnosti súvisiace so štúdiom a prácou. Za kľúčové nedostatky boli považované absencia osobného kontaktu, čo má za následok nedostatočný rozvoj soft skills a môže spôsobovať frustráciu, stres a depresiu, ďalej absenciu spätnej väzby, technické problémy a preťažovanie študentov. Je nesporné, že tento školami „nechcený a neplánovaný" prechod na online formu vzdelávania významne urýchlil celkový proces digitalizácie vzdelávania. Aktuálne skúsenosti, ktoré súvisia s pandémiou, priamo potvrdzujú naliehavosť cieľov štvrtej priemyselnej revolúcie, využívanie digitálnych technológií v oblasti vzdelávania sa stáva každodennou nevyhnutnosťou. Autori Spiteri a Chang Rundgren (2020) apelujú na trvalo udržateľný rozvoj digitálnych kompetencií učiteľov a efektívnejšie nasadenie digitálnych technológií na školách. Ich postoj vychádza z analýzy 27 odborných vedeckých článkov, ktorých primárnym cieľom je upozorniť na význam profesijného rozvoja učiteľov pri používaní digitálnych technológií v rámci celoživotného vzdelávania. Učitelia požadujú nielen zručnosti v používaní digitálnych technológií, ale aj správne postoje a vedomosti o tom, ako tieto zručnosti efektívne uplatniť v oblasti vzdelávania. Za kľúčové faktory, ktoré významne

ovplyvňujú využívanie digitálnej technológie učiteľmi sú považované školská kultúra, vedomosti, postoje a zručnosti učiteľov, ktoré sú vzájomne prepojené s oblasťami digitálnej gramotnosti.

Otázkou je ako ďalej udržať tento trend a vo väčšej miere implementovať prvky online vzdelávania do bežných podmienok. Je žiadúce si v tejto súvislosti uvedomiť, že efektívnosť vzdelávacieho procesu s využitím digitálnych technológií je založená primárne na digitálnych kompetenciách, ktoré sú dnes univerzálne a poskytujú všetkým účastníkom formálneho aj neformálneho vzdelávania a informálneho učenia adaptačné mechanizmy na digitalizáciu spoločnosti. Rozvoj digitálnych kompetencií je rozhodujúcou súčasťou nielen odbornej prípravy učiteľov, ale prípravy celej budúcej generácie a to je výzva, ktorou by sa mali vzdelávacie inštitúcie kontinuálne zaoberať.

Main part

Nová výzva pre Vysokú školu ekonomickú v Prahe

Požiadavky praxe pre 21. storočie a skúsenosti z pandémie boli premietnuté do Plánu realizácie Strategického zámeru Vysokej školy ekonomickej v Prahe. V najbližších piatich rokoch plánuje VŠE posilňovať svoju konkurencieschopnosť na základe kontinuálneho rozvoja troch kľúčových strategických pilierov **digitalizáciu, internacionalizáciu a dôraz na celoživotné vzdelávanie.** V rámci podpory digitalizácie bude prebiehať modernizácia ICT infraštruktúry, významnou zmenou bude implementácia LMS (Learning Management System) do Integrovaného štúdijného a informačného systému, pričom LMS bude využívaný pre zavedenie blended learningu na VŠE (Plán realizace Strategického záměru VŠE 2022, 2021). Postupne budú všetky kurzy transformované do podoby LMS Moodle (blended learning). Termín LMS (Learning Management System) je pomerne známy. Podstatou LMS je organizovať a riadiť výuku a kompetencie. Pri zavádzaní LMS si treba uvedomiť, že sa zameriava na kompetencie, vzdelávacie aktivity a logistiku ich dodávania, ale nezaoberá sa procesom tvorby výukového obsahu. K. Květoň (2003) uvádza, že LMS uľahčuje tvorbu, používanie a správu e–kurzov predovšetkým tým, že poskytuje minimálne:

súbor vzdelávacích nástrojov, uľahčujúcich učenie, komunikáciu a spoluprácu, napr.:

- komunikačné nástroje, umožňujúce diskusie, výmenu súborov, internú e–mailovú korešpondenciu, chatovanie, prenos videa,
- nástroje pre podporu produktivity vzdelávania, umožňujúce napr. prácu off–line, vkladanie vlastných poznámok, použitie kalendáru,
- nástroje pre podporu spolupráce študujúcich (podpora práce na projektoch).
- súbor podporných nástrojov, pomáhajúcich v procese správy a vedenia kurzu, napr.:
- nástroje pre administráciu, napr. pre vedenie študijných evidencií, adresárov kontaktov,
- nástroje pre riadenie, napr. nástroje pre management a sledovanie práce študujúcich,
- nástroje pre návrh kurikula.

LMS Moodle je definovaný ako systém riadenia kurzov a základnou jednotkou systému je kurz. Tvorí ho textová alebo webová stránka, nahrané súbory alebo odkazy na iné stránky. Tie možno obohatiť rôznymi modulmi doplnkových aktivít ako napr. anketa, chat, kniha, prednáška, slovník, test, tvorivá dieľňa a pod. (Švejda a kol., 2006). LMS Moodle umožňuje riadiť štúdium študenta od jeho začiatku až po koniec, umožňuje ho efektívne previesť všetkými etapami kurzu. Vytvára priestor pre zhromažďovanie online dostupných materiálov pre podporu štúdia na jednom mieste.
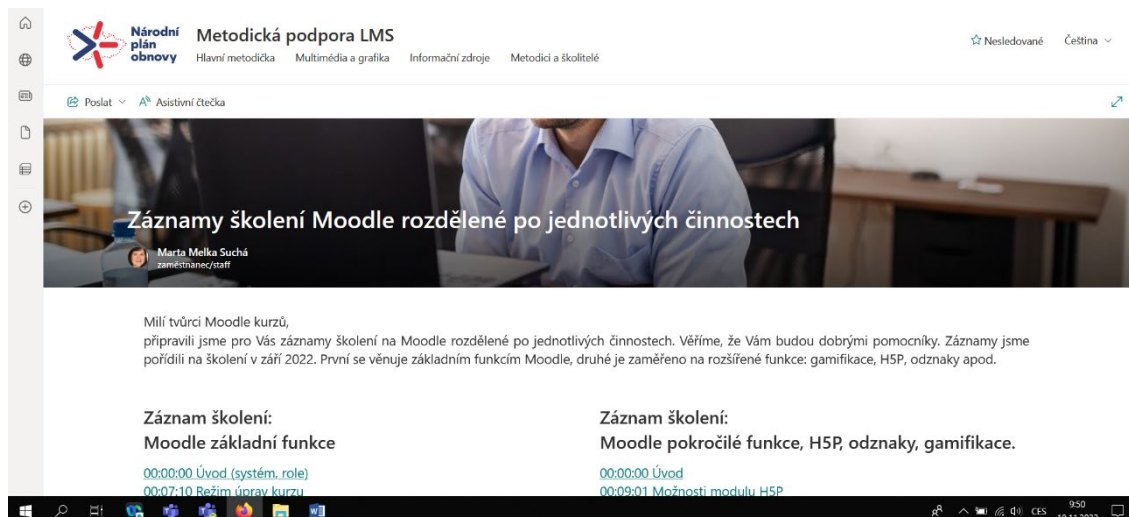
Obr. 1 Ukážka webovej stránky Metodickej podpory LMS na VŠE

Ako bolo uvedené vyššie základnou jednotkou LMS Moodle je kurz, ktorého súčasťou je e–learningový učebný text. Pre efektívny proces učenia je nevyhnutnou vnútornou charakteristikou e–learningových kurzov a učebných materiálov ich samoinštrukčnosť. Tzn. riadiť proces učenia študentov tak, aby sa učili čo najefektívnejšie. To predpokladá nielen poznať, v čom spočíva jeho podstata a obsah, ale aj to, ako proces učenia sa prebieha. Efektívnosť učenia ovplyvňujú činitele, ktoré sa viažu na jeho **psychické procesy** (motivácia, pozornosť, vnímanie, myslenie, pamäť, učebný štýl a pod.), činitele, ktoré sa viažu na **učebný materiál** (obsah, forma učebného materiálu – jazyk, náročnosť, preferovaný učebný štýl študenta, štruktúra, rozsah, emotívnosť študijného materiálu), v podstatne väčšej miere sa vyžaduje nová kvalita predkladaných učebných materiálov – nie je to len jednoduché elektronické spracovanie učebných textov s možnosťou ich elektronického prenosu (Lepiš, 2005) a v neposlednej rade sa jedná o činitele, ktoré určujú **charakter a organizáciu procesu učenia**. Prostredie elektronickej výučby dokáže učiteľa oslobodiť od každodenného opakovania výkladu, navyše dokáže často prostredníctvom obrázku, či animácie vysvetliť problém jednoduchšie a dostatočne názorne na to, aby si ho študent lepšie zapamätal.

Conclusion

Implementáciu LMS Moodle na Vysokej škole ekonomickej v Prahe považujeme za významnú príležitosť a výzvu k digitálnej transformácii výuky na VŠE, etapu, ktorá reflektuje transformačné procesy v iných spoločenských odvetviach (e–government). Vytvára sa tým priestor pre zvýšenie kvality vzdelávania na vysokej škole, podporu digitálnej gramotnosti jak učiteľov, tak i študentov, významne prispieva k podpore záujmu a aktívneho prístupu k procesu učenia.

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Acknowledgement

The role of education and media in the formation of a democratic society of teachers

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Abstract

The presentation of teachers as active members of a democratic society with the participation of education and media is the main essence of the mentioned article. The paper aims to study the role of education and media in the process of formation of teachers as active citizens. The article presents education as a tool for promoting the development of basic democratic values in society – participation, cooperation, critical thinking, and freedom of expression, informed decision–making and openness to news – which the media represents as a platform for realization. As a result of the research, it was determined that teachers cope with the challenges related to the current reform initiatives by using democratic values and electronic media resources. As a result, teachers, through civic and social effectiveness, promoting their own professional development, sharing experiences and uniting around common interests, make their significant contribution to the process of creating common public good in a democratic society.

Key words

democratic values, education, media, teacher, participation, civic and social effectiveness, reform.

Introduction

In the twenty–first century, the role of education and media in the process of building a democratic society is very important. Education has the mission of forming a democratic culture in the society, and it purposefully implements the development of the basic principles and values in a person, which is aimed at strengthening democracy. In the development of democratic public institutions, together with education, the media occupies one of the prominent places. By promoting the principles of information dissemination, freedom of expression, critical thinking, informed decision–making, public discussions and democratic participation, mass media shape public opinion, attitude and behaviour in a democratic environment and create a favourable platform for the development of democratic processes. One of the most important foundations of a healthy democratic society is teachers, who are not only tasked with promoting the development of democratic values in students, but also should represent active citizens who carry democratic principles and protect these values in society. Teachers should not only be passive defenders of democracy, but also actively implement it in their daily life, including their own professional development. This provides a solid foundation for the successful development of democratic culture in future generations from the side of teachers.

Main part

Education and democracy

The Western model of a democratic society is the basis for the development of the civilized world. Recognition of freedom, equality and universal human rights has become the cornerstone of building a democratic society. Democracy has taken a firm place in the field

of education and assigned its own mission to it. Education should not only teach democratic principles and values, but also establish these values in each segment of public life.

The most visible and valuable work of integrating democracy in education is presented by the American philosopher John Dewey. Education, according to Dewey, is the main mechanism of social progress, which is considered the main tool of democracy and the main concern of society in his works. He believes that "the small world of schools should resemble the big world of society, and both should be democratic"(3). Based on this principle, democratic principles were introduced into the educational system, among which the principles of participatory and representative democracy occupy a particularly valuable place.

Participatory democracy is characterized as maximum involvement, the result of which is not only the decision made, but also the development of the social and political capital of each individual (7,43). The principle of participation implies that – "more people talk to more, about more things, more often" (9, 358). If civil efficiency for Dewey is the activation of the individual's forces from a political point of view and his involvement in law–making processes, social efficiency includes everything that implies that one person's experience becomes valuable to another, and people have the opportunity to participate in valuable experiences for others. Social effectiveness – manifested in conscious compassion and good will, directed to the common benefit of society (3,128). The action of individuals should be directed towards the betterment of society, with a sense of unity through open and respectful dialogue and debate, achieved through cooperation.

Collaboration involves people working together to achieve a common goal. Gray (1989) defines collaboration as a process "in which parties who see different aspects of a problem constructively present their differing views and seek solutions to a problem that lies beyond their own limited vision" (5). This definition emphasizes the importance and superiority of working together of interested persons over individual efforts, since it is joint work that gives impetus to the emergence of innovative ideas (2, 71).

There are great challenges associated with the process of establishing innovative ideas in society. Robert Evans, a critical and organizational psychologist, notes in his book "The Human Side of School Change – Reform, Resistance, and the Life Problems of Innovation" that, "Although we are trained to associate change with innovation, growth, and progress, we actually resist because of our own deep, conservative impulses." And in many cases we even reject it" (4, 27). As a result of scientific observation, it is established that any change causes confusion and conflict in people, reduces the ability of people to work confidently and successfully, makes them feel alienated and vulnerable. Therefore, it is important that the introduction of any innovation is based on open and transparent procedures and democratic principles such as participation, cooperation, civic and social effectiveness.

By integrating democracy into education, education has taken upon itself to promote the development of democratic values. The great role of education in the development of democracy is confirmed by studies and recognized at the international level. The connection between the level of education and the indicator of the development of democracy is confirmed. The main instrument of democracy in the education system is the teacher, who is the guarantor of the development of democratic values in future generations and, as a result, of increasing the quality of democracy in the society. In addition to what teachers teach students in the classroom, how they develop the skills necessary for membership in a democratic society, it is important that they themselves grasp each democratic value and uphold democratic principles in their own lives. A teacher who believes in basic human rights such as freedom of expression, participation, understands the importance of critical

thinking, innovative ideas and informed decision–making, collaborates with colleagues, stakeholders, engages in discussions and debates to achieve common, public good outcomes, represents a democratic society Exemplary examples of civil and social efficiency. Therefore, teachers, by their own life example, stand on the guard of democracy; one of the powerful tools for its realization is the media.

Media and democracy

The role of the media in the process of building a democratic society is huge. Media theories emphasize that the media not only spreads critical views in society, but also plays a major role in the formation, expression and use of public opinion (6).

 Representatives of liberal democracy emphasize public participation in the decision–making process, which can be realized through open platforms created by the media. Citizens' participation in a democratic forum gives them the opportunity to critically consider innovative ideas proposed by decision–makers, debate with decision–makers, policy–makers and, moreover, make those in power accountable to the public. Media means provide an open space for the ordinary citizen, as well as for experts and even policymakers, to bring the elite and citizens together, to make communication and engagement between the mentioned parties.

Participation in the informed decision–making process will bring to the fore the importance of the citizen not as a passive, but as an active representative of society. One of the most accessible means of implementing the principle of citizen participation is created by the media, which plays the role of a kind of mediator between the owners of power and citizens, which is the most important cornerstone of the construction of a democratic state. The media stands as a watchdog for the protection of basic human rights. Print, digital, or electronic media serve to strengthen the most important democratic principles, such as: freedom of expression, awareness, participation, cooperation, civil and social efficiency, aimed at ensuring the common public good.

The benefits of modern technological changes in the development of democratic processes are enormous. It plays an invaluable role in the direction of knowledge, information transfer, which facilitates the effective management of educational processes in the process of building a democratic society. The role of the media in the field of education was particularly well defined. Educational activities have been enriched through the integration of media in education. Video and audio recordings, online lectures, meetings, trainings are recognized as effective tools in educational activities. In modern times, social networks and online forums have become one of the most powerful means of information dissemination, experience sharing, dialogue, debates, and public discussions in society. This enables communication between individuals, individuals and organizations, and between different collegial associations. Online conferences, webinars, blogs, platforms of various working groups represent the benefits of electronic media in the direction of spreading knowledge.

The media is an instrument of democracy in the matter of integrating democratic values in the society. It creates an open and accessible platform for the development of democratic principles in society.

The results of the research

Current trends in the modern period expressed by intensive, radical and complex reforms put a heavy burden on teachers and affect their mood. If in the early period the teacher enjoyed the support of the society, his work was appreciated and recognized, in the recent period of criticism of the professional activity of the teachers, in the conditions of constantly increasing high requirements for the work of the teacher and the decrease of mutual respect

between the teacher and the parent, there really is no place, time and mood left for the teacher to have a high enthusiastically and effectively engage in reform initiatives.

Despite the fact that in the Georgian educational system, teachers' salaries have been significantly increased and the rate is the highest in the history of independent Georgia, nevertheless, under the current reforms, dissatisfaction and complaints about "damaging their reputation" are still heard permanently from teachers. As a result of endless reforms, teacher training programs, the establishment of a hierarchical system, the introduction of qualification exams and appeals to the low results obtained in these exams, teachers felt more depressed, and the rate of dissatisfaction increased. Even the financial benefits that the teachers have received from the state in recent years cannot fully compensate for the said attitude.

State reform initiatives, which are presented in the modern period in the general education system of Georgia, are distinguished from other reforms by their complex nature and scale. Among the ongoing reforms in the direction of general education in Georgia, it is worth noting the process related to the introduction of the third generation national curriculum. At the same time, for the first time in the history of Georgian education, the process of universal authorization of public schools began, which includes the introduction of innovations in all the main directions of school education and bringing them into compliance with new standards. Initiatives related to defining the new standard and qualification requirements for school principals occupy a prominent place. Among the reforms listed above, one of the earliest, most complex and high public interest reforms is the issue of developing and implementing the teachers' professional development scheme. The idea of introducing teachers' statuses and teacher exams got the biggest response and had to go through a barrage of criticism. The issue of regulation of the teachers' profession and the initiatives taken in this direction have resulted in some disappointment and apathy among the teachers.

Overcoming strong obstacles in the direction of professional development of teachers is carried out through the implementation of state reform projects and programs. However, in addition to the mentioned systemized and organized professional development initiatives, the issue of promoting the professional development of teachers through social media is on the agenda. Recently, initiatives of non–governmental organizations and private individuals working in various educational fields have appeared more and more in the electronic media space. Target groups have been created that unite thousands of teachers with common interests. The work of the groups is based on voluntary principles, where the democratic ideas of communication, cooperation, participation, freedom of expression are presented. Teachers have come together, following reform initiatives, to overcome the problems they face. Taking into account shared, common interests, professional development trainings, webinars, workshops are planned. In addition to the fact that teachers actively share their knowledge and experience, they also critically discuss various state initiatives in open forums or groups, conduct discussions, express their views, and unite around various initiative ideas. Teachers are trying to overcome the fear of newness caused by reforms by joining forces, sharing their experience and conducting educational trainings on targeted topics. The practice of increasing competences through training is considered to be one of the most successful methods in the recent experience of the school system for people to acquire and master new skills. Therefore, the accompanying process of any reform is to take care of raising the qualifications of the target groups through trainings. One of the most effective means of providing trainings is the media, especially the electronic media. Modernity, and especially the trend developed as a result of the world pandemic, has openly highlighted the importance of electronic media in the professional development of teachers,

in particular, in the direction of sharing experiences through trainings, webinars, training and educational platforms, online courses, training resources and various social networks.

Teachers used democratic principles, values and tools to overcome the obstacles caused by the reforms. They united through electronic media, used the basic rights and responsibilities given to citizens by democratic institutions, and through civil and social efficiency, they faced the challenges related to radical reforms, promoted their own professional development, and therefore, presented themselves as active members of a democratic society.

Conclusion

Media and democratic education has become a powerful tool for teachers to promote their own professional development and overcome the challenges associated with complex reform initiatives. Due to the ongoing large–scale changes in the educational system, in the conditions of alienation, confusion and dissatisfaction among teachers, the media and specifically the electronic media appeared as one of the powerful means to overcome the challenges faced by teachers. At the same time, democratic values were strengthened and teachers came to us as active citizens who protect their own interests by upholding the principles of participation, cooperation, freedom of expression, critical thinking, public discussions, debates, informed decision–making in their own lives. Teachers took care of their professional development through civic and social effectiveness and media. In this way, teachers play an important role in strengthening the democratic society.

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Mass media channels

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Abstract

Mass Media channels are symbolising on Mass Communication area unique Highways on the Way from Communicator to unique Communicants (message recipients). On Their quality of choosing depends the whole effect of complete Communication target.

Key words

Mass Media, Mass Communication, Ethos, Logos, Pathos, Target Group, effective communication, Mass Media

Introduction

Jedním z prvků majících zásadní vliv na proces efektivní masové komunikace je volba správného komunikačního kanálu za účelem maximalizace zásahu cílové skupiny. Základní přehled dostupných masových komunikačních kanálů spolu s charakteristikou jejich možného užití prezentuje následující příspěvek.

Main part

Již od dob Aristotelových se v rámci komunikace ustálil triumvirát základních pojmů definujících nutný obsah úspěšné komunikace, složený z pojmů ETHOS, LOGOS a PATHOS. Jejich správný vzájemný mix v rámci realizovaného obsahu komunikace rozhodoval o úspěchu či neúspěchu řečníka a jeho sdělení (blíže viz např. Petrtýl, 2017). Jak jednoduché, když jediným reálně dostupným komunikačním kanálem verbální komunikace lidstva v té době byla rétorika. Od dob Aristotelových však člověk včetně narození spasitele urazil poměrně dlouhou a složitou cestu plnou objevů a vynálezů, rozšiřujících jeho schopnosti v mnoha oborech činnosti, tím spíše, že komunikace velmi dobře sloužila k získávání a předávání informací nezbytných k patřičnému rozvoji civilizace. Kromě obsahové stránky se však v rámci komunikace začala zejména v posledních stoletích minulého tisíciletí radikálně vyvíjet i forma přenosu sdělení. Vynález knihtisku v roce 1447 jako první rozšířil aktuální možnosti komunikace o reálné průmyslové šíření informací prostřednictvím tisku. Téměř okamžitá participace reklamy na explozivním vzniku nového industriálního odvětví světských tisků, kdy církev ztratila svou monopolní roli dějinného garanta vzdělanosti a současně s tím započal její dlouhodobý úpadek, měla za následek prudký rozvoj mnoha nových evropských metropolí nacházejících se v příznivých podmínkách blízkosti řek a lesů potřebných k realizaci první etapy kulturní revoluce.

Dalším významným mezníkem na cestě k současnému téměř nepřehlednému mediálnímu prostoru byl na konci 19. století objev němého filmu schopného reprodukovat dynamické změny simulací pohybu. Přínos zvládnutí filmové technologie, včetně následného rozšíření o zvukové efekty, přináší do procesu komunikace nejen na první pohled patrné rozšíření z pohledu formy, ale i obrovský potenciál na straně obsahu. Filmy přinášejí nový pohled na celou škálu emocionálních prvků do té doby nevídaných (McQuail, 2009). Jsou schopny reprodukovat příběh, drama, humor, napětí, horor, hudební díla a další nesčetné výrazové formy schopné ovlivňovat krátkodobě i relativně dlouhodobě emoční stavy recipientů.

Rozhlas a televize v klasickém podání jsou pak z pohledu moderní marketingové komunikace pouhým přiblížením komunikačních procesů z neosobních kinosálů do prostředí vlastního obydlí, kde pod vidinou každodenního běžného výskytu recipient přirozeně ztrácí ostražitost. Toho využívají agresivní obchodní praktiky typu reklamy k následnému ovlivnění podvědomí recipientů směrem k akceptaci předkládaných komunikačních sdělení. Tolik asi ve stručnosti k historii klasických medií schopných svých bazických funkcí i bez reálné závislosti na počítačích či pokročilých počítačových sítích.

Devadesátá léta dvacátého století jsou ve znamení nástupu technologie osobních počítačů. Tento stav znamená pro oblast komunikace bouřlivý proces rozvoje jak v oblasti formy a obsahu realizovatelných komunikačních sdělení, tak i druhu a typu použitelných kanálů mediálního sdělení. Schopnosti hardware a software počítačů umožňují novou dimenzi totální virtualizace předkládaných sdělení. Aplikace počítačů do systému vzájemně provázaných sítí spolu s novým fenoménem celosvětově dostupné sítě nazvaným internet poskytuje potřebnou míru svobody vzniku typově úplně nových a výkonem s dosud užívanými absolutně nesrovnatelných mediálních kanálů, schopných velmi rychle přijímat, dekódovat, upravovat, zpětně kódovat a přeposílat obdržené informace z libovolného místa na jakékoliv jiné vybrané místo na světě. Veškeré informační dálnice se díky použitým technologiím zkracují na absolutní časové minimum. Lidstvo se jen za posledních 40 let přesouvá ze společnosti datové na společnost informační a v konečném důsledku znalostní, schopnou díky kvalitní analýze datové struktury pozorovat a interpretovat trendy vedoucí ve finále k formulaci a prezentaci znalostí z těchto trendů vycházejících. Původní staletí vývoje klasických informačních technologií a jejich komunikačních kanálů jsou díky neustále probíhajícímu vzájemnému konkurenčnímu boji komerčních subjektů zkracovány na absolutní minimum a současná věda reálně zaostává ve schopnosti včas na nové trendy reagovat, popsat hlavní mechanismy jejich funkce a především analyzovat možné přínosy a negativa z daných fenoménů vyplývajících.

Stávající studium médií a masové komunikace vychází (McQuail, 2020) ze čtyř základních předpokladů:

- Média a masová komunikace jsou všudypřítomná a vše prostupující;

- Média a masová komunikace se odehrávají v prostředí mezilidských vztahů a sociálních vazeb;

- Média a masová komunikace mění jak samotné prostředí, tak i člověka jako hlavní objekt komunikace;

- Hlavním cílem a základní otázkou pro vědce zkoumající oblast médií a masové komunikace je prezentace základních variabilních elementů, rolí, vlivů a efektů médií a masové komunikace a, pokud je to možné, vysvětlení odkud se dané jevy berou.

Připustíme–li v závislosti na afinitě k využívání internetu jako základní dělení médií na klasická, prezentovaná v předchozím textu, a nová jejichž prezentace bude následovat, lze na podporu tohoto rozdělení konstatovat, že zatímco klasická média se bez spolupráce s novými médii prakticky neobejdou, nová média mohou naprosto přirozeně, díky nativní spolupráci s internetovou platformou, existovat bez nutnosti existence jejich klasického předobrazu. Přesto však lze v rámci členění jednotlivých typů médií takový předobraz snadno vypozorovat.

Klasická tištěná média jsou například předobrazem všech statických aplikací vycházejících z prvotních webových stránek směrem k dynamickým stránkám a prvotním aplikacím pro smartphony a tablety. Noviny a časopisy v rámci nových médií reprezentují internetové

portály periodického tisku schopné nejen umísťovat jednotlivá nezávislá čísla periodik, ale díky prakticky časově neomezené možnosti editace jejich obsahu vytvářet plně aktuální plynulý přehled reagující na okamžité změny situace. Nadvláda nových tištěných mediálních výstupů je natolik patrná, že ke konci roku 2022 více než třetina novinářů segmentu klasických tištěných médií zvažuje změnu zaměstnání.

Oblast multimediálních kanálů sdílení, v klasické formě reprezentovaná jednotlivými televizními a rozhlasovými kanály, dnes již téměř výhradně s digitálním obsahem, představují předobraz novým médiím s multimediálním obsahem a schopností poskytovat programový obsah „on demand" systémem při technickém použití streamovacích algoritmů. Nové pojetí televizního a rozhlasového vysílání tak ve svém základu umožňuje konkrétním uživatelům sestavení programu plně v souladu s vlastními preferencemi.

Třetí skupinu nových mediálních kanálů pak definují sociální sítě mající svůj předobraz v rétoricky zaměřených klasických mediálních kanálech, kde auditorium vytvářejí podskupiny uživatelů se stejným, nebo naopak rozdílným, názorem na diskutovanou problematiku.

Conclusion

Je–li efektivní volba kombinace správných masových komunikačních kanálů tím, co rozhoduje o úspěchu či neúspěchu komunikačního procesu, přizpůsobení této volby konkrétní cílové skupině přináší maximální možný zásah sdělení. Zatímco afinita starších generací vede spíše k volbě klasických kanálů a jejich kombinace, mladší generace inklinují k užití nových mediálních kanálů slibujících vyšší rychlost přenosu sdělení i za cenu možné nižší věrohodnosti výsledného sdělení.

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Journalistic Ethics as a Study Discipline and Some Issues Related to Journalist's Rights (By Georgia's example)

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Abstract

The influence of the media on the modern state and society is so great that it is impossible for a journalist's activity not to be subject to strictly defined rules. A journalist should not be unfamiliar with such concepts and definitions as journalistic ethics, integrity, respondent's rights, etc. Therefore, in addition to rights, significant attention should be paid to assuming duties. At the same time, the public should know that the law will punish not only the journalist but also any person who interferes with the media representative in the process of carrying out their duties. In this direction, higher education institutions play an important role in raising the level of professional and civil knowledge of society.

Key words

Journalistic ethics, inviolability of private life, covert filming, interference in journalists' activities, media and education, high public interest.

Introduction

On the path of European integration of Georgia, the deepening of cooperation in the educational field and the introduction of innovations have become more and more important. In this direction, adapting the European experience to the Georgian reality is a field of special interest. Grigor Robakidze University (Georgia, Tbilisi) devotes significant time to the internationalization of education, cooperation with leading European universities, and mutual sharing of experience. A large part of working visits, international conferences, and training in Europe is devoted to receiving and processing the information related to the management of the learning process, assessment, and self–evaluation system in the post–covid period, the use of the latest teaching methods, interdisciplinary approaches in the process of solving various problematic issues, etc. No less attention is paid to the introduction of new study disciplines or the renewal of already existing courses. For example, such academic disciplines as medical law, journalistic ethics, tourism law, science, and education of the occupied territories, conflictology and modernity, international space law, hotel business management, and others have appeared. In this article, I would like to draw your attention to important issues related to journalistic ethics, journalists' rights, and duties, which are given a lot of attention at our university. I think the discussion of this topic will be interesting both for the academic staff and students of the Faculty of Journalism, as well as for all those who directly connect the journalist's professional activity with the field of high public interest.

Main part

The Impact of Technology and Media on Public Opinion

Why is a special role assigned to journalistic ethics, journalists' honesty, and knowledge of mass media representatives' rights in modern society and the state? The answer is clear. Modern technologies and media have a serious influence on the formation of public opinion, on people's attitude towards this or that public event, political orientation, and mood towards

a specific political organization. This influence is so great that it often creates a political agenda and even appears as a guarantee of state and public security. That is why it is important, during the performance of professional duty, for a journalist to use modern technologies in compliance with the law, to obtain information in good faith, to accurately determine the high public interest, not to neglect his duties and not to have a negative impact on public opinion.

Who is a Journalist?

Before directly addressing the specific rights and duties of a journalist, it is preferable to clarify who a journalist is. In Georgia, there was a law on the Georgian press and other means of mass information [1], which defined the status of a journalist (Article 21). "A journalist is a person who collects, creates, edits or prepares materials for publication in the mass media and has the appropriate credentials or is a member of a registered association of journalists." Currently, this law is considered invalid. It was replaced by the law on freedom of speech and expression [2], where the concept of journalism is not defined at all. In the amended law, this profession is discussed only in Article "O" of the first article (concerns professional secrecy and information that includes personal data) and in Article 3 (concerns the journalist's right to protect the confidentiality of the source of information and to make editorial decisions per his conscience).

According to the standard established by the United Nations, the Committee of Ministers of the Council of Europe, and the European Court of Human Rights, only professional journalists are not considered journalists. This term also includes other actors who contribute to the public discussion, carry out journalistic activities, or perform the functions of a public interest watchdog association. For example, bloggers, creators of high–ranking social pages, and representatives of non–governmental organizations inform the public about issues of high public interest. However, it should be emphasized here that in a specific case, all media actors may not be able to enjoy the privilege of protecting the confidentiality of the journalist's source at all, which means that to adjust the journalist's specific right, it is still necessary to have a proper certificate or to be a member of a registered union of journalists.

Inviolability of Private Life and High Public Interest

Before talking about the superiority of high public interest over privacy, it is appropriate to clarify the meaning of privacy itself. At the beginning of the article, we paid particular attention to the importance of Georgia's European integration, getting closer to the European Union, therefore, this time, we will cite as an example the most important document adopted under the auspices of the European Union, the European Charter of Human Rights [3] and its 6th and 7th articles. (The European Charter of Human Rights, The Charter of Fundamental Rights of the European Union (CFR) was adopted in 2007, is considered an integral part of the Treaty of Lisbon and entered into force together with the latter in 2009). The inviolability of both personal and family life is protected by the charter. "We have to treat people's residence, correspondence, and other forms of communication with respect." The obligation to protect personal data is determined by the charter. Information about this data must be obtained in good faith, for specific purposes, and with the consent of the person to whom this data relates. As an exception, only the possibility defined by law will be allowed. Everyone has the right to receive information about their data and to request clarification. According to the Constitution of Georgia [4]: "A person's personal and family life is inviolable. Limitation of this right is allowed only by the law, to ensure the state or public security necessary in a democratic society or to protect the rights of others" (Article 15. Rights to inviolability of private and family life, personal space and communication, paragraph 1). A person's personal space and communication are also inviolable. As in the

previous case, the restriction of these rights is allowed only by the law, to ensure the necessary state or public security in a democratic society or to protect the rights of others, with or without a court decision, in the case of urgent necessity provided for by the law (Article 15. Inviolability of personal and family life, personal space, and communication Rights. Clause 2).

Both international and domestic legislation provides for cases when a person's personal space, inviolability of private life, is restricted to protect the rights of others or to ensure public safety. It is unequivocally difficult to prove whether the prerequisite for ensuring public safety is the satisfaction of the high interest of the same society, but the fact is that both in the decisions of the European Court and in the Georgian legislation, we find many provisions where the priority of the high public interest about the inviolability of private life is emphasized. For example: according to the 10th principle of the Charter of Journalistic Ethics of Georgia: "A journalist must respect a person's private life and not invade his private life unless there is a special public interest." It turns out that the public interest is always higher than the private life of a particular person, even though the dissemination of such information may lead to a more harmful result, and public awareness, the satisfaction of the public interest (through the disclosure of specific information) may lead to encroachment on an individual's life. I think, until the decision is made by the court, it is not appropriate for a journalist, even if it is of high public interest, to allow himself to invade the space of a specific person (including a public official), which is called private life. By such an action, the journalist may cause harm to the parties, for example, to push the alleged perpetrator to suppress the evidence. Therefore, the right action of the journalist and his cooperation with the investigative bodies is of great importance. Even before the start of the court proceedings, the information disseminated by the journalist should not be a condition for hindering the investigation. In addition, it is quite difficult to determine exactly how high public interest is in this or that event. What is of interest to one part of society may be completely uninteresting and irrelevant to another part of society. Therefore, I support the opinion that if the only purpose of information dissemination is to satisfy the reader's curiosity about the details of an individual's personal life, then it cannot be considered that such public awareness serves the high interest of the same society.

I think it is agreeable that the target of journalists is mainly public figures, since publishing the details of their personal life helps to increase the sales of the information product. Therefore, in this direction, the journalist should have a more solid idea of the clearly defined high interest of the public. Personal information disclosed must serve some important purpose. When public figures are presented in a negative light, there is a higher probability that such coverage will violate privacy. A journalist should understand that the principle of freedom of expression protects not only the content of expression but also the form and methods of expression. For example, publishing a moment of tragedy is unethical, even if there is increased public interest.

Therefore, it is important where, in what volume, in what period, and through which program the information is disseminated. For example, audio–video and online media often have a more immediate and powerful impact than print media.

Based on the material published by the journalist, the impact of society can be so negative that it forces the whole family to leave their place of residence and move to another place, and family members change school, work environment, etc. Unfortunately, in some countries, being in opposition to the government can lead to life–threatening situations. We must agree that detailed analysis is necessary before disseminating information. At the same time, it should be considered that information is often available to minors, who most

painfully and emotionally perceive the dissemination of information of similar content through mass media. Although some of the specific information may already be in the public domain. Special attention should be paid to stories about the children themselves. According to the 8th principle of journalistic ethics: "The journalist is obliged to protect the rights of the child; In professional activities, give priority to the interests of the child, do not prepare or publish such articles or reports about children that will be harmful to them." There are often cases when this or that TV show attracts children, and at this time an interview is taken, a photo is taken, and then the material is published., which is not allowed unless there is written consent from a parent or guardian of a teenager under 16 years of age. The issue is more acute when considering specific cases or in general, issues of adolescent welfare. The journalist's code of ethics (6.3) also draws attention to this: "The principle of respecting the future of minors limits the publication of the names or images of juvenile offenders." Except for the cases when, according to the procedure established by law, a search warrant has been issued for such a person. This rule also applies to cases where the victim is a minor" [5]. From this, we conclude that the decisions regarding what is considered a private matter and partially what has become or may become available to the public should be considered by journalists on an individual basis. The more intimate the story, the stronger the justification for airing it. It is generally accepted that personal information should not be made public without the express consent of the individual concerned. Consent is an important element in determining whether the publication of a particular detail of private life violates privacy. But again, we must not forget the overriding interest of society. It is possible to publish information about individuals without their consent when there is an overriding public interest, i.e., Disclosure of information is justified by high public interest. Thus, the principle of high public interest may represent an "alternative justification" for publication. For example, the case of Von Hannover 2 v. Germany concerned the publication of a photo of the princess on vacation at a ski resort next to an article about her father's illness, which the court judged contributed to the discussion of a matter of public interest. Thus, despite the lack of consent, the Strasbourg Court found that the said publication was justified [6]. This is quite a delicate topic since I repeat, it is difficult to define the public interest precisely. That is, what does society want, and what are its expectations from receiving this information? It is difficult to definitively determine the effect of public disclosure of personal information obtained on a particular individual. Shut up, there are often cases when a journalist purposely disseminates specific information (based on secretly obtained video, audio material, and photos) to create desired moods in society and political circles. Practice shows that information and images published based on the consent of the interested parties generally do not cause problems. Judicial proceedings are preferably initiated in cases where such consent has not been obtained. However, as we have seen above, in practice there are court cases where the material was published without the consent of the person, but the court acquitted the journalists.

Obligation not to Disclose the Source of Information

The principles and goals of journalism should be aimed at developing humanity, raising awareness, or satisfying a higher interest. A journalist, in the process of carrying out his professional activities, obtains information through his efforts or with the help of others. In the aspect of freedom of expression, it is of great importance to protecting the confidentiality of the journalist's source. In this part of the article, I would like to discuss whether the journalist's right to protect the confidentiality of his source is equated with an absolute right and what kind of measures/actions may be followed by identifying the journalist's source. Before directly addressing the Georgian legislation, I would like to quote the explanations of the European Court of Human Rights regarding this issue. Protecting the confidentiality

of the journalist's source is one of the main prerequisites for ensuring the freedom of the press. Without such robust protection mechanisms in place, sources may be intimidated into providing information of high public interest, which in turn undermines the important role of the press as a watchdog of the public interest and limits its ability to provide accurate and reliable information to the public. However, identifying the source is justified by a requirement that outweighs the privacy of the journalist's source. Especially when it comes to the prevention of serious crimes against minors. Such formulation of the issue by the court implies that the journalist's right to protect the confidentiality of his source is not absolute and may be subject to limitations to achieve a legitimate goal. Such a legitimate goal can be protecting the interests of national security, and public safety, preventing public disorder or crime, or ensuring the authority and impartiality of the court (European Convention on Human Rights [7] Article 10. Second paragraph). Therefore, the Convention, which is the legal basis of the proceedings of the Strasbourg Court, gives the Contracting Parties to the Convention the possibility to determine at the (national) level themselves what can be considered as a prerequisite for the disclosure of a source. The European Court of Human Rights is checking to what extent it is permissible to impose the obligation to disclose the journalist's source under national legislation. If interference is not allowed, the question of the existence of a legitimate purpose and the admissibility of identifying the source is not even discussed! As for the legislation of Georgia, the Law of Georgia "On Freedom of Speech and Expression" provides for absolute protection of professional secrecy and its source. "The source of professional secrecy is protected by absolute privilege, and no one has the right to demand the disclosure of this source. The defendant in a legal dispute on the restriction of freedom of speech cannot be obliged to disclose the source of confidential information" (Protection of professional secrecy and its source, Article 11). According to the definition given in the same law, absolute privilege means the complete and unconditional release of a person from the responsibility provided by the law. The moral responsibility of a journalist not to disclose the source of confidentially obtained information is also indicated by the 6th principle of the Charter of Journalistic Ethics [8] (the Charter is based on Article 10 of the European Convention on Fundamental Human Rights and Freedoms of the Council of Europe and the Declaration on the Principles of Conduct of Journalists recognized by the International Federation of Journalists). Therefore, according to Georgian legislation, interfering with the journalist's right to protect the confidentiality of the source is excluded in all cases, but there is no real, solid legislative mechanism, or guarantees, which will be directly related to the protection of the latter in case of disclosure of the source. The legislation of Georgia also speaks of an exceptional case when "the court has the right to issue a ruling on providing evidence in connection with the disclosure of only that part of confidential information, the need for disclosure of which has been proven" (Georgian Law on Freedom of Speech and Expression. Protection of professional secrecy and its source. Article 11. Paragraph 3). Here, it should also be considered that: "Confidential information obtained by disclosure can be used only for the purpose for which it was disclosed" (Law of Georgia on freedom of speech and expression. Protection of professional secrecy and its source. Article 11. Clause 4). In such a case, the judge must be very careful, since the decisions of the European Court of Human Rights show that the removal of the unpublished part of the information may lead to the identification of the journalist's source. Therefore, in this direction, the Grand Chamber of Strasbourg attaches crucial importance to the existence of adequate legal guarantees at the national level. Source confidentiality issues are also addressed by: Resolution on Journalist's Rights and Freedoms [9], Resolution on Journalist's Source Confidentiality [10], Recommendation No. R(2000) 7 on the right of journalists not to disclose the source of information [11]. The latter attracts our attention by giving us a

precise definition of some terms. For example, according to the Recommendation, "information" means any statement of fact or opinion in textual, audio, or visual form. "Source" means any person who provides information to a journalist. "Source–identifying information" includes any of the following information that may be used to identify the source:

- Name, surname, and personal data of the source, as well as his voice and image;
- Factual circumstances in which the journalist obtained information from the source;
- Unpublished part of the information provided by the source;
- The personal data of the journalist and their employer that concerns their professional activities, with which it is possible to determine the source.

I would like to touch on one more issue in this part of the article, this is the issue of identifying the journalist's source when the journalist is not carrying out his professional activities. At this time, in case of seizure and search, the protection of confidentiality of the journalist's source is not considered. When a journalist is not engaged in official work, it is permissible to conduct a secret investigative action against him.

A Journalist as a Witness and as a Carrier of Information About a Crime

Can a journalist be a witness? The Criminal Procedure Code of Georgia [12] considers a journalist as a person who is not obliged to be a witness, but only about the case related to his professional activity (a person who is not obliged to be a witness. Article 50). As for the Civil Procedure Code of Georgia [13], journalists are not mentioned among the persons exempted from giving explanations or testimony (Article 129, Article 141 of the Civil Procedure Code of Georgia). As for the Code of Administrative Offenses [14], the latter does not recognize the concept of professional secrecy at all. It is one thing to be a witness in connection with this or that case, and another to possess information about the commission of a crime. In such a case, the journalist is obliged to inform the relevant services, according to the Criminal Code [15], non–reporting of the crime is punishable (Article 376), and no exception can be made to those who obtained information about the preparation of the crime or the already committed crime while carrying out journalistic activities. However, there are often cases when a journalist points to the facts of alleged violations with a specific story and creates a public division about this or that (in his opinion negative) event. Currently, he does not inform law enforcement authorities. Later, it may turn out that there was no violation, and it was a journalist's subjective assessment, which in turn resulted in a violation of the rights of individuals. It is a fact that the story has already been launched, and therefore, the public has already reacted to a specific "journalistic investigation". It is good when a journalist, program/broadcaster finally apologizes for a story prepared on unverified news or for some terms, photos, and audio materials used in this story. But you will agree, there are many cases when there is no apology and no explanation of what happened and how the events developed, whether there was any crime on the face, which, in my opinion, is completely unacceptable. That is why we must distinguish responsible journalism from tabloid journalism. According to the 5th principle of the charter of journalistic ethics: "The media is obliged to correct the published essentially inaccurate information that misleads the public."

Does the End Justify the Means? (Covert filming and high public interest)

Georgian legislation considers it permissible to use and/or distribute personal information or personal data through a mass broadcaster or public speech. The mentioned action becomes punishable only when the information was obtained illegally and it caused significant

damage, as determined by the court. The provision of Article 157 of the Criminal Code (tampering with personal information or personal data) is questionable since it follows from its content that it is not directly illegal acquisition, storage, use, distribution, or provision of another kind of access to personal information that is punishable. Doing significant harm to a particular person in this way. In addition, the law does not provide a precise definition of the form in which such information must be obtained and disseminated for it to be considered illegal. Nor is it about when we are dealing with exceptional cases, for example, why secretly filming by a journalist should not be considered an illegal act and what is the basis for it. We don't have an answer to the question of what factors determine the extent of significant damage to a person. The same questions arise about Article 157 (Prima), which refers to the violation of privacy. The law of Georgia on normative acts establishes a hierarchy among normative acts. The Criminal Law Code is higher than the resolution of the National Communications Commission of Georgia on the approval of the "Code of Conduct of Broadcasters", but at first glance, the Code of Conduct of Broadcasters gives us relatively more information on the issues that are not fully explained by the law. Our attention is drawn to Article 5. Definition of terms – "C". Surreptitious recording refers to recording or continuing to record a conversation using various technical means without informed consent. At this time, the object of recording does not know that it is being recorded or it assumes that the recording has ended; Using or leaving recording equipment or a video camera on private property without the consent of the tenant or his representative is considered to be covert filming or recording.

Here is how the resolution justifies obtaining and transmitting information using covert methods: Chapter X. Inviolability of personal life, Article 35. Requirements (Rules) imposed by the broadcaster to ensure the inviolability of personal life.

"A) When the event is a matter of public interest, there is a reasonable assumption that new evidence will be obtained, and this is necessary to ensure the accuracy of the program;

B) To conduct sociological research on issues of public interest, when it is impossible to reveal the attitude or opinion that is the subject of the research in any other way;

C) For the preparation of comedy and entertainment programs, where a covert recording is one of the usual methods, does not constitute a gross interference with a person's private life and does not cause significant irritation, stress, or inconvenience."

Point 15 of the same article is interesting, there we read that covert recording, including in privately owned territory, can be justified only by public interest, this interest can be supported by the existence of a reasonable assumption that evidence of a crime will be discovered. There, in point 17, we read: "Materials filmed or recorded by covert methods can be aired only if such an action is justified. Here, we do not see an explanation regarding the extent to which it is justified to release such material when the case concerns a committed crime, and the investigation has not even started yet. However, if we are guided by Article 157 (prima) of the Criminal Code with a note: the case will not be considered a violation of the secret of a private life when after obtaining and storing the material that replaces such information, which also included information about the committed/anticipated criminal act, the person handed over to the investigative body. Note that the terms "retrieval/retention" are used, so it is necessary to take this step before publishing this information to avoid criminal liability. However, it would be good if the legislator used the word "immediately", i.e., immediately handed over to the investigative body. As for the presentation of the information obtained secretly by the journalist as information, it depends on the specific case and the decision of the court. Let's get acquainted with the definitions of the principles of the charter of journalistic ethics about this issue: Principle 4. When obtaining information,

photos, or documents, a journalist must use only honest and fair methods. A "good faith and fair method" may include, but is not limited to, covert filming, recording of conversations, impersonation, or other methods to obtain information when all other means of obtaining information have been exhausted and the public interest is high. A high public interest (which cannot be measured by hard parameters) ethically justifies an unscrupulous way of obtaining information, a photograph, or a document, if there is no other way.

An agreement was reached that the secret recording should be published with the name and surname of the respondent (not anonymously) and with the comment of the recorded person, that is, even in the case of a secret recording, the recorded respondent should be allowed to comment before the recording is published.

At the same time, we must emphasize that it is the responsibility of the journalist how conscientiously obtains the material about a person's personal life; The responsibility of the editor and broadcaster is what to print (broadcast) and what not.

Conclusion

With the most important reforms carried out in recent years, with a specific attitude towards this or that public event, with openly expressed approaches to European values, Georgia is getting closer to the European Union. Of course, there are areas where there is still a lot of work to be done, however, I hope that the unwavering will of the Georgian people – to connect their debt to Europe, will be correctly seen and evaluated. In the process of moving towards Europe, special attention is paid to state policy in the field of media and education. Georgia's activity in this process is the subject of interest to our European partners. It is welcome that important steps have been taken in both directions and the legal framework of Georgia has become closer to European standards. Freedom of speech and expression, inviolability of personal life, non–interference in journalists' activities, inviolability of dignity, and others were subjected to the mechanism of special protection. More time was devoted to issues such as journalistic ethics, journalistic investigation, journalists' rights and duties, respondents' rights, and others. As it was said at the beginning, higher education institutions joined the process and where future journalists are trained, they devoted more time to the disciplines where these issues are taught. Of course, Grigol Robakidze University is not an exception either. I expect that our higher education institution will be an important factor that will make its contribution to Georgia's path to obtaining the status of a candidate for the European Union.

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Cooperative learning using shared digital platforms in science education

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Abstract

Distance learning has opened new possibilities for student cooperation in solving various tasks. This is primarily the use of various shared digital platforms applicable for cooperative learning, which brings a revival of ordinary teaching. The paper shows the possibilities of using virtual whiteboards in the teaching of natural sciences at primary or secondary schools. These tools can also prepare pupils for future working life.

Key words

cooperative learning, digital collaborative platforms, nonlinear tools, science, homework.

Introduction

Distanční výuka, která proběhla v době koronavirové krize, přinesla výrazný rozvoj digitálních kompetencí učitelů i žáků, a to v podobě „bleskové digitální revoluce". (1) Vznikl tu prostor, umožňující využití různých výukových nástrojů vhodných pro potřeby distanční výuky ve škole, ale také pro vytváření nového pracovního prostředí ve firmách.

V době, kdy žáci strávili mnoho času osamoceni, byla každá možnost efektivní komunikace vítaným nástrojem a odhalila potenciál nejrůznějších digitálních nástrojů pro komunikaci a spolupráci. Ukazuje se, že takto nově vzniklé platformy je vhodné i nadále zařazovat do výuky, zejména a v rámci domácích prací a různých úkolů plynoucích ze spolupráce žáků. (1)

Main part

Kooperativní učení je považované za perspektivní trend ve vzdělávání (2), jeho podstatou jsou situace, kdy se žák aktivně zapojuje do výuky, která má nejčastěji podobu párové či skupinové práce. Účastníci výukového procesu si vzájemně vyměňují informace a tím vznikají nové poznatky. (3). Pokud u celé skupiny panuje atmosféra spolupráce, vzniká pozitivní vzájemná závislost a buduje se osobní odpovědnost. Takováto práce využívá veškeré personální i skupinové dovednosti a vede k reflexi. (2) Dochází k rozdělení sociálních rolí, plánování činnosti, dělbě úkolů a pomoci, kontrole jeden druhého, řešení dílčích sporů a spojování dílů v celek a neposlední řadě hodnocení přínosu jednotlivých členů týmu.

Pro kooperativní učení existuje mnoho digitálních nástrojů, např. výběr na (4), my jsme se zaměřili na virtuální tabule, umožňující nelineární práci s informacemi. Způsob, jakým myslíme, je nelineární a málo strukturovaný (5), proto práce s informacemi v nelineární struktuře činí spolupráci snazší, přehlednější a významnější, studenti současně vidí, co dělá druhý, a mohou na tyto kroky reagovat, to vede k překonávání individuálních myšlenkových modelů a narušuje tak tzv. filtrační bubliny. (6) Nelineární nástroje umožňují, aby každý přispíval k poznání celé skupiny drobnou, ale perspektivně odlišnou informací a minimalizují tak rozdíly mezi školní a sociální zdatností. (6).

Pro činnosti s obtížnými učebními materiály je vhodné skládačkové (jigsaw–based) kooperativní učení: každé skupině jsou přiděleny stejné výukové materiály, ale každý člen skupiny zpracovává odlišné části, žáci zpracovávající stejné části materiálu, pak vytvoří expertní skupiny pro společné studium, a nakonec ve své domácí skupině předají to, co se naučili. To umožňuje studentům efektivně využít výukový materiál; zlepšit svou empatii i míru zapojení a spolupráce. (7)

Jaké jsou možnosti použití virtuální tabule? Podle modelu SAMR (8) má zavádění informačních a komunikačních technologií do výuky 4 fáze:

- nahrazení (substitution), ICT slouží pro tvorbu tradičních materiálů, bez funkční změny výuky,

- rozšíření (augmentation), ICT je nástroj pro tvorbu materiálů s rozšiřujícími prvky,

- modifikace (modification), díky ICT se upraví cíle výuky a vzniknou nové výstupy, tím je podpořena vzájemná spolupráce žáků a učitelů.

- úplná změna (redefinition), lze realizovat zcela nové cíle a měnit výuku podle aktuální situace.

Ve fázi nahrazení je použita virtuální tabule jen jako náhrada klasické tabule pro prezentaci učiva. Rozšíření zahrnuje interaktivitu: brainstorming, hlasování, hodnocení apod., je také možné využít analytické nástroje pro monitoring aktivity žáků. Modifikace představuje volbu dostupných nástrojů podle jejich efektivity, např. sdílení obrazovky pro ukázku postupu, skupinovou práci jako prostředek řešení složitějších problémů. Moderní virtuální tabule umí zobrazovat multimediální materiály, umožňují živé vysílání, okamžité komentování nebo práci s grafikou, což otevírá nové možnosti ve stanovení cílů výuky.

Jako příklad jsme vybrali dva velmi jednoduché nástroje pro týmovou spolupráci, virtuální tabuli Jamboard a virtuální nástěnku Padlet. Existuje množství podobných nástrojů i s pokročilejší funkčností, např. ConceptBoard (9), Miro (10), Mural (11).

Jamboard je virtuální mazací tabule s jednoduchým ovládáním na kterou lze umisťovat obrázky, lístečky s nápady, psát na ni pomocí dotykového zařízení perem, fixem, zvýrazňovačem, štětcem a zvýrazňovat informace pomocí laserového ukazovátka. Tabuli lze využít jako průvodce výukou, zobrazující jak obsah, tak cíle výuky; jako rozcestník na zdroje nebo aktivitu, kdy nástěnku tvoří přímo žáci (12). Tipy k používání aplikace zveřejnila (13).

Padlet je virtuální nástěnka, kde lze určité skupině spolupracujících osob předkládat informace. Sdílení nástěnky s žáky je možné pomocí QR kódu, odkazu, kódu pro zobrazení na webové stránce/blogu nebo přímo v Učebně Google. V seznamu 100 nejpoužívanějších nástrojů pro vzdělávání 2022 (4) je tato oblíbená aplikace na 29. místě. Detailní recenzi nástroje uvádí (12). Nevýhodou Padletu je omezený počet šablon a možnost vytvořit pouze 4 nástěnky ve verzi zdarma. Průzkum, který provedl (14) prokázal vyšší efektivitu výuky ekologických konceptů na střední škole pomocí Padletu oproti klasické výuce ve třídě. Pokud je činnost žáků anonymní, snižují se podle (15) obavy z neúspěchu a tato svoboda vede ke zvýšení participace na činnosti, na druhou stranu (16) tvrdí, že neanonymní příspěvky zvyšují relevanci informací a počet uvedených multimediálních zdrojů.

Oba nástroje dovolují využití grafických znázornění, jak je uvádí (17), např. Vennův diagram k třídění pojmů do skupin (třeba rozdělení živočichů na endotermní a ektotermní). Vhodné aktivity jsou dále: seřazení obrázků do správného pořadí (kovy podle reaktivity, tzv. elektrochemická – Beketovova – řada napětí na Obr. 1), vkládání na časovou osu, umístění do šablony (třeba prvky do periodické tabulky), hlasování (např. o dalším postupu nebo pro a proti), hry (únikovky, jeopardy), komentování dokumentů i vynášení grafu funkce

na čtverečkovaný papír. Pokud žáci použijí vlastní chytrý telefon, není třeba specializovaná učebna. Pro mentální mapy a složitější postupy se lépe hodí Jamboard, kromě propojování konkrétních lístečků lze využít kreslení šipek a souvislostních čar. Samozřejmě lze použít i specializované aplikace jako: (18).

Obrázek 1: Ukázka Jamboardu: Beketovova řada

Conclusion

Virtuální tabule lze použít pro různé pokročilé výukové metody: sběr nápadů metodou brainstormingu, metodu sněhové koule, shrnutí tématu hodiny nebo tvorbu žákovského portfolia. Jedná se i o přípravu na budoucí pracovní život, vyžadující spolupráci. Tyto technologie mají i své nevýhody, jejich nadměrné používání může vést k omezení osobního kontaktu, odklonu od reálného světa, je tu možnost kyberšikany, funkčnost aplikací vyžaduje spolehlivý internet, a protože je využívaný distribuční model software jako služba (SaaS) nejsou náklady konečné, což v případě škol s více uživateli a přechodu na placenou verzi vede k růstu nákladů.

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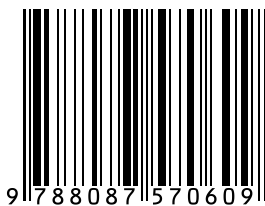
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Vážené dámy, vážení pánové,

s radostí musíme upřesnit základní údaje mezinárodní vědecké konference Média a vzdělávání 2022, kterou pořádá časopis Media4u Magazine a na kterou jsme Vás již minule pozvali. Spolupořadatelem se po dohodě stala Grigol Robakidze University z Tbilisi v Gruzii.

Media & Education 2022

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Ing. Jan Chromý, Ph.D.
šéfredaktor

NETRPĚLIVÁ SPOLEČNOST DIGITÁLNÍHO VĚKU: INFORMATIZACE A VZDĚLÁVÁNÍ

AN IMPATIENT SOCIETY IN THE DIGITAL AGE: COMPUTERIZATION AND EDUCATION

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Abstrakt: Dnešní společnost bychom mohli označit za netrpělivou. Mnoho jednotlivců ji tvořících totiž doslova ztrácí trpělivost (tuto potřebnou vlastnost) v důsledku přesycenosti daty (informacemi) a službami zdánlivě umožňujícími okamžité řešení problému. Porozumění a myšlení ustupuje do pozadí, do popředí naopak, jak tento příspěvek ukazuje, vstupuje rychlost a povrchnost.

Abstract: *Contemporary society can be described as impatient. Many individuals (of which society consists) lose patience due to oversaturation of data (information) and services that only seemingly to allow for immediate problem resolution. Understanding and thinking recede into the background (as this articel shows), while speed, brevity and superficiality come to the fore.*

Klíčová slova: Informace, znalost, netrpělivá společnost, vzdělávání, myšlení.

Key words: *Information, knowledge, an impatient society, education, thinking.*

Úvod

„Může se ukázat, že sama idea společnosti vědění je těšínské jablíčko pro ty, kteří nevěří bezvýhradně v moc moderních informačních technologií a kteří jsou tradicionalisty nejen v oblasti dobra, mravnosti a krásy, ale i vědění (Petrusek, 2006, str. 414)."

Mnoho bylo napsáno o tom, že žijeme v informační či znalostní společnosti, kde je akcentována aplikace pokročilé informační technologie a její pozitivní efekty. Sociolog Miloslav Petrusek (2006) ve své známe publikaci přichází s dalšími adjektivy, kterými můžeme společnost pojmenovat, jako je třeba kognitivní, masová, komerční nebo dokonce infantilní. V jeho dlouhém seznamu však nenajdeme označení netrpělivá. Přitom právě trpělivost je vlastnost aktuálně „nedostatková". Následující text si klade za cíl uvedené označení nejen vysvětlit, ale chce rovněž upozornit na pozorovatelné negativní důsledky takového stavu moderní společnosti a nastínit způsob, jak by jim bylo možné čelit. Opírá se přitom o vymezení teoretických východisek v následující kapitole, relevantní odborné texty [kupř. (Cejpek, 2005; Liessmann, 2009; Spitzer, 2014)], i vlastní předchozí výzkum autora (Řezníček, et al., 2013;

Řezníček, 2019; Řezníček, 2020; Řezníček, Smutný, 2020; Řezníček, 2021). (Kritická) analýza a syntéza pramenů pak umožní formulaci závěrů a obecných doporučení směřujících především do oblasti vzdělávání.

Teoretické vymezení

Obsahem této kapitoly je stručné (avšak pro pochopení a snížení rizika dezinterpretace nezbytné) vymezení teoretických fundamentů včetně používané terminologie. Začněme onou (ne)trpělivostí. Je to pojem související s časem a schopností čas určité věci věnovat a překonávat přitom (větší či menší) „utrpení". Trpělivost je schopností čekat, opakovaně vykonávat nějakou aktivitu tak dlouho, než se dostaví žádoucí výsledek. Je odvozeno od slova trpět majícího (mimo jiné) význam „spokojit se", „snášet" a „vydržet" a zahrnuje přitom záměrnou zdrženlivost. Dalším významným pojmem pro další uvažování o řešeném tématu je (lidská) znalost. Ta je strukturou vzájemně provázaných poznatků (Řezníček, et al., 2013; Řezníček, 2019; Řezníček, Smutný, 2020), která se v čase (re)formuje v důsledku interakce jednotlivce s okolím (systémem) a umožňuje individuální

interpretaci informace (významu). K provázání (propojení jednotlivých poznatků – znalostních fragmentů) dochází v procesu učení vyžadující (hlubší) intelektuální aktivitu (myšlení). Pokud je tento proces degradován na povrchní práci s informacemi, nedochází k tvorbě prakticky využitelné znalosti (poznatky se nepropojí a znalost je „fragmentována") umožňující adekvátní interpretaci skutečnosti, na což upozorňuje například Liessmann (2009) hovořící v tomto kontextu o nevzdělanosti spojené s rezignací na porozumění. Avšak i „bezduchý dril" má v rámci procesu učení svůj význam, jak poukazuje Štech (2016) kritizující „neoliberální revoluci" ve vzdělávání a související zaměření na tzv. kompetence, když píše, že „psychologové a didaktici dokládají, že bezduchý dril je u nováčků kultury v určité fázi naprosto nutný jako předpoklad zvládnutí vyšších úrovní myšlení (řešení problémů). Skutečně musí být *bezduchý* – známá teorie *drill and practice* dokládá na výzkumech, že je nejprve potřeba automatizovat základní operace, aby se následně uvolnil prostor pro složitější procesy učení; nikoli opačně. Studií a článků je k tomu dost, stačí si je vyhledat a v médiích dát aspoň jednou za pár let hlas těm, kteří se tím zabývají skutečně seriózně a do hloubky." Stejně tak má nezanedbatelný význam pro tvorbu znalosti reálný individuální prožitek. Člověk vyhýbající se reálným zkušenostem (včetně těch nepříjemných) si formuje neadekvátní znalost, zejména pokud jde o její emocionální dimenzi, a následně není schopen jevy, se kterými se setká, správně hodnotit, neboť proces hodnocení je u člověka vázán rovněž na emoce a pocity (není tedy čistě „racionální"). Jak ukazuje Jonah Lehrer (2010), emoce pak významně ovlivňují naše rozhodování v praxi. Život ve virtuálním prostředí, ve kterém neexistuje „riziko skutečného života", způsobuje jisté změny v tvorbě hodnot, neboť má dopad na (re)formování znalosti jednotlivce (a tvorbu mentálního modelu reality), pro kterého může být problémem rozlišit představu nebo přání od skutečnosti. Říká se tomu „ztráta smyslu pro realitu".

Ve společnosti inklinující ke kultu zábavy a „užívání si" za pomoci nových technologií se snažíme vyhýbat zejména nepříjemným zážitkům, „všednosti" a tomu, co nepřináší výsledek hned. Před tímto nikoli v kontextu informatizace [coby procesu pronikání ICT do

společnosti s dopadem na její uspořádání a fungování (Cejpek, 2005)], která tyto tendence, jak bude dále ukázáno, nikoliv nevýznamně zesiluje, varuje již filosofka Arendtová (1994), když podrobuje kritice koncept „učení se hrou" (náhradu učení činností a práce hrou), kterýžto neučí žáky píli, nevede ke snaze o něco usilovat a dítě tak může dle jejích slov „retardovat". Externalizovaná a kulturně kodifikovaná znalost následně utváří společensky sdílenou představu o realitě ukazující se v konfrontaci s praktickými (reálnými) skutečnostmi jako falešná.

Následující kapitola rozebírá významné souvislosti významu znalosti, informatizace a (ne)trpělivosti a snaží se osvětlit, proč je společnost netrpělivá a jaké konsekvence mohou být s popisovaným stavem spojeny.

Netrpělivost a rozptýlení jako důsledek používání digitálních technologií

Informační (přesněji datová) přesycenost, „pasivní konzumace" informace bez snahy o hlubší vhled do tématu smrsknutá na rychločtení a tvorbu takzvaného vlastního názoru na základě mediální zkratky, překvapivě a významně znějícího titulku, je dnes pozorovatelnou praxí. Díky disponibilitě moderních informačních technologií jsme se naučili preferovat rychlé získávání informací namísto pomalejšího a namáhavějšího pronikání do smyslu (podstaty) a potřebného ověřování validity a kredibility informačních pramenů, což je příznačné rovněž pro současnou generaci žáků, kteří tak činí mimo jiné právě kvůli pro ně charakteristické netrpělivosti (Szymkowiak, et al. 2021). Nicholas Carr (2011) ve své knize poukazující na potenciálně negativní působení internetu a jeho interaktivního charakteru na hloubku zpracování informace porovnává na jedné straně pomalý přísun slov na tištěné stránce tlumící chuť nechat se zaplavit mentální stimulací, na straně druhé pak internet a množství podnětů, které přináší a navrací nás tak ke stavu prapůvodní roztříštěné pozornosti. Carr (2015, str. 77) popisuje, že „když na něčem usilovně pracujeme, když na to zaměříme svou pozornost a úsilí, odmění nás naše mysl hlubším pochopením. Zapamatujeme si a naučíme se více. …Získat rychle informace z počítačové obrazovky nebo vlastně i z knihy je snadné. Získat skutečné vědění je obtížnější, zejména pak to, které se usadí hluboko v paměti a

projevuje se v dovednostech. Vyžaduje to úporný, dlouhý zápas s náročným úkolem." S podobnou „hypotézou" pracuje ve svém nedávno publikovaném příspěvku Václav Klaus (2022), když říká, že „myšlení je ničeno nadměrným množstvím informací, které člověka vytěžují a zatěžují natolik, že nemá na myšlení čas." Navíc myšlení bolí a bolesti se rádi vyhneme. Zejména, když jsme (mylně) přesvědčeni a přesvědčování, že ony informace, jež nám média servírují (a mnohdy si dávají opravdu záležet na dobře vypadajícím podnose) jsou přesně tím, co potřebujeme vědět a slyšet, se může zdát být výhodnější, pohodlnější a příjemnější příliš nemyslet a tuto náročnou aktivitu raději přenechat chytrému telefonu. Je to začarovaný kruh. „Nemáme čas" pronikat do tématu, vytvářet si ony struktury vzájemně propojených poznatků, tedy znalosti umožňující interpretaci sdělení, a bez adekvátního znalostního zázemí pak nejsme schopni správné interpretace nebo je tato pro nás o to složitější a potenciálně časově náročnější.

Negativní dopady používání technologií, jako jsou mobilní telefony, na pozornost vlivem jejího častého rozptylování popisuje ve svých publikacích Manfred Spitzer (2014, 2016). A, jak ukazují studie, „skutečnost, že ti, kteří nejsou ochotni přemýšlet, mají spíše sklon často používat smartphone k vyhledávání na internetu, napovídá, že tito lidé hledají převážně informace, které ve skutečnosti již znají nebo které se mohli snadno naučit, nejsou však ochotni vynaložit myšlenkové úsilí spojené se zapamatováním a vybavováním" (Barr, et al., 2015, str. 478).

Uvedené umocňuje ten fakt, že lidé se obecně řečeno neradi nudí. Jak ukazuje kupříkladu experiment (Westgate, 2014) sledující chování osob ponechaných o samotě v místnosti bez jakýchkoliv předmětů, jež by mohly poskytovat rozptýlení (a kde „nemají na práci" nic jiného než přemýšlení), až na přístroj na elektrošoky. Tímto přístrojem dostali všichni zúčastnění na začátku pokusu elektrošok a shodli se, že je tato zkušenost krajně nepříjemná a nechtěli by ji opakovat. I přesto si téměř polovina zúčastněných během patnácti minut „nicnedělání" dopřála alespoň jeden elektrošok. Zdá se, že většina lidí dělá raději něco než nic (i v případě, kdy to „něco" pro ně nepředstavuje příjemný zážitek). A tím se vracíme k digitálním technologiím, které nám velice rychle pomohou instantně se zabavit a před nudou ochránit. Jedním z výsledků je kritika, se kterou se potýkají vyučující a obecně škola jako instituce, totiž že nedokáže své žáky zaujmout a nedokáže obstát v současném světě, který je doslova přeplněn spektakulárně prezentovaným „rychlým informačním obsahem".

Závěr

Jak bylo ukázáno, vyhlídky nejsou pouze růžové a pozitivní. Nesporné (mnohdy relativně dobře vyčíslitelné) benefity aplikace informačních a komunikačních technologií v některých případech a za absence adekvátní reakce z pohledu společnosti i jednotlivce samotného zastiňují neblahé účinky a dopady (i když tyto tak jednoduše vyčíslitelné být nemusejí, mohou být fatální). Již svatý Augustin říká, že „trpělivost je společníkem moudrosti." Hrozí, že se miliony jednotlivců stanou ovládanou nemyslící masou spoléhající se na pravdu deklarovanou „Orwellovým" ministerstvem pravdy (Orwell, 2009).

Příčinu i možné řešení naznačených problémů by bylo možné, jak plyne z výše řečeného, identifikovat na straně vzdělávacího systému, který by měl adekvátně reagovat na měnící se podmínky, pokud jde o (masivní) aplikaci nových technologií, fenomén informatizace a medializace. Důležité je nerezignovat na učení znalostem, a to včetně rozvoje myšlení, schopnosti interpretovat, třídit, hodnotit. Vzdělávací systém rovněž představuje významný nástroj socializace a disciplinace společnosti. Odpovědí na otázku, co znamená pojem „adekvátně" v případě výše uvedeného apelu na nutnou reakci vzdělávacího systému, je formulace následujících (obecných) doporučení:

V rámci (formálního) vzdělávání je třeba učit znalostem, tzn. z pohledu žáka/posluchače jde o vytváření si určitého penza znalostí umožňujícího interpretaci jevů a procesů (skutečnosti), přičemž se nelze spolehnout na to, že znalosti jsou k dispozici tzv. na kliknutí.

Stejně tak je v rámci vzdělávání a učení potřeba rozvíjet myšlení, a to včetně myšlení kritického a systémového.

Nejen v rámci (formálního) vzdělávání je nutné přikládat odpovídající význam reálným (nikoliv

virtuálním zážitkům/prožitkům, včetně těch, které mohou být nekomfortní nebo vyloženě nepříjemné.

Interaktivní výuka může být přínosná, ale ona interaktivita (zapojování technologií a her) by neměla být cílem. Naopak je vhodné nechat nemalý prostor pro dlouhodobější a hlubší práci.

Přidejme ještě jedno doporučení, kterým toto krátké pojednání zakončíme. Jak píše Spitzer (2016, str. 298): „Děti bychom měli před vznikem závislosti na digitálních médiích chránit tím, že zajistíme, aby vyrůstaly povětšinou bez nich. Děti a mladiství potřebují pro svůj vývoj celý svět, a ne jen jeho fádní digitální otisk. Mladí lidé se do styku s digitální technikou dostanou i tak; snadno se nadchnou, zároveň se ale jejich vývoj může rychle zvrtnout. Potřebují proto podporu v jakékoli formě digitální diety.“

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APLIKACE METOD PÍSEMNÉHO ZACHYCENÍ MYŠLENEK PŘI ONLINE VÝUCE

POSSIBLE USING OF SELECTED WRITING METHODS WITHIN ONLINE TEACHING

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Abstrakt: Příspěvek přináší možnosti uplatnění metod písemného zachycení myšlenek studentů během online výuky, a to s důrazem na metodu brainwriting, volné psaní a argumentační esej. Uvedené metody mohou být využity pro aktivizaci studentů. Příspěvek prezentuje příklady a postupy spojené s užitím těchto metod v rámci online výuky, a to se zřetelem na vysokoškolské studenty.

Abstract: *The paper outlines possibilities of application of writing methods within online teaching with focus on brainwriting, free writing, and argumentative essay. These methods could be used for increase of students´ participation in online teaching. The paper presents practical examples and possible steps connected with application of these methods within online teaching regarding university students.*

Klíčová slova: Online výuka, studenti, písemné metody.

Key words: *Online teaching, Students, Writing methods,*

Úvod

Naše schopnost koncentrace a pozornosti je omezená. To platí o to víc i při komunikaci online. Potřeba ozvláštnit online výuku vyplývala z mnoha průzkumů provedených během pandemie koronaviru. Podle serveru Pedagogicke.info (2020) studenty v online prostředí rozptylovaly nejvíce sociální sítě, internet či telefon, ale taktéž prostředí rodiny, spolužáci, rušivé elementy z vnějšího prostředí. Proto bylo pro ně obtížné se koncentrovat. Problémem byla též častá monotónnost výkladu a s ní související větší únava. Studenti uváděli, že by uvítali více interakce s učiteli (Education.cz, 2020). Taktéž by jim pomohlo mít více času na psaní poznámek, na související dotazy, diskuse, spolupráci se spolužáky. Co se týče udržení pozornosti, studentům by dle průzkumu nejvíce pomohlo psaní výpisků, práce ve skupině, přesvědčivý výklad vyučujícího, kladení otázek, interakce v hodině, diskuse na zajímavá a důležitá témata, videa, hry.

Ačkoli mnohé aspekty byly návratem k prezenční výuce vyřešeny, online výuka již získala své nezastupitelné místo, a možnostmi, jak ji ozvláštnit, je účelné se dále zabývat. I zde se nabízí možnost využití aktivizujících metod, které mohou do jisté míry některá omezení online výuky překonat.

Příspěvek je zaměřen na možnost využití písemného zachycení myšlenek studentů při online výuce, a to s ohledem na možnost jejich vyšší koncentrace a následného zapamatování informací. Pozornost je soustředěna na metodu brainwriting, volné psaní a argumentační esej. Jsou zde nastíněny některé přínosy písemného zachycení myšlenek, postupy realizace uvedených metod a konkrétní příklad a zkušenost při jejich uplatnění při online výuce vysokoškolských studentů.

Přínosy písemného zachycení myšlenek

Psaní výpisků má i v současné době nezastupitelný význam. Při psaní rukou aktivujeme mozek a zapsané informace si mnohem lépe pamatujeme. Máme totiž k dispozici úplnější prostorové informace ve srovnání s psaním na notebooku či počítači. Naopak sjednocená podoba textu v digitálních zařízeních k zapamatování informací nepřispívá (VysokeSkoly.cz, 2022). Podle stejného zdroje je také psaní rukou náročnější na pohyb než psaní na klávesnici. Součinnost svalů aktivuje centra v

mozku a lépe se proto zafixuje v paměti. Procesu učení pomáhá i to, že při ručním psaní se více soustředíme. Ručním psaním se rozvíjí jemná motorika a cvičíme koordinaci ruky a oka. Aktivuje se okolo 500 svalů, pracuje zápěstí, paže i rameno. Psaní rukou má na paměť a učení pozitivní vliv, což ukázali i neurovědci, kteří zkoumají fungování mozku. Ruka a mozek jsou propojené a při psaní rukou se v mozku aktivují centra pro snazší zapamatování.

Podle serveru VysokeSkoly.cz (2022) totéž potvrdil i experiment na Tokijské univerzitě, který zkoumal rozdíly v psaní rukou, na tabletu a na mobilním telefonu. Žáci, kteří psali rukou, měli zvýšenou aktivitu v oblasti mozku související s řečí a obrazovou představivostí. Aktivnější byl i jejich hipokampus, který je důležitý pro používání paměti a prostorové představivosti. Totéž potvrzuje průzkum P. A. Muellera a D. M. Oppenheimera, do kterého zapojili studentky a studenty, kteří si ve škole při přednáškách zapisovali rukou a ti, kteří stejnou látku psali do laptopu. Ti, kteří psali ručně, si toho více zapamatovali a pochopili, než jejich kolegové (Flowee, 2017).

Další průzkum poukazuje na obecný pokles frekvence psaní rukou – podle výzkumu Focus Marketing and Social Research (2021) je frekvence psaní rukou velmi nízká – často a pravidelně svůj rukopis využívá pouze 39 % dotázaných, 20 % píše zřídka nebo vůbec a mezi často píšícími dominují ženy a lidé nad 65 let. Vysokoškoláci dominují ve skupině, která rukou nepíše vůbec (8 %).

Z uvedených výsledků je patrné, že psaní rukou má stále své nezastupitelné místo, ale bývá bohužel v současné době již opomíjeno. Další text poukáže na možnosti aplikace vybraných metod, které psaní rukou účinně využívá.

Aplikace vybraných metod písemného zachycení myšlenek

Představena bude nejprve krátce obecná aplikace metody brainwriting, argumentační esej a volné psaní.

Protože metoda brainwriting je založena na brainstormingu, je třeba zmínit pár informací i o této metodě. Podstatou brainstormingu je shromažďování nápadů na určité téma či otázku a

jejich posouzení ve velmi krátké době (Sieglová, 2019). Student se soustředí po stanovenou dobu na téma, drží se jej, bez zábran nabízí své nápady. Pravidlem brainstormingu je volnost v tvorbě myšlenek. Kritika v jakékoli podobě se v úvodní fázi brainstormingu nepřipouští – nápady se posuzují až v další fázi. Každá myšlenka, která je řečena, musí být přitom zaznamenána. Probíhá zde vzájemná inspirace při tvorbě nových myšlenek pomocí již vytvořených nápadů.

Postup brainstormingu je následující:

- Napíšeme problém/otázku na tabuli/flipchart.
- Zahájíme produkci nápadů.
- Všechny nápady se zapisují.
- Nápady se posuzují a hodnotí.

Činnost je časově omezena – obvykle na 5 minut. Účelné je ale vyhrazení delšího času (např. 30 minut) a práce v menší skupině.

Brainwriting je pak „tichou" obdobou brainstormingu, kdy nápady se neříkají nahlas, ale každý si je zapisuje. Brainwriting by měl omezit vzájemné ovlivňování jednotlivých účastníků (Čapek, 2015). Tato metoda odstraňuje možnost kritiky, umožňuje se lépe uplatnit jedincům, kterým dělá potíže verbální komunikace. Brainwriting tedy zajišťuje účastníkům anonymitu jejich názorů a návrhů. Má podnítit kreativní myšlení jednotlivých účastníků (Bělohlávek, 2008). Metoda je opět ideální pro skupinu do deseti účastníků. Cílem metody je získat co nejpestřejší a nejkomplexnější představu o možných řešeních a vzájemná inspirace zúčastněných osob.

Existuje celá řada praktických modifikací metody, která probíhá běžně při fyzické účasti jejich účastníků. K flip chartu, tabuli či stěně polepené archy papíru po jednom přistupují účastníci brainwritingu a píší své návrhy, nápady či názory k řešenému problému. Všichni tak mají před očima návrhy a nápady ostatních, mohou se jimi nechat inspirovat a myšlenky dále rozvíjet. Lze také nadepsat otázku na arch papíru, který se nechá kolovat. Každý tak má možnost se seznámit s nápady ostatních a připsat libovolný počet svých. Papír koluje tak dlouho, dokud nepřestanou přibývat nové podněty. Před každého studenta můžeme také umístit

samolepící papírky a značkovač. Studenti píší své nápady, následně jsou sesbírány a nalepeny na připravenou stěnu. Opět tak všichni vidí návrhy druhých, mohou se jimi inspirovat a rozvíjet je. Tato modifikace pak usnadňuje i následnou manipulaci s jednotlivými návrhy.

Ve všech případech brainwriting pokračuje obdobným způsobem jako brainstorming.

Další metodou pracující s písemným zachycením myšlenek je již o něco složitější **argumentační esej**. Argumentační esej pomáhá studentům uspořádat jejich myšlení v souvislosti s probíraným tématem. Jedná se o individuální zamyšlení nad určitým problémem, zaujetí vlastního stanoviska a snaha o formulování argumentů (Sieglová, 2019). Z tohoto důvodu je třeba jim na počátku předložit vhodně formulované tvrzení, k němuž musí stanovisko zaujmout. Jedná se již o náročnější metodu na tvorbu i zpracování.

Složky argumentační eseje jsou následující:

- Tvrzení – jedná se o stanovisko studenta: Zastávám stanovisko …

- Podpůrné argumenty: Které argumenty považuji za důležité pro mé stanovisko?

- Důkazy: Čím mohu podložit pádnost svých argumentů?

- Protiargumenty: Které protiargumenty považuji za silné a mohly by tedy ovlivnit mé stanovisko?

- Vyvracení protiargumentů: Proč nejsou protiargumenty tak pádné, aby mě přesvědčily změnit stanovisko?

- Závěr.

Poslední metodou, která zde bude nastíněna, je **metoda volného psaní**. Jedná se o psaní, které by nemělo být korigováno vědomím a neměl by zde být brán ohled na jeho gramatickou správnost (Čapek, 2015). Zde studenti odpovídají na otázku zadanou vyučujícím či doplňují jeho nedokončenou větu. Využívá se před vlastním probíráním tématu – studenti si vybaví, co už o daném tématu slyšeli či co si o něm myslí. Je třeba psát k tématu vše, co studenty napadá, i když si nejsou nápady jisti. Psát je nutné rovněž souvislý text a využít celého stanoveného času – nijak se

tedy nezastavovat a tužku mít neustále na papíře. Psaní by se nemělo plánovat dopředu, k napsanému se již nevracet, neškrtat, nehodnotit, neboť nejde o formu textu, ale o vlastní myšlenky. Píše se po dobu cca 3 – 10 minut. Pak mohou sdílet studenti své myšlenky ve dvojicích či větší skupině.

Pravidla:

- Psát k tématu vše, co studenty napadne.

- Psát po celý stanovený čas.

- Psát souvislý text, nikoli body.

- Nezastavovat se v psaní.

- Neplánovat psaní dopředu, nevracet se v něm, neškrtat, nepřepisovat.

Co se týče následné práce s uvedenými výstupy z brainwritingu, volného psaní či argumentační eseje, je účelné, aby byly dále využity prostřednictvím sdílení nápadů či při následné diskusi.

Zkušenost s uplatněním metod v praxi

Užití zvolených metod bude nastíněno na modelové situaci týkající se řešení konfliktu v týmu (Holečková, 2021). Tato metoda byla uplatněna v předmětu zaměřeném na komunikační dovednosti na soukromé vysoké škole ekonomického zaměření sídlící v Praze 5, a to během jednoho cvičení trvajícího 90 minut. Jednalo se o měsíc duben 2021, kdy veškerá výuka probíhala pouze online v prostředí Microsoft Teams. Výzkumného šetření se zúčastnilo v rámci dvou cvičení celkem 82 studentů (36 studentů v první skupině, kde byla uplatněna metoda brainwritingu, a 46 studentů ve druhé skupině, v níž byla uplatněna metoda volného psaní a argumentační esej). Problematika konfliktů byla v daném období probírána i na předcházející přednášce z tohoto předmětu. V navazujícím cvičení jim pak byl zadán tento úkol:

Člen pracovního týmu Petr chce odejít ze své současné pozice, protože nedokáže vyjít s Martinem. Martin má v týmu důležitou roli silného neformálního vůdce. Pokud se mu ale někdo znelíbí, je schopen mu znepříjemnit jeho fungování v týmu. Prostřednictvím svých sociálních dovedností si umí získat členy týmu na

svou stranu. Petr je přitom největším odborníkem v týmu. Trvalo dlouho, než se jeho odbornou pozici podařilo obsadit, a teď hrozí, že odejde. S Martinem jste se snažili o dané situaci hovořit, ale nevyjádřil se k ní. Taktéž jste se nepřímo dozvěděli, že se Martin staví proti některým vašim rozhodnutím, což je pravděpodobně důvodem, proč se protahuje implementace některých změn, které jste prezentoval na poslední poradě.

Úkol: Připravte si a následně prezentujte postup, jakým byste řešili danou situaci v týmu jako nadřízený pracovník. Odůvodněte jednotlivé kroky vašeho řešení.

V první skupině byl aplikován **brainwriting**. Každý z účastníků měl za úkol napsat svůj nápad týkající se vhodného postupu řešení konfliktu a zaslat jej (prostřednictvím emailu či chatu v MS Teams). Poté byli studenti náhodně rozděleni do týmů po pěti - šesti účastnících. Za tímto účelem bylo vhodné vytvořit samostatné místnosti v prostředí MS Teams, a to například pomocí Skupinových místností. Úkolem bylo v daných místnostech diskutovat nejvhodnější řešení. Zde jim byl sdílen seznam vybraných řešení, opět v počtu 5 - 6 řešení pro každý z týmů. Nebylo přitom směrodatné, od kterého studenta z kterého týmu dané řešení pochází (o tom studenti neměli informaci). Jejich úkolem bylo společně nabídnutá řešení diskutovat, případně doplňovat a vybrat ten nejlepší možný postup. Po 20 minutách se vrátili zpět do hlavní místnosti, kde mluvčí každého z týmů měl za úkol prezentovat řešení, na němž se společně dohodli, a podložit jej argumenty. Po prezentaci řešení všech týmů následovala společná diskuse.

Studenti byli do problematiky konfliktu v týmu velmi vtaženi. Původně vyčleněný čas 60 minut (včetně diskuse) byl nakonec prodloužen na 90 minut, trval tedy během celého videocvičení. Uvedená metoda byla náročná co do přípravy a organizace času, ale její cíl, který se týkal rozvoje kreativity studentů, možnosti procvičení prezentačních a argumentačních dovedností a vtažení do probírané problematiky v online prostředí, byl naplněn.

Metoda **volného psaní** a **argumentační eseje** byla do výuky začleněna v jiné skupině, která čítala 46 studentů. Obě metody proběhly během

jednoho cvičení (taktéž v dubnu 2021), které trvalo 90 minut. Metoda brainwriting na tomto cvičení uplatněna nebyla. Studentům bylo na počátku cvičení nastíněno, jak s každou z metod pracovat.

První metodou bylo volné psaní. Studentům byly předloženy následující nedokončené věty:

„To, že Pavel odejde z týmu, znamená pro vedení týmu…"

„To, že Pavel odejde z týmu, znamená pro ostatní členy týmu…"

„Kdyby z týmu odešel Honza, potom…."

Studenti měli za úkol přímo během cvičení sepsat v deseti minutách své myšlenky a pak je (pokud budou ochotni) sdílet s ostatními a diskutovat o možných řešení. Sdílení zde bylo pouze na dobrovolné bázi. Zde se dobrovolnost volného psaní ale ukázala jako překážka, ze 46 studentů se do diskuse aktivněji zapojilo pouze deset z nich.

Ve druhé části videocvičení byla aplikována metoda argumentační esej. Zde byla tvrzení následující:

„Honza by měl z týmu určitě odejít, neboť narušuje bezproblémové fungování týmu."

„Ostatní členové týmu by se měli podílet na rozhodnutí, jak konflikt řešit."

„Nejlepším řešením by byla přímá konfrontace mezi Pavlem a Honzou."

Studenti měli 10 minut na to, aby sepsali všechny části argumentační eseje, a poté následovalo sdílení názorů. I zde byla uplatněna dobrovolná báze, což znamenalo, že se opět zapojovali jen aktivnější studenti. Jako další překážka se ukázala problematika protiargumentů a jejich vyvracení - poradili si s nimi pouze dva studenti (z deseti aktivnějších).

Bylo ale zřejmé, že studenty problematika a přístup k ní prostřednictvím uvedených metod zaujal. Když na konci cvičení zhodnocovali obě metody, jako zajímavější se jim jevila překvapivě argumentační esej.

Závěr

Příspěvek se zabýval vybranými metodami – brainwritingem, argumentační esejí a metodou volného psaní - kterými může být ozvláštněna výuka online. Jako nejlépe aplikovatelná se v tomto prostředí jevila metoda brainwriting, která přinesla zapojení všech účastníků a taktéž nejvíce řešení týkající se modelové konfliktní situace v týmu.

Uplatnění aktivizujících metod zaměřených na písemné zachycení myšlenek při výuce online může být účinným zpestřením probírané problematiky. Ačkoli metody je třeba danému prostředí přizpůsobit a počítat s jejich časovou náročností, mohou být nápomocné při překonávání některých limitů online výuky, jako je chybějící interakce mezi studenty, komunikační bariéry, limitovaná koncentrace či náročnější zapamatování informací. Co je třeba mít na zřeteli, je zachování výukových cílů - je třeba, aby si studenti odnesli vše potřebné a metody se nestaly pouze vyplněním času, který je (při online výuce obzvlášť) cenný.

Nutností je pečlivé promyšlení témat, které se pro uplatnění metod hodí, pečlivá příprava, uzpůsobení tématu online prostředí a rezervace dostatečného množství času. I přes určitou organizační náročnost metod byl patrný jejich přínos. Při jejich uplatňování bylo zřejmé, že studenty řešení problému zaujalo. Do následné diskuse se po aplikaci brainwritingu zapojovali i dříve méně aktivní studenti. Ačkoli na základě této uvedené zkušenosti nelze vyvozovat obecnější závěry či doporučení, problematika uplatnění zvolených metod a jejich obměn bude autorkou rozvíjena i v rámci dalších kurzů a výukových skupin.

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Abstract: The aim of the article is to provide information on the current level of support and intervention strategies used in the inclusive educational settings in Great Britain. The focus is on mainstream school environment in England region, as the environments and curriculum in Scotland, Wales and Northern Ireland differ. The article would also present the changes that preceded the current inclusive education.

Abstrakt: *Cílem článku je poskytnout informace o současné úrovni podpory a intervenčních strategií používaných v inkluzivním vzdělávání ve Velké Británii. Důraz je kladen na prostředí běžných škol v regionu Anglie, protože prostředí a učební osnovy ve Skotsku, Walesu a Severním Irsku se liší. Článek by také představil změny, které současnému inkluzivnímu vzdělávání předcházely.*

Klíčová slova: specifické poruchy učení, incluzivní vzdělávání, Velká Británie

Key words: *specific learning difficulties, inclusive education, Great Britain*

Introduction to Inclusive Education in Great Britain

The period 1944-1978 saw significant changes in the perception of special needs of pupils in Great Britain. The system of special education first began to take shape at the level of schools, classrooms and special support services, which led to its own development in teacher education. Parents of children with various types of special educational needs began to demand their rights to education. The government's response at the time was the Warnock Report of 1978 (DES, 1978) and the Special Educational Needs Act of 1981 (DES, 1981), which changed the definition of special educational needs in terms of assessment and definitions about disabilities and the resulting rights of children and their parents. Then, teachers in mainstream schools also began to realise that children with special educational needs (SEN) were also their responsibility. Many schools, as well as local education authorities (LEAs), embraced the vision that pupils with SEN should be included in mainstream schools. As stated by Letch in Docking, (2000) with the entry of the New Labour government in 1997, significant policy changes were made which led to a better system of inclusion in mainstream schools. This included improved early intervention programmes that set targets for children with special needs and the importance of access to the National Curriculum. The Salamanca Declaration of 1994 (UNESCO, 1994) set up a new framework for action and legislation to create education for all children. However, Lindsay, 2003 in his article contradicts this recommendation and explains that these recommendations may not be suitable for all pupils and argues that the mainstream system may not be suitable and effective for all children. Wedell, 2005 also finds the movement towards inclusion problematic. Wedell, 2005 states that inclusion faces challenges; that not all mainstream schools are overcoming the barriers to inclusion in terms of providing the necessary requirements for children with special needs. Schools often struggled with the demands of the academic outcomes that SEN pupils had to achieve according to the demands of the curriculum. Teachers struggled to promote inclusion during this period. According to

Wedell's 2005 study, the effectiveness of teaching, and teaching in general, was a key element in keeping students as active participants in the educational process. The question, however, remained how to implement inclusion so that all students could be active participants in the process. A further step forward would be the 1994 Code of Principles for Special Educational Needs, which set out the approach to assessing children with SEN and support programmes and how their needs should be met. The Code details the procedures to be followed in assessing pupils with SEN needs through to their support arrangements and individual education plans. Individual Education Plans are presented with short term targets to be recorded and reviewed by school staff and then presented to the child's parents. The revised Code of Principles (DfES, 2001) set out a clear intention to make pupils with SEN integral participants in the decision-making process in planning their own learning objectives with reference to the National Curriculum. In their 2008 study, Pawley and Tennant found that most students were unaware of the content of their Individual Education Plan (IEP), and some were hearing the term for the first time. Their study identified the pressures that mainstream schools might have to develop substantial IEPs from the Office for Standards in Education, Children's Services and Skills (note OFSTED is the equivalent of the National Inspectorate of Schools) and the exam board, leading to the creation of IEPs for the purpose of inspection and not necessarily for the benefit of pupils with SEN. Derrington, Evans and Lee in a 1996 article, and also Clark et al,1997 argued that the intention of the Code is to allocate responsibility between the different organisations or agencies that work with the Department for Pupils with SEN and school level Special Educational Needs Co-ordinators (SENCOs), school management but also local education departments. In addition to these rules, the Code has given space for parents of children to be consulted during the educational process on any decisions about their child's education and progress. In his 2001 study, Rose has affirmed that teachers must have the opportunity to discuss and suggest ways to better practice inclusion. Teachers themselves judge that inclusion can only be beneficial in supporting children with SEN in mainstream classroom settings if there is another person in the classroom to support these pupils. Teachers also expressed concerns about their own training in terms of knowledge and understanding of different disabilities such as autism, intellectual disabilities and other disabilities. Another type of concern was the subsidy of time in preparing curriculum for children with SEN. Research carried out by Crowther, Dyson and Millward in 2001 gathered views from 141 Special Educational Needs Coordinators (SENCOs) and from three Local Education Agencies (LEAs) in the North East of England. The research described some of the issues that teachers in the role of coordinator may face in their job role. The findings published by the research team include concerns such as is the time taken for a coordinator to fulfil their role long enough, do coordinators have time to support other teachers in the school, do they have enough space to consult and support parents of children. Szwed, 2007 agrees and adds that if the coordinator has to spend all part of their time teaching or writing reports and preparing documentation, then they do not have the necessary time to invest in preparing differentiated curriculum and improving the learning conditions of pupils with SEN.

Options for diagnosing and supporting pupils with specific learning difficulties (SLD) at school level in Great Britain

In this chapter the attempt would be to set out how the support system for pupils with specific learning difficulties (SLD) in Great Britain is currently set up. The Special Educational Needs and Disability (SEND) Code includes specific learning difficulties in the section on cognition and learning disabilities. Pupils with SLD may also have comorbidity with other neurodevelopmental disorders such as developmental coordination disorder, developmental language disorder, and also autistic spectrum disorder. Therefore, if a guardian of a pupil suspects that a child has learning difficulties, the guardian should first contact and discuss the suspicion with the class teacher. The Special Educational Needs Co-ordinator (SENCO) based directly in the primary school is then invited to consult. During the consultation, initial adjustments to the curriculum that might help the child are discussed. As part of

the initial consultation, a timeframe for monitoring the child is also agreed in advance. The agreement is mutual, both on the part of the parents and the particular school. The next step is then an outcome report from the follow-up period, which then informs the parents about how the school is supporting the pupil with SLD. It is up to the school to consider what support tools it has to ensure that the special needs of the pupil with SLD are met. This includes modification and differentiation of the curriculum by the teacher as well as, for example, adjustments to the classroom environment. The goal should be quality teaching individualized to the needs of individual students. The most common methods include, for example, the selection of an appropriate typeface, a multisensory approach to learning or the use of colour filters. Schools may seek to provide intervention and support for pupils with special educational needs through individual education plans, through external help and support from other professionals, and through the use of special aids. It is the learning support plan that forms part of the multiple levels of support. The main aims of the special educational needs coordinator are to assess, plan and then review, for example, whether the support measures are working and meeting the individual needs of the pupil. The tools for gathering information are observation, assessment of reading and writing, and communication with pupils' teachers. Many special educational needs coordinators have access to screening tools and diagnostic tests of reading and writing levels to determine if a pupil is exhibiting difficulties that might indicate a particular type of SLD. Any type of assessment and provision will be based on a model of need and a formal diagnosis is not necessary to support pupils with appropriate strategies and interventions. Subsequently, other professionals may be used such as speech and language therapists, occupational therapists, psychologists and others. This will depend on the type of specific SLD.

Within the article it would be described what topics are currently typical in the education of pupils with SLD in Great Britain, i.e. pupils with SLD in inclusive school environments. The criteria for the selection of research studies were the issues of specific learning difficulties, inclusive education, mainstream school settings

and also the area of diagnosis and intervention. These keywords were entered into search engines for scientific articles and publications such as Google Scholar, Pub Med, CORE and Base. The studies with the highest number of citations were selected. The first widely cited study, written by Stuart Woodcock, is from 2021 and addresses the issue of teachers' attitudes towards pupils with and without specific learning difficulties in inclusive education. The theoretical part of the study outlines the legislative measures that are used to identify and assess pupils in the mainstream school system and is based on the recommendations of the 2015 Special Educational Needs Code, the existence of which is described in the introduction to this chapter. The research study involved 276 primary and secondary school teachers working within Greater London. Participants were approached in 14 primary schools and 8 secondary schools. All schools were randomly selected. Staff were informed about the study during school births. Teachers who agreed to participate in the study received and completed an anonymous questionnaire within a week and returned the completed questionnaire to a secure drop box. Of the 276 primary and secondary school teachers who participated in the study, 84% were female and 16% were male. As for the age composition of this sample, its composition was as follows. 7% of the participants were less than 25 years old, 36% of the participants belonged to the age group 26-36 years old, 37% were in the age group 36-45 years old, 16% of the teachers belonged to the age group 46-55 years old and the last group consisted of 4% of the participants in the age group 55 years old and above. Another item that was included in the questionnaire was the length of teaching experience. Almost 31% of the teachers had been in practice for less than 5 years, 20% had been in practice between 6 and 10 years, 37% had been in practice between 11 and 20 years and 12% had been in practice for more than 20 years.

Level of education was also a significant item, with 17% of participants having completed a postgraduate diploma (this is similar to a teaching minimum), 15% having completed a master's degree; 2% having completed a PhD. Almost 66% of participants had no postgraduate qualifications. The research was part of a wider

study that explored teachers' perceptions and understandings of inclusion as well as their understanding and perceptions of aspects of special education, including specific learning disabilities. The aim of this study was to explore teachers' attitudes towards inclusive education. The questionnaire was designed in three parts, with the first part obtaining demographic information through closed questions. In the second part, information was again obtained through closed questions. The questions were directed at both female students with special needs and those in the intact majority. Here the participants' attitudes towards inclusive education were collected. One of the questions serves as an example. "Do you believe that an inclusive classroom is an effective way to teach all students?" Participants could only answer "yes" or "no". The third and final section included questions about students with specific learning disabilities. These questions were asked in the form of so-called vignettes. These are research questions that are given by an example of a fictional case study and then asked about different situations in this study. For an example, one of them is given.

Christopher's abilities are rather below average than most children in his class. He works hard in class, asking for help when he needs it. He tries to participate in group work. His homework is completed regularly, and he completes classwork that is not always completed on time, but the solutions and progress are correct.

After respondents read the introduction to this question, they were asked four follow-up questions:

- What type of feedback would you give this child (very positive [+5] - [-5] very negative)?

- How much frustration would you feel towards this child (very little [0] - [6] very)?

- How much sympathy would you feel for this child (very little [0] - [6] very)?

- How likely is it that this child will fail (future test) again (very unlikely [0] - [6] very likely)?

Respondents' answers were rated on a Likert scale.

This type of question appeared a total of four times in the questionnaire in the form of different questions and stories.

The results of this study showed the teachers' attitudes towards the issue of inclusive education, especially in terms of feedback to students, frustration with expectations about future failure of students with specific learning disabilities, and students who belong to the intact majority. The study also showed that there were no differences between the attitudes of primary and secondary school teachers towards inclusive education and only slight differences between male and female teachers.

When it came to differences in, for example, giving feedback to pupils, there were no noticeable differences between pupils with SLD and typically developing pupils. The study also showed that when the degree of liking for students with and without SLD was assessed, for example, there were no significant differences in the gender of the teacher. On the contrary, large differences were found in the degree of frustration about the future failure of the pupil, mostly among teachers. In contrast, female teachers felt a greater degree of empathy and were able to give positive feedback and support to pupils in model situations. Those teachers, regardless of gender, who responded at the beginning of the questionnaires that they judged inclusive education positively, in subsequent model situations were more lenient and empathetic towards pupils in their evaluation and also gave more positive feedback.

Thus, the results of this study show that teachers who believe that inclusive education is an effective way to teach all students are more positive and encouraging when evaluating students. Furthermore, they show lower levels of frustration with typically developing students and also have less expectation that students with SLD will underachieve in the future. The author adds to this statement that if both students with SLD and typically developing students are to reach their full potential within inclusive schools and classrooms, they themselves must believe in their own abilities. The influence of educators is therefore crucial in this regard. Teachers need to believe that inclusive education is an effective way to teach all students, but also believe in

themselves that they can stand up to the system. The second widely cited study is from 2011 and was authored by Sandra Gibson and Samuel Leister. They focused on dyslexia in university students, as the topic is generally under-researched. In their study, they described the performance of students with dyslexia compared to their classmates on longer and shorter response questions, as well as how they performed on clinical patient assessments. They then compared the results and described the differences found. The differences included student performance on different types of exams. In most cases, students with dyslexia were less successful in the first year of study, but in later years of study the differences between the typically developing sample of students and those with dyslexia tended to decrease. Some students with dyslexia always had a larger time allocation for elaboration, while another part of students with dyslexia did not have a larger time allocation for elaboration. When students were then subsequently assessed during how they performed in the clinical assessment of the patient's condition, they again showed a higher rate of failure rather early in the study. It is worth noting here that the students surveyed were from the medical school. Thus, the researchers explain the initial failure by, for example, the length of the de-identification of professional concepts and terms of clinical practice. During the clinical assessment of the patient, the highest failure rate was, for example, in individual examinations of professional subjects and also in tasks requiring data analysis. The rationale for this study was the lack of research from which to draw information about the success of students with specific learning disabilities in higher education. Ricketts' 2009 research was the first ever to work with a group of medical students, where the author of the study, used a comparison of how successful students with and without dyslexia are. The problem with this study is that only one experimental method was used. The students observed answered multiple choice test questions and the result was that the group of students with and without dyslexia showed, almost no differences in task success. Thus, Gibson and Leinster asked the following questions:

How might dyslexia affect success in medical school?

If knowledge assessments are tailored to students with SLD and is there, then a difference in success rates?

The study worked with a sample of medical students in the undergraduate medical school who were given a credible vocational test, a written test and also a clinical standardized exam at the end of each year. The first professional examination consisted of 100 test questions with one correct answer from a choice of five answers, followed by 15 short open-ended questions that were asked in the form of clinical situations. Students had only 6 minutes per question to answer them. In the clinical standardized exam, students were assessed in six main areas (communication skills, data analysis and interpretation, practice recommendations, physical status assessment, adherence to procedures, as well as logbook entry). The performance demands in the clinical patient assessment were graded according to the students' length of study. The authors also recorded the gender and age of the students. A total of 123 students were observed and their performances were recorded. For example, the trial also added higher time allotments per exam for students who had comorbidities with another form of SLD, not just dyslexia. These students were given an exam time allocation of up to 15 minutes. In the patient clinical examination experiment, students had no extra time allocation. All students who participated in the study were independently examined by a school psychologist who confirmed the diagnosis of dyslexia. If any of the students were confirmed to have comorbidities e.g. ADHD, this was recorded within the graded data. However, no students who had not been diagnosed with dyslexia formed the research sample. All data was anonymised and all participants signed an informed consent form before entering the study. Statistical data analysis was then used to process the data using Z scores. Analysis of variance was used to examine the clinical examination data. There were no differences in the clinical examinations due to the age of the students. In the fourth year of the study, the performance of male students was lower, for example, they skipped tasks in individual study examinations. A total of 91 students who were diagnosed with dyslexia in the first year of study participated in the study, 17 of whom had

additional SLD comorbidity. However, all students showed no differences in performance on the shorter-answer and multiple-choice tests. Differences were also not found between genders.

Subsequently, differences between the 2006, 2007 and 2008 cohorts of students were also not observed. Nor were significant differences in test performance found in subsequent years of study. In general, students with dyslexia had more problems in clinical examination performance, particularly in the first two years of study. There were also no statistically significant differences in logbook entries. It is clear that this is due to the fact that in the preparation of the logbooks, students are given the opportunity to prepare and the subsequent examination is oral, thus their performance is not assessed with regard to grammatical ability or syntax. The examiner is more interested in the overall content of the logbook and also in the student's own reflection in the final discussion. The results of the study showed that there are not large differences between the performance of dyslexic students and the intact cohort. It was in the first year of study that the greatest differences in performance were found. However, when students with dyslexia were given 25% time to complete the tasks, their performance was identical to the intact sample of students. The authors of the study also believe that most students with dyslexia are only detected during their attendance at high school, so it would be a good idea to introduce screening tools in, for example, the first semester of college. Due to its effectiveness, it would be good to use, for example, a modified computer-based test that the student would complete before enrolling in college. The study also showed that students performed worse in practical exams. The second most diagnosed comorbidity was developmental dyspraxia, and this too may have affected their performance. The authors of the study believe that the better performance scores of the students may also be due to the fact that in the final years of study, the exams are more oral. The authors of the study, thus, described that the amount of students with detected SLD was higher than the described prevalence in the population, the screening tool could therefore be an effective detection tool in the future. They also attribute the smaller differences in performance to the fact that by having a higher IQ in this cohort, test

performance may be masked. The aim of the study to compare the differences in performance between students with and without dyslexia was, therefore, fulfilled. The third and final scientific study, authored by Catryn Knight, is from Cardiff. She published her study in 2018 and its aim is to explore how teachers characterise dyslexia and what information they received about dyslexia during their preparation for the profession. Subsequently, information about the knowledge they gained during their practice working with students with dyslexia. The study was conducted using an online questionnaire, a data collection tool. The questionnaire included, both short answer and scaled responses. It was initially piloted on 56 teachers, followed by an interview with 5 respondents. Items were amended and added before the final version was emailed.

The author of the study first asked for a brief description of each participant's understanding of the concept of dyslexia. Participants were then asked about their knowledge of dyslexia gained during their preparation for the profession. They were then asked whether they had undertaken any further postgraduate study covering the concept of dyslexia. Finally, they were asked if they could support a student with dyslexia in their teaching.

Participants in the survey were sent an email, via the Directory of Schools in England and Wales in June 2016, asking them to circulate the link to their teaching staff. A total of 4,314 teachers responded to the email and approximately 2,900 completed the full survey. Sending emails to all schools in England and Wales enabled a sample of the population and a large amount of data to be collected for subsequent analysis.

The target audience for the study was class teachers in primary, secondary, further and special schools in England and Wales. Respondents who did not fall into this group were excluded from the survey prior to analysis. Thus, 2,570 teachers met the specified requirements. Data on the number of teaching staff were obtained from the relevant Department of Education departments in England and Wales. Univariate analysis of all questions was first carried out. This provided a basic familiarity with the data and the number of respondents who fell

into certain categories. Bivariate analysis was then performed using chi-square ($\chi 2$) tests.

The characteristics of dyslexia were coded using Frith's 1999 causal model, which suggests that dyslexia can be described at three separate levels - biological, cognitive and behavioural. The same coding method was used by Bell and colleagues in 2011. This suggests that it is an operational coding system that is used in coding definitions of dyslexia. The descriptions that were coded as biological provided descriptors about the brain, neurological differences or genetics that underlie dyslexic symptoms. Descriptions were coded as cognitive if they mentioned cognitive processes associated with dyslexia, such as processing differences, decoding problems, and memory problems. Descriptors coded as behavioural, then, included descriptions manifesting errors in grammar, word composition, and difficulties in writing and reading. Responses were then recoded to determine the total number of participants who did or did not mention each type of descriptor. A large majority of respondents (79.5%) mentioned behavioural descriptors, followed by cognitive descriptors (39.3%). Biological descriptors were the most uncommon (9%). 16.8% also indicated descriptors related to visual perception difficulties. Almost 71.6% of respondents indicated that the concept of dyslexia was not well described in their pre-service education. Subsequently, 50.4% of the respondents indicated that they had not received any postgraduate training on dyslexia. It was interesting to observe that of the respondents who indicated that sufficient time was spent on dyslexia in their preparation, it was the biological descriptors that were used to describe this SLD. In contrast, respondents who had received postgraduate training on dyslexia used cognitive descriptors. This significance was also related to the teachers' relationship to the issue and the length of their experience. Respondents who had been in practice for 5 years or less used descriptors that were biological; those who had been in practice for 10 years or more used cognitive descriptors. It is clear from the results of the study that most teachers understand dyslexia in terms of how it affects students at the behavioural level. This supports the findings from Bell's 2011 research, which also showed that both the general public and teachers use behavioural

descriptors when thinking about dyslexia. Surprisingly, almost 16% of teachers mentioned the relationship between visual perception and dyslexia, despite research not supporting this relationship. However, the author of the research believes that the fault lies not with the teachers, but rather with the educational institutions that prepare them for their future careers. In her opinion, it is necessary to adapt conditions and teaching to the fact that teachers will be able to help students with dyslexia. A large majority of respondents said that dyslexia was "not well described at all" by their education programme. What was surprising to the author was the finding that teachers who had less years of experience were still using information about the term dyslexia that was outdated. It also concludes that there is a need to adapt the demands of undergraduate education so that inclusive teachers can support all pupils, and this is a task for teacher education institutions in particular.

Respondents tended to describe the manifestations of dyslexia in the mainstream classroom rather than the nature of dyslexia itself. However, for the intervention itself, a good understanding of the needs of dyslexic pupils is necessary so that strategies can be devised to help them access education. To do this, space must be given to the evidence-based research that is essential to understanding the nature of learning disability.

Conclusion

In the article has been focused on the current challenges of the field of learning disabilities in Great Britain. The studies mentioned above received the most citations. A major challenge in inclusive education in this linguistic environment is teacher training. Since 2016, when the Special Education Code of Practice was revised in an inclusive direction, the focus has been on the preparation of future teachers as well as their views on inclusion, as they are the drivers of change in the education system. Research focuses mainly on their preparation but also on their attitudes. We have deliberately tried to approach topics that are transferable to the home language environment. While preparing the article, the information about the amount of time devoted to the issue of specific learning disabilities in the

preparation of future teachers at the University of Hradec Králové has been obtained. The information from the study programme has shown that according to study programme syllabus for the Primary teacher programme the subject of Specific Learning Disabilities is taught in 24 hours' allowance in the Master's degree programme and Teaching of English language (the optional subject of Specific Learning Disabilities is offered with the 13 hours' allowance as a part of Master's degree programme. For the other disciplines at the primary and secondary education level, there was not found any subject of specific learning difficulties. In the context of the inclusion process, this is one of the challenges to which the current preparation of future teacher education should respond. Only in this way will teachers of all disciplines understand the needs of pupils. With regard to the support level of measures grade 1 and 2, which consists mainly of curriculum modification, future preparation is essential.

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POLITICAL EDUCATION AND POLICY CONSTRUCTION IN GEORGIA IN 2016-2022
Gene Sharp's Political Production Concepts

POLITICKÉ VZDĚLÁVÁNÍ A TVORBA POLITIKY V GRUZII V LETECH 2016–2022

Koncepce politické produkce Gene Sharpa

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Abstract: The paper represents key episodes of the recent political history of 2016-2022, a comparative analysis with the context of Gene Sharp concepts. The paper represents the views of various well-known theorists or practitioners, their theoretical concepts and studies in countries with transition and democracies applied to the situation in Georgia in 2016-2022.

Abstrakt: Článek představuje klíčové epizody nedávné politické historie let 2016-2022, komparativní analýzu s kontextem konceptů Gene Sharpa. Příspěvek představuje názory různých známých teoretiků či praktiků, jejich teoretické koncepty a studie v zemích s přechodem a demokracií aplikované na situaci v Gruzii v letech 2016-2022.

Key words: Political education. Education policy. Democracy. Dictatorship. Competitive autocracy. Georgia. Government. Opposition

Klíčová slova: Politické vzdělávání, vzdělávací politika, demokracie, diktatura, konkurenční autokracie Gruzie, vláda, opozice

Introduction

One of the most popular ideologues in the political parties of modern Georgia, in the context of political process management, is the well-known American researcher and theorist, political scientist Gene Sharp and the ways to fight his dictatorship. It could be said that Sharp's theoretical and practical views were based on the struggle of the opposition groups against the government. American political scientist Gene Sharp discusses the dictatorial nature of post-communist countries and the communist regime in his paper "From Dictatorship to Democracy - Strategies and Tactics for Liberation." The theorist interprets dictatorship as a system of redistribution of power in a state where wealth and power are in the hands of only a small number of people. He characterizes the possibility of transforming such a process into a democratic process as a struggle against opposition and non-violent disobedience. A similar concept was especially popular in Georgia in 2003 during so-called "Velvet Revolution", which essentially consistently repeated the individual components of the Sharp's strategy, however, the production of separate contexts of the same models from 2016 onwards, especially in Georgia in 2020-2021, had different results.

It is interesting for me to identify the factors and peculiarities that were tried and tested by Sharp's concepts in relation to the change of government or attempt. What is the level of political education and how well do the anti-government political groups in Sharp's strategies in Georgia in 2020-21 understand? Are more forms or content used in the fight against the Jin Sharp dictatorship? How strategically did the opposition act? What is the overall state of policy strategies and outcomes in the GS Sharpian models in the Georgian context of 2016-2022? What contributes to the change of government in Georgia - public caution, the effectiveness of the government, the weakness of the opposition, public repression or other factors?

My hypothesis is that in reality instead of political competences, the opposition is resorting to more formal and expressive means in Sharp's models rather than the strategic and substantive concept

in the political processes of 2020-22. One of the impediments to the conflict is the crisis of the main front actors - in particular, the weakness or already discredited face of the opposition, public authorities, groups independent of the government, as well as the weakness of public consciousness and the manipulation of consciousness, a significant part of the society is unable to diagnose the processes in the mode of widespread government propaganda or in the absence of a sense of alternatives. Also, within the paper, I will highlight several contexts of government change, excessive public caution and qualitative deficit of opposition political actors, public indifference or other factors, that are the challenges of education policy regarding the development of political affairs. So, I will try to establish all this in this paper.

Main Part

According to Gene Sharp, instead of strategic planning, opposition leaders only react to the actions of the dictatorship. At such times, the opposition is always on the defensive. Theorist argues - some believe that long-term planning is not necessary. Part thinks that if we express the goal relentlessly for a long time, it will definitely be achieved in some way. The second part thinks that it is enough to live by your own principles in the face of difficulties. Support for humane goals and adherence to ideals deserves admiration, but it is completely insufficient to overthrow dictatorship and achieve freedom. Sharp advises opposition leaders to "do everything at once." This may have been beneficial if it had been possible, especially on the part of weak movements, but such a solution would not dictate where to start the process, what to focus on and how to redistribute resources (12).

Other categories of people see the need for planning, although they can only do so on a short-term or tactical basis. They do not understand that long-term planning is possible and necessary. Opposition strategists did not consider the need for long-term planning in 2020-21 in Georgia necessary, because in the 2020 elections the opposition did not expect the Georgian Dream to remain in power and could not actually assess the results. Part of the opposition got the image of affiliation with the "National Movement", with a

sharply reduced rating and election results in 2021.

Opposition entities, and especially the main ones in the opposition, were not associated with "salvation" in the electorate, which reduced the prospect of solidarity, so that the supporting movements were not only strengthened, but weakened and diminished. It should also be noted that a publicly expressed plan and work, the existence of an internal plan may be different, as a publicly expressed plan involves a short period of time, instant effort or a share of self-presentation, although to achieve readiness in our case, this is evidenced both at the level of internal information (the author of the article was leading a political-analytical talk show during this period, where I had the opportunity to receive publicly broadcast information from opposition leaders, as well as behind-the-scenes information that was not even a so-called public message box, the opposition did consider various plans in none of the sections in case of unintended consequences. In case of insufficient election results, the maximum that opposition leaders intended was a vague reassurance to voters that they would not accept the results, would go to the streets and either change government or provide early elections, which was not implemented later), as well as the reflection and quality of actions expressed after the election results, which was built on feedback and not on planned, deliberate actions.

Gene Sharp does not rule out that dictatorship may not instill fear, but it will subdue, and the power of dictatorship is even greater, and the public is not yet aware of the existence of dictatorship (12). We can judge the dictatorial diversity of the ruling party by 2022 and the context of hybrid democracy. According to the Economist Intelligence Unit's 2021 Democracy Index, The Economist Intelligence Unit, Georgia's score deteriorated from the previous year and remained in the hybrid mode category (4).

In defining hybrid democracy, experts sometimes say that this term alone is not enough because the same score can be obtained by states for different reasons.

Harvard University Professor Stephen Levitsky, Harvard and Temple University Professor Lukan

A. Wei write in their article that differences in this qualification can be hidden, which have important reasons. They highlight the notion of "competitive authoritarianism", which is interesting for my research topic. In competitive authoritarian regimes, elections may be held frequently. In the election process we may also encounter abuse of power, biased media coverage, harassment of opposition candidates and activists, we face a lack of transparency. Elections can be held in competition with opposition parties and candidates, and elections can be held without massive fraud (7) with him (11) (10) (13).

They emphasize that in the context of authoritarianism (even on a full scale) the legislature is so controlled by the ruling party that the conflict between the legislature and the executive is virtually unthinkable. In competing authoritarian regimes, executives often actively seek more sophisticated mechanisms for suppressing independent media, repression, than they do in fully authoritarian regimes. These methods often include bribery, selective distribution of state advertising, manipulation of media outlets's debts and taxes, and restrictive press laws that facilitate the persecution of independent and opposition journalists (7) and (11) (10) (13).

Competitive authoritarianism, as a context of non-democracy, requires appropriate efforts on the part of the civil sector, the people and the opposition space.

For example, the American political scientist Gene Sharp, in defining democracy, names the factor of groups independent of the government. It is interesting what is the situation of groups independent of the government and activists in the struggle against the opposition in Georgia in the period 2016-21? - After the change of government in 2003-2012, the period from 2012-2016 was essentially considered a period of strengthening democratic institutions in the activities of the New Government ("Georgian Dream"); a significant proportion of previous international reports focused on authoritarian rule and the weakening of democratic institutions during the National Movement, especially in 2007-2011, in terms of the media, groups independent of the government (including

businesses) and institutions - NGOs or the government's attitude towards the opposition. "The period 2012-2016, despite the critical parts in the recommendations of international organizations, was still about the growth of democratic indicators as a whole, it can also be considered in terms of polls conducted by sociological groups in Georgia, where public opinion was also focused on improving the democratic dimension "(5, 102) in the period after 2016, the assessments of the opposition field, as well as the international community and the local population on the authoritarianism and the deficit of democracy and the growth of dictatorship have intensified, also so-called Shadow governance gaps or attacks on government-independent institutions by the government. As a small overview, we present the situation of sectors independent of the government in 2016-2021.

Media - the case of "Rustavi 2", where the court suspended the right of enforcement from the international court, the change of the management of the Public Broadcaster and the accompanying editorial policy, the closure of Iberia TV, changed editorial policy and government loyalty of the Public Broadcaster, Maestro and Imedi, changed owners, management, successors, etc.

Local international organizations and the non-governmental sector - the main government vertical, which launched a propaganda attack on a significant part of the local non-governmental sector, through discrediting, as well as trying to affiliate them with the previous ruling power, and so on.

Other independent non-governmental organizations- here we can consider the process of discrediting the Georgian Patriarchate, which on the one hand was conditioned by the financial influence of the government and financial groups or individuals. However, at the same time with the collection and management of so-called security services or compromising information about the clergy by the Ministry of Internal Affairs, as well as other factors that we can name beyond our given field of interest and not add to this list (these are ideological opponents and various, cross-border agency interests).

Business subjects - Also in recent years, the number of businessmen who have accused

themselves and their businesses of deporting the government has increased again. The case of Omega Group and the case of TBC are important, along with other private companies. It is noteworthy that it was the business entities that found themselves in a mode of persecution that was relatively critical of the government, especially if they expressed an interest in financing the opposition. Another important factor is the fact that to date, business entities are actively trying to get the ruling team on the parliamentary list and enter the legislature, which can be provoked by the interest of protecting or lobbying the business.

Opinion leaders - Leaders of public opinion, in particular, industry-independent specialists, analysts, experts, representatives of intellectual circles, etc., have also found themselves in a propagandistic and discrediting regime. They are constantly discredited by the representatives of the ruling party, media outlets loyal to the government make discrediting propaganda programs or, at best, are blacklisted and deprived of the opportunity to be active in such media outlets.

"Trolls", "bots", hidden footage and social media - During the assessment of the ruling regime of 2003-2012, the industry of producing compromising, blackmailing materials by the then "security services" was repeatedly exposed, and after 2012, the government found and destroyed a number of records. However, as the events of recent years (2016-2019) show, the power groups could not use these methods of pressure on their opponents during the rule of the Georgian Dream, in the period 2012-2019, a number of such materials were published, which served to discredit people who were not wanted by the government. In addition to the secret recordings, dozens of groups have become active in social media that are active and interesting for Georgia. Fake news was spread against the opponents of the government, false information and gossip method is considered as one of the methods to eliminate competitors in propaganda.

Involvement of public opinion on topical issues in government decisions - An important factor is that in recent years, the government has challenged the public position on key issues on virtually every important issue - the conduct of

elections, including the rule of electing the president, constitutional changes, the courts, and so on.

Conclusions and recommendations of international organizations- In 2016-2019, the sensitivity of the authorities to the conclusions and recommendations of influential international organizations also decreased, moreover, the ruling party evaluated many of them negatively and politically motivated (including the Venice Commission, Human Rights Swatch, Endeavor, etc.).

Other aspects of human rights - To date, a number of human rights sectors have been neglected, the Parliament of Georgia has significantly distorted the Labor Code, which, according to the Public Defender, specialists and human rights defenders, can not cope with the current challenges. Parliament has introduced a bill aimed at protecting the rights of consumers, and the system of social evaluation, which is represented by outdated indicators and reinforces social injustice, has not changed yet. Social factors should also be mentioned here, which dramatically increase the degree of population oppression and nihilism, and so on.

(5, 101-102)

"The factors described by Gene Sharp, which prove the nature of dictatorship, are significantly measured in Georgia in 2016-2019, where it is clear what efforts the current ruling party has, in general, it can be said that the ruling party further intensifies the pressure of opponents, restrictions on free media, persecution of business entities independent of the government, pressure-discrediting of non-governmental organizations independent of the government, etc. Nor does it take into account public positions and interests on any of the key issues, which in the Sharpe model is assessed as a model of dictatorial rule "(5, 102)

Opposition political groups, with the stated aim of fighting the dictatorship of the ruling power, have focused on frequent protests, although such rallies have soon been postponed and ended in vain. The results often showed the failure of the opposition in the context of a change of government. In 2020, despite the fact that as a result of the parliamentary elections, the number of opposition seats in the Georgian Parliament increased

significantly, the Georgian Dream was formed as the ruling party for a third term, forming a parliamentary majority, executive power, etc. Gene Sharp explains the unsuccessful political consequences against the dictatorship with insufficient strategic approaches and implementation. The consequences of an unplanned strategy are unfortunate - the effort is wasted and the actions bring nothing. Energy is spent on small things, the benefits are not used, the sacrifice is in vain. Random matching of poorly planned stocks fails to resist. It is more likely that such fruitless efforts will further strengthen the dictatorship, its control and power (10).

The need for strategic planning is discussed in every organizational process, whether it is a political process or a business. For example, Philip Kotler, a professor at Northwestern University, and Gary Armstrong, a professor at the University of North Carolina, believe that as a rule, every organization wants to achieve something that needs to be clearly articulated. They pay attention to the formal application of the mission in organizational processes, which is the essence of the organization's activities, what it wants to achieve. A clearly defined mission acts as an "invisible hand" that guides the process and organizational activities (6).

On the example of our political organizations, we can often see instances where organizational leaders focus not so much on targeted activities but on expression in the mass community and the mass media. In addition to the weaknesses of strategic planning, political organizations pay less attention to the opportunities of political marketing, in general, marketing in political activities. Experts believe that marketing plays a big role in the strategic planning process. The key to mastering the art of marketing management is access to the secrets of strategic planning. Here, as well, notice that any marketing plan you want to make it perfect has no special value without proper execution, implementing marketing plans requires skills such as problem awareness and diagnosis; determining the organizational level of the company at which the problem arises; plan implementation skills and knowledge of performance evaluation (9).

Strategic management specialists believe that the choice that an organization should achieve is determined by its strategic goals. Attention is paid to the position of which position one wants to occupy in the context of market leadership (2).

In addition to remedies, Gene Sharp also pays attention to the external aid factor. In his view, when developing a general strategy, it is necessary to assess the relative roles of internal resistance and external pressure. The main fighting forces must operate from within the country itself, the quality of international assistance and the species being stimulated by the internal struggle. Contrary to Sharp's concept, the opposition forces, for the most part, often focused solely on external involvement, a constant campaign for possible sanctions against government or "shadow" entities, by working less to gain more loyalty, solidarity, and expressive support from the local population, the opinion of the international community was largely neutral, or balanced according to the actors. Based on the observations, it can also be said that the opposition forces tried to use the Sharp's concept in a kind of "upside-down" way, in particular, to increase internal support through the involvement of external forces, which is the opposite of Sharp's concept.

It is true that Sharp believes that it is possible to mobilize international public opinion to judge a dictatorship on the basis of values, humanitarian and religious, but, for the American political scientist, it is only a modest addition; to achieve a political or economic embargo, but the demand of the latter also turned out to be a losing strategy for the opposition. There were factors that did not fit into the format of the declared missions and values of the partner states, for example, Early elections, non-entry into parliament as a result of voter trust and non-fulfillment of obligations, etc. After all, the principle of the Charles Michel Agreement was based on the fact that, on the one hand, there should not be a one-party parliament. On the other hand, the opposition took a certain perspective, however, on the whole, in the context of international political values or political culture; at least the ruling party came out with declared texts than the opposition with its strategy and approaches. Consequently, the opposition has not sufficiently defined the role of external aid.

The opposition did not reflect in its actions the aspect of Sharp's concept, according to which each dictatorship has its own character and the possibilities of struggle are different. The opposition used separate events from Sharp's concept, such as picketing, protests, extremist assessments, artificially aggravated situations, less effective extremist propaganda, which did not intensify the public, indifference more in response, includingone of the major mistakes was the protests by media representatives, which turned from the demands of a specific power framework into a party-political format - the resignation of the Prime Minister, the role of the media was removed from the business space and moved to the agenda of a particular party (ies), leading to a decline in media skills, and so on. The opposition did not allow the manifestation of the peculiarities of dictatorships in Georgia, failed to grasp the peculiarities and peculiarities of modern dictatorship, as Gene Sharp writes, and carried out propaganda from the context of classical dictatorship, which did not have enough influence on the people, did not work to create a positive image of opposition groups, the standard mechanism that the opposition media in particular produced was misguided, it was a strategy built on noise, instead of displaying oppositional utility.

According to Sharp, it is also necessary to think about which internal groups will be able to support the best - non-governmental organizations (public, religious movements or political groups, trade unions, etc.), the government and / or the UN or its individual organizations. An important factor here is that the broad field of opposition has not been sufficiently supported by the opposition field. The religiously dominant group was more loyal to the government, the eclecticism of mutual support of political groups was overly visible to public groups, and international organizations were also neutral, from which opposition parties expected direct support but did not receive this type of support.

Gene Sharp is paying close attention to the idea of refusing to cooperate with the government. For political disobedience to a dictatorship to succeed, it is important that the people of the country accept the idea of refusing to cooperate. The idea, in turn, is simple - if a large part of the people refuse to cooperate with the government for a long time, despite the repressions, the system of pressure will weaken and eventually collapse (12), as the theorist says, people living in a dictatorial regime may have been familiar with this concept from other sources, but even in such a case, the democratic forces need to be specially popularized. It is a difficult process, but possible (12). An interesting feature is the context that distinguishes Sharp's images from modern reality. Apart from the fact that the reputation of the "democratic force" in the struggle against the government is a separate issue, the factor of refusal to cooperate in our case created a kind of alternative of elites, groups that functioned against the government and refused to cooperate and alternatives that cooperated with the government. An example of this is the transfer of the former Minister of Justice to the Minister of Culture and the differences between the artistic and literary representatives, similar precedents existed in different areas. This alternative may even have had a significant effect on the third incumbent, although similar groups have become increasingly affiliated with specific political groups, including the former ruling party, which has led to continued solidarity and solidarity with the masses.

Gene Sharp also discusses repression and countermeasures. He said those who create the strategy should anticipate retaliatory measures against dictatorships and repressions, especially the frontiers of violence. In some cases, it is necessary to warn supporters to realize how difficult the risks are. This factor has been practically denied or obscured by the opposition, nor has it taken into account the peculiarities of the modern political era, where both repressions and countermeasures could have been carried out differently by the government, where repressions would have been impossible or difficult for the masses to identify. Opposition groups, on the one hand, were discussing the so-called To the shadow ruler as to absolute evil. On the other hand, the formal government was somehow "relieved" of responsibility, viewed with political arrogance, not recognized as a direct opponent. On the other hand, before virtually every election, opposition parties tried to use the propaganda model of the primacy effect, presenting themselves as winners, while the government was

defeated, and active opposition to the government was dispelled by the masses. The opposition, especially the dominant National Movement party, tried to use the pre-existing successful way of presenting itself as the winner, which, based on the events of 2003, did not see the differences between the political epochs that distinguished the 2000s from the 2012s. Anti-government political forces constantly opposed the government as a party doomed to defeat, which was on the verge of collapse, instead of Sharp's approach - realizing the supporters of wrestling with the risks and difficulties, opposition parties have consistently created a picture of a winner that lacks only "decoration" (a term used mainly by opposition groups before elections). The masses saw little in the idea of their own involvement, and if not increased their fighting spirit, they became neutral towards the opposition, including those who did not have a positive attitude towards the government. In addition, the Georgian Dream became much more aware of the possibilities of the modern political era and presented different variations of repression or countermeasures that were less visible and tangible to the masses, not "classically regime" format of repression that was used, but a complexly constructed process. The government used repressive mechanisms against anti-government entities; however, this was done in a democratic package.

In the context of political disobedience, according to Gene Sharp, if the population is afraid and feels their own weakness, it is important that the primary public tasks be less risky and builds self-confidence. Such examples of these may be topics where even minor and non-political issues come to the fore. Strategists must select problems whose importance is widely recognized. The success of such campaigns will correct certain injustices and convince the population of its potential. The question is whether there was a widely acknowledged problem with the rigging of the 2020 or 2021 elections, as well as Mikheil Saakashvili's topics in 2021. In previous years, there were other additional topics that the opposition tried to raise, including criminal acts (Saralidze case, Basiani case, police misconduct, social issues, protest against giant hydropower plants), who played different roles in the struggle against power, although it was also noted that the

widely acknowledged problems were, in some cases, no longer supported by the population after the involvement of political actors; it can also be said that we can find cases of problems on which the population did not even have broad solidarity, but was raised by the media, often artificially. Part of the public protest campaigns convinced the population of their own strength to some extent. It can be said that the Georgian Dream government was known even in the opposition for the government's public protests over the public protests, some of which were real, some of which were imitative, however, the broad solidarity of the citizens gave impetus to the process. If we can even judge the capabilities of the broad masses of the population, then in some cases we should seek the inclusion of society not so much in fear but in the will of the citizens. This became clearer in the case of Mikheil Saakashvili, where the issue of the former president's health attracted more internal and external attention, but another part of the process where the opposition and civil society activists affiliated with the opposition demanded broad civic engagement, however, the will of the population did not create the resources for solidarity and ongoing protest.

The context defined by the indifference of the people is interestingly explained by the sociologist and journalist, Professor Charles Wright Mills, who lived in the middle of the twentieth century (1916-1962). It explored the connections between the individual's daily life and social forces, their significance, the importance of understanding modern life and social structure in a historical context. Ordinary people, Mills says, are bounded by daily worries, though in the same circles they cannot avoid external influences that they can neither understand nor be subject to. The structure of modern society forces them to serve the intentions of others. They therefore feel that in an age when they do not have the means to influence public life, they also do not have the opportunity to arrange their own lives according to their own thoughts and desires (8). Charles Mills's views on participation in the power of the bourgeoisie interestingly explain Georgia's dilemma as to why civil power cannot be formed in Georgia, while governments are formed in the form of thematic elites (business representatives, large corporations, celebrities from sports and culture,

etc.). Mills admits that individuals who do not belong to the elite group can oppose the elites and ultimately defeat them (8).

This context of Mills is also interesting for the Sharp's concept, where the involvement of people against the ruling elite is important, although the political elites seem to be in charge of the process. Gene Sharp believes that in most cases, the strategy of a long-term campaign should be aimed not at immediate and complete implementation, but at achieving defined goals. In addition, not all campaigns require the full involvement of the population (12). This factor, too, should be noted as a weakness of opposition strategies, the lack of political will in the opposition field and among their active supporters did not recognize the concept of intermediate results, the main propaganda was to focus on the full result, which in full or not, in key cases, proved unattainable.

Sharp's method of developing a "selective resistance" strategy needs to identify specific aspects of the problem or dissatisfaction that symbolize total inhibition. The strategy of selective resistance should focus primarily on specific problems - social, economic or political. They should be selected in such a way that part of the social and political system gets out of the control of the power groups. (12) An important factor is that in 2020-21, opposition activities created a series of defeats rather than a series of victories. Almost all the declared goals, in the end, became more successful for the government, it was the goal of the opposition coalition to come to power in 2020, then to put the government under one-party rule, as well as a changeable position on the Charles Michel agreement, achieving the result of the so-called referendum in the subsequent self-government elections, maintaining a position of no further entry into parliament, as well as focusing on a change in political reality with the arrival of a third president on the part of the opposition, and so on. Gene Sharp notes that the first campaigns to overthrow a dictatorship may, in the beginning, have limited political action. They are designed to test the attitudes, actions, and training of people to continue the struggle, or to disobey political disobedience and refuse to cooperate. The first actions may be symbolic protests, they may be symbolic acts to temporarily refuse to cooperate with the authorities. If a few people are ready for

this, they can, for example, arrange flowers in one of the symbolic places, if there are many who wish, a short strike is possible or a symbolic silence action can be held, several people will declare a hunger strike which will have a symbolic meaning. There may be a short-term boycott or a sit-in strike with an important agency. Certain symbolic rallies (e.g., sitting at the dictator's palace, political, at the police headquarters) are quite dangerous and should not take place at the beginning of the campaign (12).

Sharp's recommendations were actively produced under the auspices or affiliation of the opposition, essentially the former ruling party National Movement, with little or no success. However, important here are the factors that the opposition has allowed when using similar tools, the first being that Sharp gives similar actions to symbolic and short-term loads. In our case, the rallies at the entrance to Ivanishvili's palace were not a symbolic burden, it was conceived as a more active protest event and measures to achieve significant results, which does not fit into the Sharp's concept, as well as hunger strikes, especially the campaign in solidarity with President Saakashvili, which was large in size (many people participated).

Sharp explains that when discussing a selective resistance campaign, the main weight of the fight falls on the same group for some time. In the subsequent campaign, which should already have different goals, the intensity of the fight should shift to other groups. The political scientist notes that selective resistance is particularly important when it comes to protecting social, economic, and political groups and institutions that have failed to fall under the control of dictatorship (12).

Sharp's recommendations also imply a context that seems to have been misunderstood by opposition strategists. One is that Sharp listed factors such as the factor of religious groups, factors of railway and similar institutional activities, and so on. In our case it came under the influence of the government where there was no internal force for protest. Sharp discusses the different goals of the campaign, which is part of a unified strategy that was also not observed in opposition rallies. The shares were basically the same people, with the same goals, which were not measured realistically and had to take on more

results than this or that share could have achieved. An important factor is media involvement, which is different from the political and situational epoch of Sharp's example. In our case, media involvement did not become a platform for autonomous selective resistance, but became overly partisan, which did not increase resistance but became a means of discrediting the media itself. Sharp emphasizes the protection of institutions that could not come under the control of the dictator, from state insitutions these are: the State Inspector and the Public Defender, of which the State Inspector could not be so institutional but personal (State Inspector) could not be protected by the opposition. The Public Defender has periodically become an active target of discredit, including not only from the government, in cases where the ombudsman went beyond the anti-government party framework, he also became an opposition target.

Sharp argues that depending on how the long-term struggle unfolds from the initial strategy, strategists must decide how to continue to limit the source of the dictatorship's power. With the strengthening of democratic forces, strategists must achieve more and more firm refusal to cooperate with the government and even more complete disobedience to damage the sources of power and thus increase their political weakness, and then lead to the overthrow of the dictatorship (12).

The political scientist asks the question, what should be done for that? - To show the cruelty of the regime? Should it be shown strategists what catastrophic consequences dictatorship's economy will have? Should it be explained that dictatorship is also mortal? - Proponents of her case have been working to make the actual transcript of this statement available online. Before disobedience is planned and carried out, it is very important to pay special attention to the main aides and supporters of dictators, including the "inner circle", the political party, the police, the bureaucracy and especially the army. The loyalty of law enforcement agencies must be measured and the extent to which they can influence the military must be determined. Democratic forces must show in words, symbols, actions that the liberation movement will be relentless. Law enforcement agencies must understand that they are threatening dictatorship

and not life. It is all intended to lower the morale of the army and eventually involve them in the democratic movement. The same applies to police and civil servants (12).

It should be noted that the dominant part of the opposition, in the form of the former ruling party, used these methods in 2003 as well, in order to mature the Velvet Revolution. As the facts show successfully (change of Shevardnadze's government, however, by 2022 the use of these mechanisms has already become useless. Although, each of the components listed here was an active part of the National Movement. Moreover, after the 2020 elections, the former ruling party managed to get a significant share of other opposition parties under its own affiliation and turned rivals into partners for some time, albeit, overall, unsuccessfully. We can assume that Sharp's concept, unlike the first Jerry, requires other modifications in the second and other cases. Similar tools are known to power groups as well, unlike in 2003 and in the current political era, the ruling elite possesses the ability to neutralize similar efforts. The reason for this inefficiency can be attributed to two aspects, one, that is, the multiplicity of saws efficiency (that in some cases, copying saws becomes ineffective in different political eras) and second, the aspect of actors where the pulling force must have a sufficient reputation in order to leave a sense of democratic power, which with the involvement of those in power no longer had sufficient perspective and skill. Here, in the context of the actors, the fact that the change of the leader of the "National Movement" and the arrival of Nikoloz Melia had a certain effect on both political communications and the general public, which did not last long.

Sharp stresses that while we should not allow attempts at direct confrontation, democrats have no plans for a military coup. You need to think about how to show your sympathy in the military that the democrats do not want any military coup or civil war. Sharp's emphasis and concept of struggle proved completely unacceptable to part of the Georgian opposition, as attempts at confrontation and direct attacks on law enforcement officials were active against Sharp's vision (recall June 20, 2019, one of the episodes of the protest, which later became the basis for the dispersal of the rally by the authorities, etc.);

popular in the supporters of the former president, Mikheil Saakashvili - a revolutionary development, which was supported by only a small part of the population. It is true that in the opposition space, there were people who produced this concept, but due to different circumstances, their visibility was much lower. The main interest of the media is to describe scandals and controversies, similar developments, etc. It turned out to be against the Sharpian model and, consequently, in most cases and as a whole, ended in the failure of the opposition strategy.

Sharp discusses another circumstance, saying that even when a dictatorship has leadership positions, a "parallel" or "alternative government" can sometimes be formed, to which the population and civic institutions will obey and cooperate. In such a case, the dictatorship consistently and with increasing speed loses the ruling strata. Eventually, a "parallel government" could completely overthrow the dictatorial regime. In such a case, it is necessary to adopt the Constitution in the required order and hold elections.

Similar attempts were made in Georgia after 2016, for example, the results of the 2018 presidential election were not recognized by the opposition candidate and part of the opposition. There was an attempt by the former ruling party, the National Movement, to form an "alternative government"; however, the idea proved ineffective, with the exception of a few small opposition parties, no one became an ally, nor did the leading NGOs cooperate with them, especially the general population. The given idea, except for the electorate of the "National Movement", received almost no one, remained at the level of temporary rhetoric, the idea of which was soon liquidated. Similar attempts were made in the electoral process, the format of presenting a "shadow cabinet" in the 2020 parliamentary elections, which was supposed to continue as a rule because the opposition did not recognize the results of the 2020 parliamentary elections. However, the idea of "alternative governments" in Georgia in 2022, has never become attractive to the broad masses, nor in a narrow organizational scale. Sharp's model implies not only the existence of "parallel" governments at the level of rhetoric or political propaganda, but

also the creation of their effectiveness, at the level of their recognition and cooperation, which has not been implemented in Georgia. They did not have international recognition either, especially since a similar precedent existed in the world in the same years, for example, in 2018-2019 in Vanuatu, the case of the "Provisional Government" and the president, which was recognized by the international community.

It would be interesting to recall the two precedents of the Provisional Government and the Transitional Government. The first is in 2003, so-called Provisional government in Georgia after the Velvet Revolution, when former Parliament Speaker Nino Burjanadze was acting president. In this regard, it became possible to maintain constitutional order, unlike in 1991, when former President Zviad Gamsakhurdia did not resign and he was overthrown by force, and power was taken over by the Military Council. Only later, in 1992, during Shevardnadze's rule, did the government manage to gain legitimacy. No similar problem was created in 2003, the process was changed within the constitutional framework. Following the subsequent elections, after Mikheil Saakashvili became President, the ruling United National Movement (UNM) effectively liquidated key structures or reorganized rapidly. It is also interesting that the post-election period of 2012, which was signed as a period of co-government - cohabitation, however, this technical stage of government (Mikheil Saakashvili was president, representatives of the "National Movement" had power in self-government) was baptized more metaphorically and asked the Georgian Dream government. The period of cohabitation lasted until the presidential and self-government elections, after which by 2013/2014 the government of the Georgian Dream was fully formed in all branches of government.

Research Results

"As a process of research or analysis of a public problem, we can define policy analysis, its purpose is to provide specific, specific information to policy makers about possible policy options, its advantages and disadvantages" (3, 302)

Following Sharp's examples, it is interesting to note that by 2022, in line with different political epochs and spaces, the main opposition forces in Georgia were forming different types of groups, which were independent of the government, for example, in anti-corruption areas, media and other types of human rights, the activities of these organizations in the media from time to time really managed to create some noise or government discomfort. However, these organizations either existed or affiliated with the former ruling party and it was possible for the government to produce propaganda to discredit them or to make them less effective. Such independent groups emerged mainly within the former ruling National Movement party, or with their support, other institutions were less likely to go against the government, such as the Georgian Orthodox Church. (E.g. unlike the Polish case). An important factor was the updated, promoted methodology of prosecution. In many cases, we were not faced with a ban on any organization by the government (for example, in contrast to Polish "solidarity"), but also discrediting or blackmailing or mutually explicit circumstances. The government of the "Georgian Dream" that came after 2012 was especially active with the public distribution of secret recordings, there were audio recordings, visual, print - especially in 2020-22, the so-called "Krebs" records, which were suggested to have been spread by the state security services (Susi). This process was followed by a wide-ranging discrediting campaign, especially among the clergy and hierarchs, however, also unlike Sharp's example (example of persecution of the Catholic Church), the clergy continued to cooperate actively with the authorities and, in many cases, openly opposed opposition movements, especially the former ruling party. These models proposed by Sharp also proved ineffective and unprofitable or unrealizable in Georgia in 2022 in the fight against the ruling power that remained in power for a third term.

Conclusion

Based on the research conducted on the topic of Political Education and Policy Construction in Georgia in 2016-2022 - Gene Sharp's Political Production Concepts, I found that Gene Sharp's key concept that a new dictatorship would not be formed after a change of dictatorship and that a developing democracy would be adopted instead of competitive autocracy was essentially unsuccessful. It also failed to reduce the ruling party's degree of power, strengthen opposition, and its ability to influence power groups. In 2016-2022, Georgia was considered a country with a hybrid democracy, where in the context of hybrid democracy, a kind of dictatorship was created in the form of competitive authoritarianism, which remained beyond the consciousness of a sufficient part of the citizens. The unethical actions of the opposition were often contradictory, which also made the citizen disoriented. In the struggle against the government, opposition forces resorted to spontaneous tactics instead of strategic planning. Due to the actors, political positioning, citizen-oriented efforts and other factors, by 2022 the ruling Georgian Dream party has again emerged as the main political entity with parliamentary power, as well as the executive and self-government for the most part. Sharpe's concepts were presented only in the context of fragmented, formal political eventmaking and not in content, which was a fundamental part of the opposition's failure.

The Russian war in Ukraine started in 2022, which again intensified the internal political situation in Georgia, however, this is already the subject of another study and article.

Consequently, it is essential to have high competences in order to achieve the political advancement, that is the most important challenge of modern education policy. The internationalization of policy education in the contemporary global world, creates an opportunity to synchronize the Georgian political actors' behavior to the Western standards, that makes the process of integration of Georgia in the European Union more dynamic and result oriented.

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PROBLEMATIC ISSUES OF CRIME PROVOCATION AND EDUCATION IN ORDER TO PREVENT SUCH CRIME

PROBLEMATIKA PROVOKACE K TRESTNÉ ČINNOSTI A VZDĚLÁVÁNÍ S CÍLEM PŘEDCHÁZET TAKOVÉ TRESTNÉ ČINNOSTI

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Abstract: The provocation of crime has not been fully studied in the Georgian legal space, which is why in some cases it is problematic to draw a line between legal action and provocation of crime. The article will discuss the provocation of crime and some of the problematic issues that take place in investigative or judicial practice.

Abstrakt: Podněcování k trestnému činu není v gruzínském právním prostoru plně prozkoumáno, a proto je v některých případech problematické stanovit hranici mezi právním jednáním a podněcováním k trestnému činu. Článek se bude zabývat podněcováním trestné činnosti a některými problematickými otázkami, které se odehrávají ve vyšetřovací či soudní praxi.

Key words: provocation, instigator, convention, law.

Klíčová slova: provokace, podněcovatel, konvence, zákon

Introduction

Provocatio is a Latin word and means challenge 2. In essence, it means betraying behavior, encouraging someone to take action that will have dire consequences for them. Provocation of crime, as a relatively new criminal act, is a topic of discussion among scholars, law enforcement or the judiciary. It should be noted that in the process of litigation, by law enforcement agencies, crime The issue of provocation is a topical problem not only for Georgia, but also for many other states thus, we believe that the issue of qualification as provocation of a crime of crime needs further legal research and study. The Criminal Code of Georgia of 1960 did not provide for the provocation of a crime. As mentioned, crime provocation is a new norm in Georgian criminal law. Prior to that, the perpetrator of such an act was liable as the instigator of the crime. The number of cases with the qualification of provocation of a crime is not high, which negatively affects its legal-procedural or criminological study. It should be noted that when considering the issue of provocation of crime, there is some interest in implementing such operational measures as control procurement and controlled delivery. Because it is during the implementation of this action that the issue of prosecuting agents-provocateurs is raised on the agenda. Because specific types of operational activities are classified information, it is natural that the planning process will not be able to discuss specific event planning. However, their general content will be characterized and the focus will be on the circumstances in which these legal measures differ from the provocation of crime.

1 Provocation of crime and incitement to crime

The norms of the private part of the Criminal Code of Georgia are divided into two parts: disposition and sanction. The disposition describes the composition of the action directly, a more or less detailed description of its signs. And, the sanction indicates the type and size of the specific punishment19. In the article we discuss the disposition of provocation. Responsibility for provocation is established by Article 145 of the Criminal Code of Georgia. The disposition of the article is formulated as follows: provocation of a

crime, ie the persuasion of another to commit a crime in order to bring him to criminal responsibility20. In the criminal literature, a crime provocateur is known as an "agent provocateur."

This action has both common and distinctive features with one of the types of accomplice provided for in Article 24 of the Criminal Code, the instigator. The confusion between incitement and provocation is associated with a number of substantive and theoretical problems26. Any perpetrator intentionally or indirectly interested in the commission of a criminal offense at the time of the commission of the crime. The perpetrator commits a crime of his own free will. In some cases, the perpetrator commits the crime as a result of the influence of another person (instigator). The instigator is an accomplice of the crime who does not want to, or is not able to commit the crime personally, and thus has someone else to commit it. The instigator, as an executor, is clearly interested in both the commission of the crime and the outcome of the crime. According to the theory of communication, the founder of motivation is the intellectual contact between the instigator and the instigator15. The executor for fear of sentencing, like the instigator, is not interested in opening a crime. Provocation differs from incitement to crime in that the provocateur is not interested in committing a crime in terms of a purely criminological outcome; on the contrary, he is interested in exposing the perpetrator and bringing the latter to justice. The executor is not informed about the real intention of the pseudo-instigator.

According to Article 24 of the Criminal Code of Georgia, the instigator is a person who has persuaded another person to commit an intentional crime. Prof. O. Gamkrelidze points to the fact that in both cases the perpetrator persuades another person to commit a crime as a common sign between the two above-mentioned concepts. Coercion refers to advice, bribery, threats, agitation (systematic harassment) and at the same time the co-conspirator must initiate a punitive stage of the crime. The difference is that the instigator intends to commit another crime with another person, but does not want to prosecute him, but wants to commit a common injustice with that person. The provocateur,

unlike the instigator, does not want to bring the crime to an end 3. Therefore, both the provocation of a crime and the incitement of a crime are completed if the provoked person has prepared the punitive action provided for in the Criminal Code, or an attempt is still made and it is not obligatory to have the result of the criminal act completed. The difference also lies in the intent of the offender. The provocateur does not want to commit the same crime with the executor, he wants to prosecute the executor. For example, A. incited B. with the intent to prosecute. The judge was given a bribe to be acquitted. In this case, A.'s action is a provocation of crime, while B. Will be punished for preparing a bribe. If A's goal was to assist B and take a bribe from him to hand over to a judge, there would be complicity in bribery, as an instigator, as A and B commit one injustice with a single intent.

During a provocation, a person is persuaded to commit a crime, which means active psychological influence on the person, requesting, threatening, and so on. A provocateur may use a promise as a means of committing a crime10. Prof. Meyer-Alfeld supports the reference to the sample list of methods used during provocation in the law13. During a provocation, the provocateur makes verbal contact with the provoked person and persuades him or her to commit a crime.

Thus, it is necessary to get education through training, through the media, through meetings with law enforcement officials to give the public a clear idea of what would be considered a seemingly "harmless" request or offer as provocative. And punitive action.

Persuasion must be distinguished from the deliberate creation of conditions for the commission of a crime, which does not constitute a provocation of the crime. For example, in order to improve the low crime rate, a police officer deliberately left a handbag in the waiting room of the station with various items in it, with the intention that someone would want to seize the handbag while arresting the offender. One of the citizens noticed what, an unattended handbag tried to grab him, at which point the police arrested the person. In this case, there is no provocation of the crime, because there was no verbal persuasion by the police officer, he only created the conditions for the crime to be brought

to justice, which contains signs of an official crime. Also, there will be no provocation of a crime if the provocateur has persuaded an abusive or underage person to commit a crime, in which case the provocateur is committing a specific crime. For example, in order to hold Peter accountable, Paul will be persuaded to kill Ivan. Peter believes the police will be able to stop him at the crime attempt stage. Paul acts quickly and saves Ivan's life before the police arrive. Professor Ketevan Mchedlishvili Hedrikh considers such a case as a violation of the law and qualifies the actions of the agent-provocateur, in this case, as instigator12. When comparing provocation and incitement, one circumstance of interest arises — is it possible to commit these actions by inaction? Provocation can only be committed by action alone. As for incitement, in this respect the example given by Kindhoyzer is to be shared, who considers incitement possible by inaction, only from a legal guarantor. For example: the guarantor sees that someone under his supervision is inciting someone to commit a crime and does not intervene in the case.

In the process of working on the article, in order to get acquainted with the statistics of cases reviewed under Article 145 of the Criminal Code of Georgia, the Tbilisi City Court requested information on the number of judgments rendered in recent years, namely in 2015-2021, with the above qualification. The response received from the court revealed that the verdict with this qualification had not been rendered in court28. This figure clearly indicates some problems in the investigative practice regarding the qualification of crime provocation.

In the process of working on the article, the decision of the Supreme Court was examined, where the court discusses the constituent signs of provocation of crime in action. In particular, on March 18 and 19, 2015, public servant M.T. took a bribe of 2000 and 1000 Euros, respectively, from citizen N.J. N.J.'s action involved in the covert investigative action was not qualified by the court as a provocation of a crime as this investigative action was carried out after M.T. demanded that N.J.'s payment be paid in exchange for his employment. N.J.'s role was passive throughout the process, his actions were not provocative at any stage, he did not offer

anything to the convict and acted at the request of M.J.

Thus the position of the court regarding the absence of provocation of the crime is unambiguous, in case the initiative comes from the perpetrator and the other party only plays a passive role. The consent of the provocateur to the initiative of the guilty person precludes the persuasion of the person to the crime and therefore there is no provocation of the crime.

2 Provocation of crime and implementation of some operative measures

The research process explored some of the issues related to provocation in the implementation of operational measures.

Operative activities are covert and conspiratorial in nature. Some of them, namely "control procurement" and "controlled supply" are related to the exposure of persons involved in the crime, during which the persons involved in these activities are in contact with the perpetrators of the crime. In such cases, the defense seeks the acquittal of the accused on the grounds that he was provoked to commit a crime. The court does not share this claim and legally substantiates its position.

In this regard, the practice established by the Supreme Court of Georgia and the legal assessment of the issue are noteworthy. We would like to discuss some of the issues of disclosure of offenders during controlled delivery. Pursuant to Article 1 of the Law of Georgia on Operative-Investigative Activities, controlled delivery means the controlled movement of possible material evidence within or outside Georgia, from outside Georgia to Georgia or via Georgia, in order to properly investigate the crime and identify the perpetrator21. In the process of discussing the issue, we would like to consider the ruling of the Supreme Court of Georgia of March 22, 2021 against MK. In particular, MK offered to involve GK in the sale of drugs imported from Turkey. In order to expose the perpetrator, G.K. consented to participate in the event and to sell narcotics to MK. With the help of GK, MK was convicted of illegal purchase and sale of drugs. In the course of the case it was established that G.K. He has previously cooperated with the police and other

individuals have been prosecuted as a result of his cooperation.

The court ruled out signs of provocation of guilt in GK's actions. This position was substantiated as follows: "The recordings of the meetings between MK and G.K. There is no coercion. " Thus, the court found no signs of incitement to commit GK's actions

Like"controlled delivery", "control procurement" is also used as a method of exposing offenders. According to the operative-investigative legislation, "control procurement" means the purchase of an item or substance or the creation of an acquisition situation by an operative, an investigator or an operative-investigative body on the basis of operative information. For example, consider the ruling of the Supreme Court of Georgia of August 6, 2020. According to the verdict, the citizen E.I involved in the operative measure bought a drug from the convicted N.M. The court notes that there was no provocation of the crime by E.I. The action taken by E.I. did not miss the "passive role", there was no activism and persuasion. N.M. without hesitation took the drug on him. Twice, in a short period of time, he used the same drug and method 21. In this case, there is no provocation of the crime, as it is confirmed by the fact that the control purchase was made after the offer of a drug by the offender, which indicates that the offender was predisposed to commit the crime.

Based on the above, it can be concluded that the action of an agent-provocateur involved in the implementation of the operative measure, then contains signs of provocation of crime and violates Article 6 of the European Convention on Human Rights (right to a fair trial), if he incited the person to commit a crime. That even without his participation a crime would have been committed. According to the last example discussed, the person participating in the operative measure did not incite NM to commit the crime, no one exerted psychological pressure on the offender and influenced the intentional process. It is clear that even without a person participating in the operative event, N.M. The crime was committed because the "control purchase" was based on an initiative by N.M. himself, which indicates that N.M. In all cases, an incriminating act was committed and no influence was exercised by the person involved in the operative measure on the process of its occurrence.

Thus a provocation takes place if the provocateur has instigated the intent to commit a crime against the provocateur who had not previously intended to commit the crime.

3 A general description of the practice of the German and European Courts of Human Rights in relation to the provocation of crime

The issue of crime provocation is the subject of scientific discussion and debate in foreign literature. In this regard, we would like to discuss the general approaches and practices of the German and European Courts of Human Rights regarding the provocation of crime.

The practice of the German Supreme Court distinguishes between the so-called permissible provocation. Passive and forbidden so-called. Active forms. Provocation in Germany is considered doctrinaire permissible in the following cases:

- If, in accordance with paragraphs 2, 160 and 160 of the Criminal Procedure Code of the Federal Republic of Germany, a person with a trust is used on the basis of sufficient suspicion;

- The person under investigation has already committed a crime or intends to commit a crime;

- The behavior of law enforcement agencies is aimed at concretizing the existing criminal intent and then at its suppression24. Along with the provocation of permissible and inadmissible (unlawful) crime, the consequences of such a violation are debatable.Basically, partly in German literature, the prevailing view is that in this case the approach of obstructing the production process should be used8. In this regard, we share the views of Professor Bern Heinrich, who explains that, substantively, the possibility of using an approach that hinders the production process during an inadmissible provocation that would lead to the termination of the process is a step in the right direction.

According to German dogma, an active form is a case when the perpetrator does not intend to commit a crime and the agent-provocateur forms this intention. Attention is also focused on adhering to the principle of proportionality. The principle of proportionality implies the ratio between the goal and the means of achieving the goal, ie the lightest method should be used from several means. In connection with the provocation p. In his paper "The Facts and Illegality of Police Provocation", Schwarzberg discusses the legal principles that are permissible and prohibited during police provocation. Schwarzberg notes that provocation by the police should be assessed independently in each specific and individual case. The involvement of an agent-provocateur in a crime differs from that of a mere participant in that the main perpetrator of the crime is initially awakened or even strengthened by the readiness to commit the crime9. Under German law, provocation is related to the deception of the provoked person, because the agent-provocateur or undercover agent, deceives the provocateur, hides what he has for his own purposes, and thus receives information from him. For example, the first part of the German Code of Criminal Procedure & 136a, which states that it is not permissible to obtain evidence for the purpose of obtaining information, is to obtain testimony through "abuse, incapacity, physical assault, drug ingestion, torture, deception or hypnosis." German law also prohibits the deliberate deception of a suspect for the purpose of obtaining information. Based on the above, it is recognized in German criminal law that an agent provocateur will not be punished for incitement because he does not even want to bring the crime to an end, but rather exposes the executor at the stage of attempted crime. Incitement involves persuasion to commit an intentional crime and not an attempt.

We would like to touch upon the case law of the European Court of Human Rights related to the provocation of crime. When filing complaints related to provocation, the applicants allege a violation of their right to a fair trial guaranteed by Article 6 of the European Convention on Human Rights. According to the European Court of Human Rights, a provocation against the rule of law occurs when the officers involved in the case are not limited to the largely passive investigation of criminal offenses, but also influence the person

concerned25. In this regard, the decision of the European Court of Human Rights in the case of Romanauskas Lithuania is interesting. The situation is as follows: Romanauskas, who was working as a prosecutor, was approached through a personal acquaintance by an unknown person, who was in fact from the anti-corruption police department. The officer offered Romanauska $ 3,000 in bribe in exchange for a third-party acquittal. Romanauskas initially refused, but later agreed, as the officer repeated the offer several times. The officer notified his employer and in January 1999 he obtained permission from the Deputy Attorney General to simulate the crime of bribery. Soon Romanauskas took a bribe from him. In August 2000, he was found guilty of taking $ 2,500 in bribes and sentenced to 22 years in prison. Romanauskas appealed to the European Court of Human Rights against the violation of his right to a fair trial. The court found a violation of this right in the applicant's complaint, arguing that the actions of the police officer and the applicant's acquaintance went beyond the passive investigation of the present criminal act: there was no evidence to suggest that the applicant had previously committed any corrupt law. Meetings between the applicant and the officer were initiated by the latter and the applicant was subjected to a vulgar temptation by his acquaintance and the officer to commit a criminal offense. Therefore, according to the court, there is no objective evidence to prove that Romanauskas intended to engage in such an action. In another similar case, the Human Rights Court stressed that the police have the power to conduct covert operations in a way that does not incite crime

The importance of the right to protection of a person against provocation is pointed out by the Court of Human Rights in the case against Castro Portugal. The situation was as follows: In connection with the detection of illicit drug trafficking, two police officers dressed in civilian clothes approached citizen V several times, who was suspected of transporting drugs in small batches. With the amount received by this action f. Was buying hashish for his own consumption. Police officers suggested they went through V to his supplier. For this purpose V was asked to purchase several kilograms of hashish. F. Who did not know that the said persons were policemen, agreed to the offer. Despite a persistent request from the police, V. was unable

to purchase the drugs. At midnight the aforementioned policemen came to V's house and told him that they were currently trying to buy heroin. V. told them that Castro could find drugs. Because V did not know Castro's address he turned to F for help. All four men drove to Castro's house. At F.'s request, Castro left the house and got into the car. The disguised policemen told Castro that they wanted to buy 20 grams of heroin in exchange for a certain amount of money and showed him the money.

Castro agreed to find a heroine and, accompanied by F., went to J.'s residence. Castro paid J.'s money and bought heroin, after which the drugs were delivered to V.'s apartment. V. brought police officers into the house, during which Castro handed over the narcotics to the police, who arrested him.

The court clarified that the police did not know anything about Castro at first and contacted other persons. Thus the police officers did not investigate Castro, but rather influenced him to commit a crime.

The court clarified that protection from provocation is an absolute right and even the high public interest in the fight against organized crime, drug trafficking and corruption can not justify the evidence obtained by the police to incite crime.

In view of all the above, the court concluded that the police officers had provoked Castro and there was no argument to prove that Castro would have committed a crime if the police had not intervened. In doing so, Castro was not given the right to a fair trial.

The above examples unequivocally indicate the circumstance that in order to rule out provocation it is necessary to determine the following circumstance: whether a criminal act was committed without the intervention of the provoked agent-provocateurs. Providing a negative answer to this question is a provocation of guilt

Conclusion

The article discusses some of the legal aspects of crime provocation. Emphasis was placed on common and distinguishing marks between incitement to crime and provocation of crime. The focus was on the permissibility of the methods used in the process of operational measures. In addition, both national and international case law on similar cases were reviewed. Special attention was paid to the actions of the "Agent Provocateur" in the case of official crimes and drug crimes, in particular in cases of bribery and drug trafficking. From the above it is clear that the action of the "agent provocateur" contains signs of provocation of the crime, when he aroused the desire of the provoked person to commit a crime and there is no argument that he would have committed the provoked crime without his participation.

Finally, it can be said that provocation of crime does not take place in the case when the "agent-provocateur" performs the so-called "Passive role" and acts according to the plan proposed by the offender. And, provocation is in the face when the perpetrator actively incites and persuades a person to commit a crime who had no previous intention to commit the crime.

Get education of these circumstances will significantly reduce the number of perpetrators, as well as become a basis for refraining from provocative actions by investigative or operational staff.

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24. law.sfu-kras.ru/data/methode-library-kup/Papers/2019/

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PODPORA VÝUČBY PREDMETU TEÓRIA A TECHNOLÓGIA OBRÁBANIA NA VYSOKÝCH ŠKOLÁCH TECHNICKÉHO ZAMERANIA
Časť 3. Vonkajšie prejavy opotrebenia pri pozdĺžnom sústružení

SUPPORT FOR TEACHING THE SUBJECT OF THEORY AND TECHNOLOGY OF MACHINING AT THE UNIVERSITIES OF TECHNICAL FOCUS
Part 3. External manifestations of wear during longitudinal turning

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Abstrakt: V príspevku sú uvedené výsledky experimentálneho výskumu a vyhodnotenia priebehu opotrebenia chrbtovej plochy u testovaných geometrií rezných materiálov pri pozdĺžnom sústružení hlavňovej ocele OCHN3MFA podľa GOST. Ako rezné nástroje boli použité vymeniteľné rezné platničky (VRP) zo spekaných karbidov a reznej keramiky. Monitorovaným parametrom sú vonkajšie prejavy opotrebenia VRP.

Abstract: *The paper presents the results of experimental research and evaluation of the course of back surface wear in the tested geometries of cutting materials during longitudinal turning of OCHN3MFA main steel according to GOST. Interchangeable cutting inserts (VRP) made of sintered carbides and cutting ceramics were used as cutting tools. The monitored parameters are external manifestations of changeable cutting insert wear.*

Klíčová slova: materiál OCHN3MFA podľa GOST, pozdĺžne sústruženie, rezné platničky, opotrebenie chrbtovej plochy

Key words: *material OCHN3MFA according to GOST, longitudinal turning, cutting inserts, flank wear*

Úvod

Príspevok predstavuje tretiu časť podpory výučby teórie a technológie obrábania kovov. Je zameraný na pozdĺžne sústruženie hlavňovej ocele OCHN3MFA podľa GOST na sústruhu SU 50A pomocou 8 typov vymeniteľných rezných platničiek zo spekaného karbidu a 2 typov reznej keramiky pri rôznych rezných podmienkach. Ďalej výsledky výskumu a vyhodnotenie priebehu opotrebenia chrbtovej plochy u testovaných geometrií. Obsahuje nové poznatky o voľbe najvhodnejšieho typu VRP z 10 typov VRP pri rôznych rezných podmienkach.

1 Mechanizmy opotrebenia pri nástrojových materiáloch

Mechanizmus opotrebenia predstavuje súhrn príčin, ktoré vedú k zmene rozmeru a strate hmotnosti. Pomenovanie mechanizmov opotrebenia je dané buď fyzikálnym javom (napr. adhézia), mechanickým účinkom (napr. kavitácia), prípadne chemickou reakciou (chemické rozpúšťanie).

Tribológia presne rozlišuje:

- spôsob opotrebenia daný formou pohybu (klzné, valivé, oscilačné, rázové, erozívne...)
- mechanizmus opotrebenia rozlišujúci vyššie uvedené spôsoby svojim účinkom.

Moderná tribológia rozlišuje štyri základné mechanizmy opotrebenia podľa normy DIN 50 321 [1]:

- abrázia
- adhézia
- únava povrchu
- tribochemicá reakcia

pôsobiace pri rôznych formách pohybu trecích dvojíc, vrátane rezných nástrojov.

Pri procese rezania prevláda tzv. klzný pohyb, predstavujúci vždy sklz triesky po čelnej ploche a sklz chrbtovej plochy po obrobenej ploche. Kombinácie ako klzný/valivý pohyb (sústruženie, brúsenie a pod.), resp. iba valivý pohyb (napr. vŕtanie a pod.) už určujú charakter technologických operácií obrábania.

Mechanizmus opotrebenia abráziou

Predstavuje prenos materiálu v trecej dvojici vyvolaný prítomnosťou "tvrdej častice", ktorá je produktom vzniku triesky, ktorá sa vyskytuje ako:

- dôsledok technológie výroby a prípravy materiálu,
- produkt opotrebenia vytvorený inými mechanizmami,
- súčasť trecej dvojice vyvolávajúca abráziu.

Mechanizmus opotrebenia adhéziou

Vyskytuje sa pri pohybe dvoch klzných plôch, ak pôsobením normálových síl nastáva deformácia v oblasti výšky nerovností. pri rezaní horná časť trecej dvojice predstavuje vytvorenú triesku. Adhézia predstavuje jav, ktorého vznik podmieňuje:

- topografia povrchov pri vzájomnom pohybe,
- prenos produktov opotrebenia difúziou na úrovni atómov medzi trecími plochami,
- prenos elektrónov a tvorbu dvojitej vrstvy (elektrostatické sily),
- účinok primárnych a sekundárnych väzieb medzi kontaktnými plochami (napr. van der Waalsova sila).

Mechanizmus opotrebenia únavou povrchu

Pôsobí vždy s mechanizmom abrázie a adhézie. Únava povrchu pri trení je dôsledkom sekvenčného účinku pružnej a plastickej deformácie, spevnenia povrchu trecej dvojice sprevádzaného tvorbou a šírením únavových trhlín na alebo pod zaťaženým povrchom. Pri rezaní je účinok nerovností daný vytvorenou

triieskou a zaťaženú plochu predstavuje kontakt triesky s rezným klinom.

Únava povrchu pri opotrebení

Popisuje ju delaminačná teória (Nam P. Suh [3]) podľa ktorej k únave vedie postupnosť, alebo nezávislosť jednotlivých javov:

- nerovnosti kontaktu sa zahladzujú plastickou deformáciou,
- každý kontakt je vystavený cyklickému zaťaženiu,
- deformácia subštruktúry vedie k nukleácii trhlín pod zaťaženým povrchom,
- postupné zoslabenie povrchovej vrstvy mikrotrhlinami vedie k oddeľovaniu produktov opotrebenia.

Mechanizmus opotrebenia tribochemickou reakciou

Je spojený s javom záderu medzi trecími plochami. Záderom sú vytvorené nové a súčasne chemicky čisté povrchy na oboch trecích plochách, po ktorých dochádza k reakcii s prostredím. Opotrebenie je dôsledkom tvorby, štiepenia, úberu a prenosu oxidických vrstiev a má tieto znaky:

- tribochemická reakcia je dôsledok adhézie a prejavuje sa porušovaním kovových väzieb medzi nerovnosťami plôch trecej dvojice,
- štiepenie a porušenie oxidickej vrstvy nastáva dôsledku tlaku medzi trecími dvojicami,
- produkt opotrebenia ma abrazívny účinok a nadväzujúca tvorba oxidickej vrstvy.

2 Vplyv technológie obrábania na opotrebenie chrbtovej plochy VRP

Cieľom realizovaného výskumu na pracovisku CEDITEK (Centrum pre testovanie kvality a diagnostiky materiálov) na Fakulte špeciálnej techniky Trenčianskej univerzity Alexandra Dubčeka v Trenčíne bolo zistiť vplyv technológie obrábania na opotrebenie chrbtovej plochy VRP s rôznou geometriou pri vonkajšom pozdĺžnom sústružení.

Podmienky experimentu:

Ako materiál bola použitá hlavňová oceľ OCHN3MFA, ktorej chemické zloženie hm % je C 0,403; Mn 0,3; Si 0,32; Cr 1,19; Ni 3,275; Mo 0,523; V 0,1363; P 0,01; S 0,01.

Z tejto ocele boli vyrobené štyri tyče priemeru $D = 60$ mm a dĺžke $l = 900$ mm. Obrábanie bolo realizované na sústruhu SU 50A, ktorý je súčasťou strojového parku Ústavu strojírenské technologie FSI VUT v Brne a je určený pre presné sústruženie v kusovej i sériovej výrobe.

Rezné nástroje boli od spoločnosti SECO Tools CZ s.r.o.

Celkovo bolo testovaných až 8 typov VRP s geometriou C a W: označené písmenom A CNMG120408, ozn. B CNMG120412, ozn. C CNMG120408, ozn. D CNMG120408, ozn. E WNMG080408, ozn. F NMG080408, ozn. G WNMG080412, ozn. H WNMG080408. Testované boli aj VRP s ozn. I a VRP s ozn. J z reznej keramiky.

Pre všetky VRP boli nastavené rovnaké rezné podmienky a bolo vykonané celkove 12 prejazdov pre každú testovanú VRP. Pre každý nastavený posuv $f = 0,22$; 0,25; 0,34 a 0,41 mm boli vykonané tri prejazdy materiálom. Keďže sa v priebehu pozdĺžneho sústruženia zmenšoval priemer obrobku, bolo nutné zmenšujúcim sa priemerom adekvátne zvyšovať otáčky vretena, aby sa dosiahla konštantná rezná rýchlosť $v_c = 180$ m.min^{-1}.

Pri obrábaní bola použitá vodou miešateľná rezná kvapalina s obchodným označením Bonderite L-MR 71-2.

Na meranie opotrebenia rezného klina VRP bol použitý optický dielenský mikroskop, viď obrázok 1 [2].

Obr.1 Optický dielenský mikroskop použitý v procese realizovaného experimentu

3 Výsledky experimentu a ich interpretácia

Experimentálne výsledky boli zaznamenané graficky – s pomocou tzv. krivky opotrebenia chrbtovej plochy VRP a vopred stanoveným kritériom opotrebenia VB obr.2 a priamym pozorovaním pomocou optického dielenského miskroskopu, viď obr.3.

Na obr. 3 sú fotografie testovaných VRP s označením písmenom H a geometrie WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok, na obr. 4 sú zobrazené fotografie VRP s označením I z reznej keramiky a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.
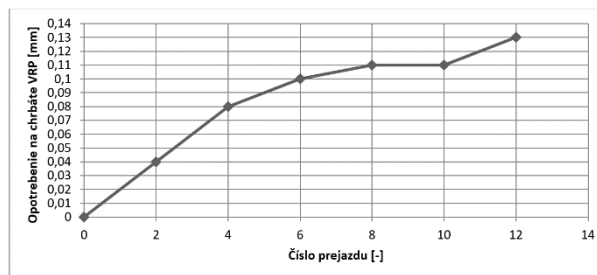
Obr.2 Grafická závislosť procesu opotrebenia chrbtovej plochy u VRP s označením C a geometriou CNMG120408.
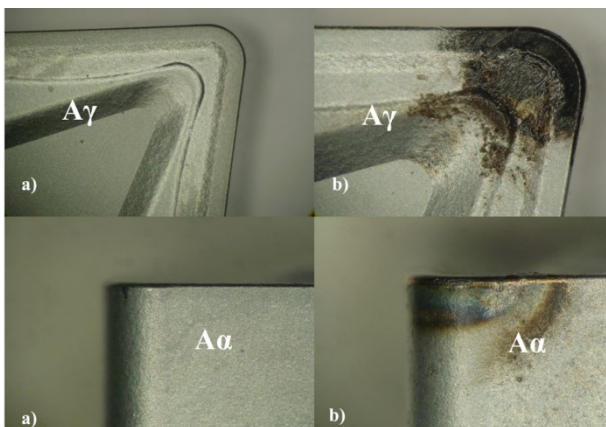
Obr.3 Pohľad na čelnú a chrbtovú plochu VRP s označením písmena H a geometriou WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.
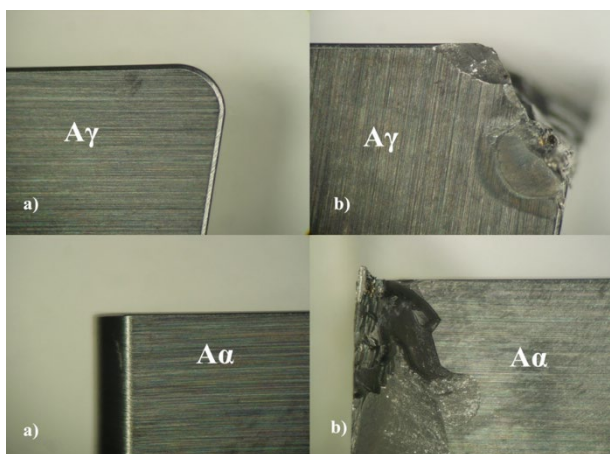
Obr.4 Pohľad na čelnú a chrbtovú plochu testovaných VRP z reznej keramiky s označením písmena I a geometriou WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.

4 Diskusia k dosiahnutým výsledkom

Interpretácia výsledkov experimentu:

Všetky priebehy krivky opotrebenia sú veľmi podobné. Najväčšie opotrebenie možno pozorovať u testovanej VRP s označením písmena F a geometriou WNMG 080408.

Presné hodnoty opotrebenia na chrbtovej ploche VRP sú pri trvanlivosti 5,45 min:

A: CNMG120408 = 0,13 mm,

B: CNMG120412 = 0,12 mm,

C: NMG120408 = 0,13 mm,

D: CNMG120408 = 0,12 mm,

E: WNMG080408 = 0,13 mm,

F: WNMG080408 = 0,14 mm,

G: WNMG080412 = 0,12 mm,

H: WNMG080408 = 0,13 mm.

U testovaných typov VRP s označením I a VRP s označením J z reznej keramiky došlo ku krehkému lomu, preto sa nedalo vyhodnotiť opotrebenie chrbtovej plochy VRP, ako je to možné vidieť aj na obr. 4.

Najmenšie opotrebenie na chrbtovej ploche VRP podľa kritéria opotrebenia VB = 0,12 mm bolo u VRP s označením B, u VRP s označením D a u VRP s označením G.

Najväčšie opotrebenie na chrbtovej ploche VRP podľa kritéria opotrebenia VB = 0,14 mm bolo u VRP F.

Najvhodnejšia VRP pre pozdĺžne sústruženie hlavňovej ocele OCHN3MFA podľa GOST je VRP s označením G.

Najmenej vhodná VRP pre pozdĺžne sústruženie hlavňovej ocele OCHN3MFA podľa GOST je VRP s označením F.

Experimenty ukázali, že VRP s označením I a VRP s označením J nie sú vhodné na sústruženie hlavňových ocelí. Po ulomení reznej hrany dochádza k nárastu hodnôt silového zaťaženia z dôvodu zmeny geometrie VRP z reznej keramiky.

Záver

V danom príspevku bol experimentálne sledovaný proces opotrebenia chrbtovej plochy až u 10 druhov VRP, pričom testovaných VRP zo spekaných karbidov bolo 8 a 2 VRP boli z reznej keramiky.

Hlavným monitorovaným parametrom pri všetkých VRP bolo opotrebenie chrbtovej plochy pri jednotkovom čase t_s = 5,45 min. Na základe meraní boli zostavené krivky opotrebenia VRP a následne vyhodnotené kvantitatívne aj kvalitatívne opotrebenie na chrbtovej ploche.

Originálne výsledky boli dosiahnuté pri pozdĺžnom sústruženi materiálu OCHN3MFA podľa normy GOST, ktorý sa využíva pri výrobe hlavní v špeciálnej technike.

V procese realizovaných experimentov bolo taktiež zistené, že najvhodnejším rezným materiálov sú spekané karbidy. V predloženom príspevku autorov boli využité aj niektoré

výsledky experimentálnych meraní absolventa doktorského štúdia na Fakulte špeciálnej techniky Trenčianskej univerzity Alexandra Dubčeka v Trenčíne Ing. Romana Kusendu, PhD.

Použité zdroje

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Vážení autoři, současní i budoucí,

s návratem časopisu do seznamu recenzovaných periodik a zařazení do databáze ERIH+ ještě důsledněji vyžadujeme dodržování formálních náležitostí. Povinné jsou abstrakty a klíčová slova v češtině a v angličtině, u anglicky psaných článků jsou potom povinné abstrakty a klíčová slova v angličtině a češtině. V případě jiných cizích jazyků jsou povinné abstrakty a klíčová slova v jazyce článku, angličtině a češtině. Rozsah abstraktu je omezen na 350 znaků a rozsah klíčových slov na 70 znaků - viz šablona pro psaní příspěvků.

Redakční rada v každém vydání zamítá nebo vrací k přepracování přes 50 % článků ještě před recenzním řízením z formálních důvodů, protože články nesplňují požadovaná kritéria a některé články jsou vraceny i opakovaně. Stále přetrvávají problémy s kvalitou obrázků a grafů, opakovaně se objevuje psaní citací až za interpunkční tečkou, takže citace stojí samostatně za větou. Stále upozorňujeme, že citace je součástí textu a tečka patří až za citaci, (např. *...výzkum`* [7].). Články s chybnou interpunkcí u citací budou autorům vraceny k přepracování z formálních důvodů. Vydavatelství a vědecká redakční rada časopisu pracuje i nadále bez nároku na honorář, striktně proto budeme u Vašich příspěvků vyžadovat **splnění veškerých formálních náležitostí**. Není v našich silách zásadním způsobem opravovat texty, citace, vzorce, překreslovat obrázky, atd. Pro projednání článku re- dakční radou platí následující opatření:

a) Každý příspěvek, který nebude splňovat veškeré formální náležitosti (uvedené dále) bude zamítnut ještě před recenzním řízením.
b) Opravený příspěvek, zaslaný autorem opětovně po zamítnutí, bude automaticky odložen pro posouzení k následujícímu vydání.
c) Nebudou publikovány články s textovým rozsahem menším než 2 strany. Doporučený rozsah příspěvků je 4-8 stran (rozsah ale není striktně omezen).
V případě požadavku publikování rozsáhlých statí je potřebné toto předem konzultovat s redakcí.

Pro možnost publikování článku musejí být vždy splněny tři zásadní podmínky:
1) kladné hodnocení nejméně dvěma recenzenty,
2) dodržení potřebné formální úpravy (týká se i obrázků, fotografií, tabulek, grafů a rovnic)
**3) dodání kompletních podkladů pro publikování článku (originály obrázků, zdrojová data...)**

Stránka má okraje 2 cm, vlastní text článku se píše do sloupců šířky 8 cm s dělící čarou mezi nimi. Celý článek (včetně nadpisů, popisků obrázků a tabulek) se píše bez odsazování prvního řádku odstavce, výhradně stylem **Normální, Times New Roman, 12**. Šablona při správném psaní zachovává původní světle žlutý podklad! Při nesprávném postupu při psaní, vkládání textu či objektů nepovoleným způsobem žlutý podklad zmizí. Pokud do šablony kopírujete již hotové texty, potom výhradně postupem **Úpravy → Vložit jinak → Neformátovaný text**. Šablona při tomto postupu zachovává výchozí světležlutý podklad pod textem! Je to současně kontrola, že je dodržen jeden z formálních požadavků. **Používání hypertextových odkazů (včetně e-mailových adres), poznámek pod čarou, indexovaných citací, automatického číslování, používání lomítka "/" místo závorek je nepřípustné.** Uvozovky se zásadně používají ve formátu 99...66 („text"). Důrazně doporučujeme vypnout ve Wordu automatické opravy a automatickou tvorbu hypertextu z internetových adres - aktivní hypertext je důvodem k vrácení příspěvku k opravě!

Abstrakt a **Abstract** jsou omezeny na **maximální rozsah 350 znaků** (včetně mezer) - rozsah vymezuje rámeček šablony (Times New Roman, 12, obyčejné).
Klíčová slova a **Key words** jsou povinná, v maximálním rozsahu **70 znaků** (včetně mezer) - do konce daného řádku (Times New Roman, 12, obyčejné).
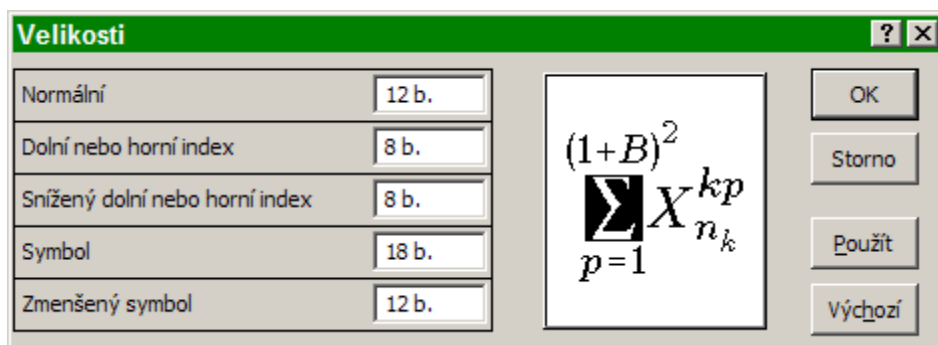
Obr.1 Nastavení velikostí v editoru rovnic
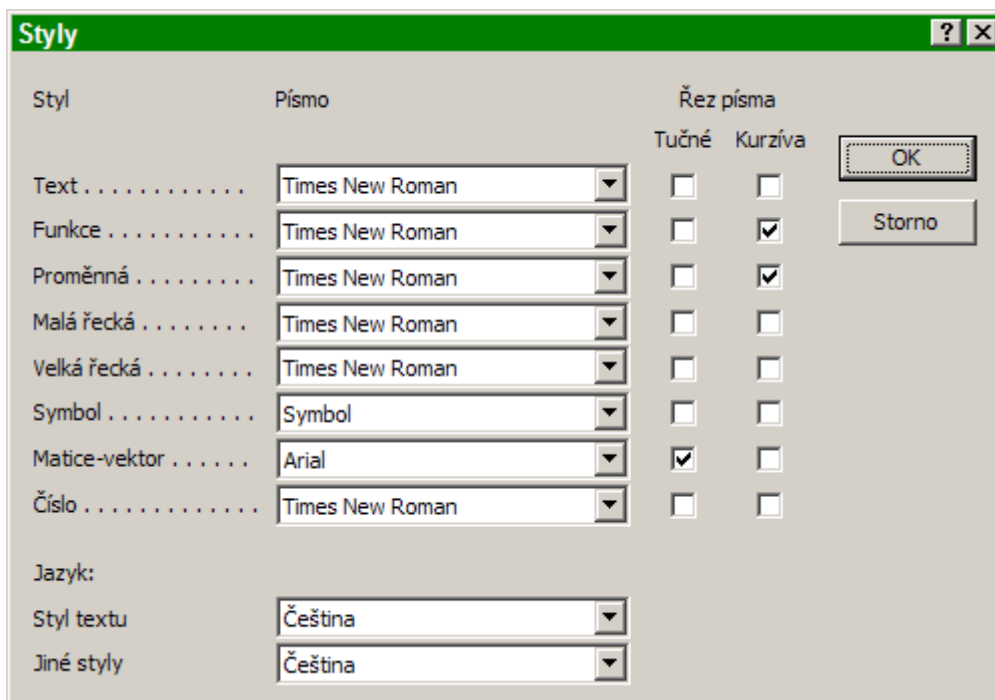
Obr.2 Nastavení písem v editoru rovnic

Rovnice se píší výhradně v MS-Equation (Editor rovnic), musí splňovat podmínku korektního otevření v editoru rovnic Microsoft 3.1 (Word 2000) a musí jít tímto editorem upravit. Font Times New Roman je nastaven i pro malou a velkou řeckou abecedu. Základní nastavení editoru rovnic je na obrázcích 1 a 2.

Při psaní vzorců dodržujte všechna typografická pravidla (mezery mezi číslem a jednotkou, řádové mezery…). Pro symbol násobení se zásadně používá násobící tečka v polovině výšky písma (ALT+0183, nikoliv interpunkční tečka nebo hvězdička - ta je přípustná pouze pro výpisy programů, kde je standardem pro operaci násobení), pro rozměry, násobky, apod. se používá násobící křížek (ALT+0215), 1 024 × 768 px (ne 1024x768 px), číslování rovnic je vpravo v oblých závorkách. Jednoduché jednořádkové vzorce a rovnice umístěné v textu se píší jako text, editor rovnic narušuje řádkování.

Obrázky se vkládají se stylem obtékání "v textu", obrázek je na pozici znaku a přesouvá se s textem. Jiné umístění, stejně jako použití složených (seskupených) obrázků je nepřípustné. Popisek obrázku je pod obrázkem! *Obr.XX Popisek*

Tabulky musejí být vytvořeny výhradně v MS-Word. Popisek tabulky je vlevo nad tabulkou: *Tab.XX Popisek*, doplňující údaje a vysvětlivky jsou vpravo pod tabulkou!

Grafy se vkládají přímo do textu jako obrázky (např. vyříznuté snímky obrazovky) v jednoduchém barevném provedení, ve velikosti 1:1 (100 %), výhradně ve formátu PNG.
Grafy se popisují se stejně jako obrázky: *Obr.XX Popisek*. Popisek je stejně jako u obrázku pod grafem!

<mark>**Maximální šířka obrázků, tabulek a grafů je 7,9-8 cm, tj. 300 pixelů,**</mark> pro 100% velikost. Při zvětšování či zmenšování dochází k výrazné degradaci a tím i ke ztrátě grafické úrovně Vašeho příspěvku. Pro zachování maximální kvality grafů a obrázků je nezbytné je vytvořit ve skutečné velikosti a převést do formátu PNG, případně BMP. <mark>**Použití formátu JPG je nepřípustné.**</mark> Obrázky i grafy musejí být kontrastní a dokonale ostré, zejména pokud obsahují text. Základní tloušťka čáry je 1 pixel, v tomto směru předpokládejte značné problémy při konverzi z grafických programů, které standardně definují čáru v milimetrech nebo milsech (Corel, Callisto, Visio…). Doporučujeme kreslit jednoduché obrázky a schémata v jednoduchých a nenáročných grafických programech (Paintbrush, Malování…). Obrázek určený pro zobrazení na monitoru musí být poměrně hrubý. Výjimkou jsou pouze ilustrační PrintScreeny obrazovek, které následně konvertujeme na potřebnou velikost. Ve výjimečných případech je možné obrázky, tabulky a grafy umístit přes celou šířku stránky tj. 17 cm (630 px). Maximální velikost objektu je 17 × 24 cm. Toto je nutné předem konzultovat s redakcí časopisu. Časopis je formátován pro zobrazení na monitoru při základním zvětšení 100 % a pro něj musíme zajistit maximální čitelnost.

<mark>**Citace musejí být dle ISO-690, a to ve formátu podle příkladu v šabloně.**</mark>
Příjmení a iniciála(y) autora velkým písmem, mezi autory pomlčka. Název zdroje kurzívou. Má-li zdroj ISBN (ISSN), neuvádí se vydání ani počet stran. Všechny citace musejí mít jednotnou strukturu a jednotný styl.

U datovaných citací:

NOVÁK, J. - MATĚJŮ, S. (1992) *Citace dle ISO.* **Praha. ČNI. 1992. ISBN 80-56852-45-X.**

Je-li použito číslování zdrojů, je v hranatých závorkách, odsazené tabulátorem:

[1]   NOVÁK, J. - MATĚJŮ, S. *Citace dle ISO.* **Praha. ČNI. 1992. ISBN 80-56852-45-X.**

Počet citací by měl být úměrný rozsahu článku a neměl by překročit 10 zdrojů. Neúměrně rozsáhlé citace (např. dvoustránkový soupis u třístránkového článku) budou autorům vráceny k úpravě.

==**Automatické číslování nadpisů a citací, poznámky pod čarou, textová pole a aktivní hypertextové odkazy jsou zakázány,**== a to i v případě internetových adres (musejí být vloženy jako normální text) a obrázků stažených z internetu, které musejí být do textu vloženy jako nezávislá bitová mapa nebo obrázek ve formátu PNG. V nastavení MS Word musí být zakázána automatická změna na hypertextový odkaz.

==**Je povinností autora, zkontrolovat, že v odesílaném souboru je pouze styl Normální**==, případně systémově přidané a neodstranitelné styly z originální šablony: Nadpis1, Nadpis2, Nadpis3 a Standardní písmo odstavce. Všechny zavlečené styly, stejně jako automatické číslování nadpisů a citací, poznámky pod čarou, textová pole, hypertextové odkazy, budou před formátováním příspěvku do časopisu bez náhrady odstraněny. Pokud dojde ke ztrátě některých informací, budou příspěvky vráceny z formálních důvodů.

==**Příspěvek musí být zaslán výhradně ve formátu DOC**== - pro MS-Word 2000 (Word 97-2003) v měřítku 100 %. Při výchozím zpracování článků v MS-Word 2007, 2010, 2013, 2016 je nutné před uložením zvolit odpoví- dající formát. Nekompatibilní a nekorektně otevírané soubory budou autorům vráceny z formálních důvodů.

==**Ke každému příspěvku musejí být zaslány originály obrázků**== v bezkompresním formátu PNG či BMP, fotografie lze zaslat také ve formátu JPG ve 100% kvalitě (výchozí kvalita JPG je obvykle 80 %). Konzultace k obrazovým materiálům si můžete vyžádat na e-mailové adrese rene.drtina@uhk.cz.

Pro tvorbu obrázků je k dispozici technická podpora v souboru šablon. Červený rámeček vyznačuje přípustnou šířku pro sloupec a stránku. Naleznete tam i ukázku detailu obrázku tak, jak jej poslal autor, a ukázku, jaký je požadavek časopisu.
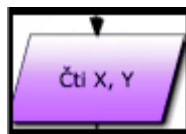
Obr.3 Obrázek ve formátu JPG
nevyhovující pro publikování
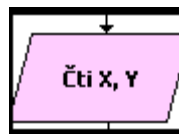
Obr.4 Obrázek ve formátu PNG
obrázek v požadovaném provedení

Soubory není potřeba instalovat, pouze se rozbalí do libovolného adresáře.
Písmo v obrázcích přednostně Arial 8 Bold nebo Tahoma 8 Bold.

==**Pro grafy musejí být zaslána zdrojová data ve formátu XLS**== pro MS-Excel 2000 (Excel 97-2003), výchozí měřítko 100 %. Při zpracování dat v programech MS-Excel 2007, 2010, 2013, 2016 je nutné před uložením zvolit odpovídající formát. Nekompatibilní a nekorektně otevírané soubory budou autorům vráceny z formálních důvodů. Výchozím formátem pro graf s diskrétními hodnotami je graf bodový, nikoliv spojnicový.

Grafy musejí být v daném souboru uloženy jako samostatné listy (Graf1, Graf2...), ne jako objekt na listu, orientace listu na šířku, **výchozí měřítko 100 %**.

Základní nastavení MS-Excel pro graf je následující:

Ohraničení (oblasti, plochy, grafu i legendy) - žádné; Plocha - žádná; Osy - plná, tenká, černá; Mřížky - plná, tenká, světle šedá; Hlavní značky - křížek; Vedlejší značky - uvnitř. Graf nesmí mít nadpis.

Pro všechny popisy, včetně legendy: Písmo - Arial, 8, tučné, automatická velikost - NE.

Standardní nastavení Excelu je prakticky nepoužitelné, všechny parametry je nutné předefinovat, nejlépe je si vytvořit vlastní typy grafů!

Informace pro psaní příspěvků najdete rovněž na **http://www.media4u.cz/m4u-sablony.pdf** nebo přímo na:

http://www.media4u.cz/m4u-graf.xls
http://www.media4u.cz/m4u-tabulka.doc
http://www.media4u.cz/m4u-text.doc
http://www.media4u.cz/mm.zip

Na stránkách časopisu si můžete stáhnout šablonu pro psaní příspěvků, ukázku tabulek nebo předdefinovaný formát grafu. Věříme, že používání šablon oboustranně zefektivní naši práci a přinese jednodušší a účinnější úpravy textů.

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