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Section 1. Economics

THE EVOLUTION OF TRADE POLICIES IN THE ERA OF GLOBALIZATION: AN EXAMINATION OF NEW PROTECTIONISM

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Abstract

This scientific article explores the evolution of trade policies in the post-World War II era, focusing on the emergence of New Protectionism in the context of globalization. The study examines the transition from traditional protectionist measures to non-tariff barriers. The impact of globalization on protectionism will be analysed using case study method, arguing that while global trade has fostered interdependence, it has not eradicated the practice of protectionism but rather transformed its manifestations.

Keywords: *globalisation, new protectionism*

Introduction:

Old protectionism is a historical practice of using traditional trade barriers to protect domestic industries. In the 19th and early 20th centuries, countries employed measures such as high tariffs, import quotas, and subsidies to shield their economies from foreign competition.

After World War II, as global economy ruined by two World Wars, many countries joined General Agreement on Tariffs and Trade (GATT) in 1947 which promoted the reduction of international trade barriers, such as tariffs and quotas. During the rounds of GATT, the new non-tariff barriers of trade, including regulatory measures, intellectual property restrictions, and other indirect strategies were introduced (Baldwin & Evenett, 2009). Those processes led to the development of the term known as "New protectionism".

"New protectionism" is different from the "old protectionism" in the range of the methods of trade control. Firstly, they do not require the once-and-for-all change of the trade law, for instance, an increase of the tariffs on the import of goods. These methods are temporary. Secondly, they have a retaliatory character, i.e. these measures are used as a response to some external factors (Ethier & Fischer, 1987). The most common non-tariff measures are quota shares, import licenses, export subsidies, antidumping duties, etc.

Globalisation has greatly influences the processes of global trade. Globalization is a

multifaceted and complex process characterized by the increasing interconnectedness, interdependence, and integration of economies, societies, cultures, and political systems across the globe (Ōmae, 1990). It involves the flow of goods, services, capital, information, and ideas across borders, breaking down traditional barriers and fostering a more interconnected world. Conventionally it is considered that globalization has negatively affected protectionism. As global trade was developing, the countries became more dependent on one another. However, this article will defend the point that globalization hasn't eternally reversed the New protectionism, but rather modified it using the case study method.

Method:

The empirical analysis of this research will be based on a case study method. A case study is an empirical investigation that looks at a current phenomenon inside its actual setting, particularly when the distinctions between phenomenon and setting are not clearly identified.

A deep understanding of the data can be gained by the case study analysis. The adaptability of research findings provides a knowledge of unclear phenomena in a real-world environment. The analysis is conducted within certain time frame which also allows to limit the scope and increase focus of the study (Aberdeen, 2013).

Analysis:

The issue of protectionism and free trade is crucial, because it determines the economic situation in the country particularly and in the world in general. It is important for the government to participate in global trade due to the International Division of Labour when countries specialize in producing particular types of goods. Nevertheless, state powers should also take care of domestic companies. Indeed, in developing countries protectionism helps the economy to grow faster with reduced competition in favor of domestic productions. However, in longer terms, protectionism is harmful.

Firstly, even though many countries ally in trade agreements, the protectionist measures are still strong outside these alliances.

One of the noteworthy cases of globalization is the European Union(EU), which was formed in 2002 and consists of 27 European countries. The citizens of these countries use the same euro currency, can freely travel throughout EU territory and trade in its free trade area. It may seem from the first sight that the EU is the evidence of the decline of New protectionism demonstrating the model of liberated trade. However, it is not practically the case. The truth is that the EU uses mostly Non-Tariff Measures of trade (NTM), such as labeling, certification or product quality requirements and many others. The NTM Coverage Ratio for imports to the European Union is about 95% (World Bank, 2020). It means that non-tariff measures are applied to almost all imported goods in the EU. Thus, when EU politicians on their official website claim that "as protectionism rises, the EU continues opening up export markets for European firms" (European Commission, 2019), it is impossible to believe them straight away, because they show only one side of the issue, even though the source is considered quite reliable and authoritative.

Another example of the idea that globalisation did not reverse new protectionism is the recent Trade War between the US and China. In general, a trade war is a state when two countries damage each other's economies by raising trade boundaries. The historical example of such measures is The Smoot-Hawley Tariff Act which raised the US tariffs on imported goods and was one of the reasons for The Great Depression. As for recent events, the US accused China of "unfair trading practices" and started a trade war not a long time ago. According to BBC research "the US has imposed tariffs on more than $360bn of Chinese goods, and China has retaliated with tariffs on more than $110bn of US products". The fact is that according to the US Census the US trade deficit (the difference between the amount of import and export) with China have been increasing since 1985 and reached 419 billion dollars in 2018 (BBC News, 2020). Thus, it is possible to say that China's alleged improper trading is not the only reason why the US started the trade war. The protectionist measures are quite clear in this case.

Thirdly, one of the main products of globalization is international organizations, one

of which is the World Trade Organization (WTO) formed in 1995 replacing GATT. Its goal is to make the world trade as easy as possible. WTO requires some fixed tariffs and other trade barriers which members cannot exceed, but for many countries, these barriers are higher than the existing ones in their state, so there is room for an increase of trade measures. For instance, Brazil has a duty on animal products – 37% with a maximum of 55%, on chemicals – 21.1% and 35%, on fruit, vegetables, and plants 34.1 and 55% respectively (World Trade Organisation, 2023). This means that Brazil can raise tariffs according to its economic situation without any punishment from WTO.

On the other hand, some scientists believe that protectionism has seriously decreased in recent 100 years. In the work "Is Protectionism Dying?" It is argued that in The Great Recession(2008–2009) was far less harmful to the world economy than The Great Depression of the 1930s due to a reduced amount of protectionist measures. The scientists declare that protectionism covered only 0.8 percent of the world trade in 2008 reducing to 0.2 percent in 2010 compared to an increase of already high tariffs throughout the world in the 1930s (Dadush et al., 2011).

Hoverer, they do not consider the non-tariff measures, which coverage ratio is over 70% for the world's most trading countries altogether (World Bank, 2020). Also, it is important to mention that some Non-Tariff measures are camouflaged as customer protective measures (packaging, labeling, product standards, sanitary conditions), which, in fact, may be speculated and are uneasy to control. For example, the method known as voluntary export restraint is a practically informal agreement between two governments on the tariffing barriers. Due to its implicit nature, this measure is almost impossible to prevent and is considered highly discriminatory by many countries, but nobody is ever sure whether they use it or not.

Conclusion:

Globalization has strongly affected world trade and made it easier and wider; however, it did not reverse the protectionism. This article shows on various cases that New Protectionism to some extent is a product of globalization. The politicians find new ways to control imports and exports and use such measures to change the political and economic situation inside and outside the country. As countries grapple with the complexities of global trade, political and economic considerations drive the adoption of measures that safeguard domestic interests. The study calls for a nuanced understanding of protectionism's evolution in the contemporary globalized context.

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ESTABLISHMENT AND DEVELOPMENT OF MARKET ECONOMY IN THE REPUBLIC OF KARAKALPAKSTAN (1991–2001)

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Abstract

The article examines the process of formation and development of market economy in the Republic of Karakalpakstan in the period from 1991 to 2001. The author analyzes the key stages of this process, factors that facilitated or hindered the development of market relations, as well as the impact of global and regional changes on the economic situation of the republic. The article also presents the main achievements and problems faced by Karakalpakstan during the transition period.

Keywords: *market economy, privatization, raw material base, industry, agriculture, small business*

Introduction

Gaining independence objectively opened before the people of Uzbekistan wide prospects for economic and social progress, cultural and spiritual renewal. Realistically assessing the situation in the mid-90 s of the XX century in the republic, we can state that Uzbekistan and together with it Karakalpakstan entered a qualitatively new stage of its state-political and economic construction. The first visible steps have been made to create a state based on the rule of law, reforms related to the transition to market relations have been implemented. The national economy has undergone structural changes corresponding to the requirements of market relations. The Government has taken a number of important decisions to ensure that the laws that form the legal basis for the development of market relations are fully operational. As a result, a multi-structured economy based on the equal existence of various forms of ownership has been formed. In turn, the fundamental changes that took place in the economy in the special sphere allowed to create solid starting conditions for the transition in the second half of the 1990s to the next, qualitatively new stage of development.

Main part

In the Republic of Karakalpakstan in accordance with the program to deepen the processes of denationalization and privatization in the years under study carried out large-scale work to deepen the processes of privatization of industrial enterprises, unbundling of monopolistic production and economic structures, the creation of a com-

petitive market environment, providing conditions for the participation of large segments of the population in the process of privatization of state property, the formation and development of securities. At the same time, it should be emphasized that while continuing the course of deepening economic reforms, the main emphasis was placed on solving the issue of ownership, i.e. formation of a new class of owners.

As a result, due to the economic reforms carried out in the republic in the second half of the 1990s, the share of the non-state industrial sector of the economy tended to grow. So if in 1996 out of 144 industrial enterprises, associations of the Republic of Karakalpakstan 113 worked under various forms of ownership, including private – 20, collective – 50, state-joint-stock – 41 and 2 joint ventures and their share accounted for 86.7 percent of industrial products produced during the year, then by the results of 2000 it was significantly transformed. It is enough to note that at that time, at the end of the year, the share of the non-state industrial sector of Karakalpakstan's economy in the total volume of commodity production amounted to 94.5 percent, and the share of the state sector – 5.5 percent.

The ongoing economic reform played a positive role in the economic state of industry in Karakalpakstan in 1996–2000, which is characterized by the manifestation and strengthening of positive trends in the branches of production.

In the years under study the production of industrial output of the region has visibly increased. From year to year the growth of production is observed in comparison with the previous year. As a result, at the end of 2000 industrial enterprises of Karakalpakstan produced 29962.2 million soums, which is 178 percent in comparable prices to the level of 1996. This is one of the signs of stabilization of the economy.

At the same time, in the years under review there were some decreases in the output of industrial products in one or another year. According to statistical data, in 1997 in machine-building and metalworking industry low rates of production were shown by JSC "Elektroapparat" 77,6%, JSC "Kabel" 10,0%, AKO "Skid" 64,3%, JSC AR3–16–41,7%, Nu-

kus ORM 3 87,4%. The reason for this was the shortage of raw materials, namely: metal and plastic (for cable industry). In the light industry all spinning and weaving factories allowed low production rates by 64.1%, "Aryular" JSC by 50.9%, Khojeli UEPS Blind Society by 86.6%, Nukus UEPS Blind Society by 53.4%, "Oner" JSC Muynak district by 76.0%, PF "Zhanar" by 78.0%.

The biggest decrease of production volumes in 1999 is observed in woodworking (it is KK Mebel OJSC by 53.4%) and glass container production (Glass Plant and PKP VAN by 40.3%) in comparison with 1998. The main reasons were the lack of raw materials and supplies, accounts receivable, as well as difficult financial condition.

Thus, the above analysis of the decline of some industries in the second half of the 90s shows that there were objective reasons for it. At the same time it is impossible to reduce the inefficient work of the enterprise only to the existing circumstances connected with the difficulties of the transition period to market economy. The materials of the research convince us that inertia and carelessness of some managers, who have not yet got rid of dependency moods, also contributed to the emergence of these negative trends. Failure of most enterprises to adapt to the market conditions, excessive reliance of their managers on state support led to undesirable consequences.

In the years of independence, the economic policy in Karakalpakstan changed fundamentally. In 1993 at the XIII session of the Supreme Council of the Republic of Karakalpakstan was adopted "Concept of the main directions of development of the economy and social sphere of Karakalpakstan for 1993–2000 and for the period up to 2005" (Concept of the main directions. 1993–2000), which became the fundamental program of the republic to overcome the one-sided raw material orientation of the economy and to ensure the production of finished products on the basis of the organization of advanced processing of available mineral raw materials and agricultural raw materials.

Commissioning of Nukus and Kungrad bread mills allowed to put an end to import of flour from outside the republic. Thus, it was possible to provide the population with

this important product of own production. Cable plant in Nukus city with 20 thousand kilometers of cable products and glass container plant in Khojeli district were put into operation. In a short period of time, or rather 1992–1994, two large textile enterprises were built in the city of Nukus and Bustan, which allowed in 1995 to increase the volume of industrial production by 18–20 percent and fill the domestic market with light industry goods, increase the volume of exported products. Thus, certain prerequisites for the development of import substitution industries in the republic have already begun to be created.

In the context of realization of the set tasks, certain structural changes took place in Karakalpakstan in the years under consideration. The research materials show that they mainly affected such industries as fuel and food industry.

Thus, in 1996 there were positive changes in the structure of industry. A new branch of fuel industry appeared in the economy of the republic. The Kungrad gas field enterprise "Urga" started production of gas condensate and natural gas. In the following years the Urga gas field in the Kungrad district was being developed, where, for example, 4 wells were put into operation in 2000.

The most noticeable structural shifts were observed in the food industry of the RK, especially in the association of joint stock companies "Karakalpak Hleboproduct", which is the only enterprise of the republic that processes grain, supplies flour, polished rice, bakery, pasta, mixed fodder for the needs of livestock and poultry farming. In the years under consideration, in order to supply the population with quality products in ever-increasing volume and assortment, a number of enterprises of associations were re-equipped with the latest and imported equipment and new capacities, workshops and food production facilities for the production of various food products were put into construction. Thus, in 1996 in Turtkul, Khojeyli, Chinbai and Beruni joint stock companies were put into operation workshops for production of pasta, confectionery production, which allowed the enterprises of the association to produce 15 kinds of bakery products. Besides, in 1997 reconstruction of pasta shops

in Karauzyat and Ellikala districts with the capacity of 0.3 and 0.6 tons of products per day was completed. Also in 1998 two new enterprises were put into operation – joint stock companies of open type "Takhtakupirden" and "Turtkulden". They produced 4635 tons of flour for 144.7 million soums. As a result, the volume indicators of industrial production in the republic in 1998 increased by 0.6 percent. And in 2000, AAP "Karakalpak Hleboproduct" put into operation a seed cleaning shop and a line for production of vitamin herbal flour in the city of Nukus (Karakalpakstan Development Pathways – 11.07.2011).

In the years under review, a lot of work was also done to develop rural infrastructure. Thus, in particular, five small bakeries of the German company "Winkler" were installed initially in 1996 in Mangita and Bustan with a capacity of 1.5 tons of bread baked per day, and then in 1997 in Chimbay, Nukus and Mangita with a capacity of 8 tons of products per day. The new mini-bakeries that came into operation began to produce excellent quality and diverse assortment of products (Arziev R.). In addition, in order to organize new jobs at this time in Takhtakupyrsky district and in the city of Turtkul, mills with a capacity of 20 and 50 tons of flour per day respectively were put into operation. As a result, the capacity of the industry could fully meet the needs of the population in the republic in its products.

Also to meet the needs of public health authorities in medical alcohol at the joint-stock company "Nukus Un Plants" of the association AAP "Karakalpak Hleboproduct" in 1996 was put into operation a shop for the production of alcohol with a capacity of 300 decaliters of alcohol per day. The wastes of this production could be used in fodder production, yeast production, and syrup oil for perfume industry, as well as for production of mineral water. In the first year (1997) this shop produced 1.5 thousand decaliters of alcohol (Kudaynazarova, D. K., 2002).

Thus, the implementation of the planned measures to develop the industrial potential of the republic through structural transformation had an important national economic significance for Karakalpakstan. Meanwhile, it should be noted that the implementation of structural reorganization of the economy

of the region was inextricably linked to the implementation of an active investment policy. Since the Republic of Karakalpakstan, possessing the richest natural, mineral and labor potentials did not have enough financial resources for their use in full. Therefore, realization of structural shifts in industry was possible by active attraction of foreign investments aimed at construction or introduction of new production technologies in industrial enterprises of the region. In this regard, the President of the Republic of Uzbekistan I. A. Karimov noted that "large-scale attraction of external investments, including foreign capital, is considered today as a necessary condition for achieving the goals of structural reorganization of the national economy.... In order to implement this priority task, it is necessary to pursue a policy of open doors in the relations of foreign investors, further liberalization of foreign economic activity, improvement of the mechanism of free envelope of received income, strengthening of guarantees" (New thinking is the requirement of time. 1998).

The Ministry of Foreign Economic Relations of the Republic of Karakalpakstan during 1992–2000 held meetings with representatives of international financial organizations (World Bank, EBRD, ADB, OSCE, etc.), firms and companies from many countries of the world, employees of diplomatic missions accredited in Uzbekistan.

Mastering of new advanced production technologies took place in other industries of the region. In particular, in 1996 new production lines were mastered in the textile complex of JSC "Katex". On the technological line purchased in Italy the textile workers started production of medical gauze. The capacity of the equipment made it possible to produce 6.5 million linear meters of materials and 11 million packages of bandages annually (Kudaynazarova, D. K., 2002).

In Nukus polygraph plant in 1996–1997 was installed computer equipment for printing publications of the company "Berthold Stempel" (Austria), with a total cost of 1 mil. 800 thousand d.m. as well as equipment of the German company "Heidelberg" was installed. As a result, the quality of newspaper, magazine and book products was improved and the volume and types of other products were increased. Installation and adjustment of the equipment capable to produce the highest quality products corresponding to the world standards at Nukus polygraph plant was carried out by representatives of the Vienna branch Vladimir Stolbov, Sergey Kalachev, Nikolay Sapashnikov and their assistants.

Also in Nukus beer plant in 1998 Austro-German line for production of mineral water in 1.5 liter polyethylene containers with capacity of 4 thousand bottles per hour was put into operation.

In the years under study, the Republic of Karakalpakstan also worked to attract foreign investment in the creation of joint ventures in the territory of the republic. As a result, if in 1996 there were only 4 joint ventures with foreign investments in the industrial sphere of the regional economy, by 2000 their total number reached 14, of which 8 were operating. Joint ventures were established with the participation of investors from Malta, Ireland, USA, Luxembourg, Russia, France, Latvia and Turkey.

Conclusion

In conclusion, it should be noted that the period from 1991 to 2001 was a key period in the history of economic development of the Republic of Karakalpakstan. Despite a number of challenges and difficulties associated with the transition to a market economy, the region successfully implemented a number of reforms and achieved significant results in the formation of an open and competitive economy. Further development of market relations and strengthening of the institutional framework will be the key factors determining the future economic growth and prosperity of the Republic of Karakalpakstan.

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Section 2. Pedagogy

MOTIVATING STUDENTS TO DEVELOP THEIR AUTONOMY: AN EXPLORATORY ACTION RESEARCH

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Abstract

Developing learner autonomy has always been one of the core ELT issues for many years. Many studies on fostering learner autonomy promote what students need to develop autonomous learning skills in language classes in order to reach the outcome of the course. This chapter aims to explore how to motivate demotivated students to become active autonomous learners in their own learning and offers practical recommendations for practitioners who are facing the same challenges in teaching English.

Keywords: *exploratory action research, learner autonomy, demotivated students, autonomy development, autonomy building tasks*

Introduction

Most people say, teaching is an easy job but teaching well is not. I have been teaching EAP to undergraduates who are future English teachers since 2013. I am currently teaching the groups of students (second year courses) who have transferred their studies to our faculty from local regions and from the neighboring countries (Kyrgyzstan and Kazakhstan) for the academic year 2021–2022. During a semester, I conduct classes to 32 students whose current level is B_1 and B_2. Their ages ranged from 20 to 24. However, some students were passive, could not complete tasks individually. There were some students who performed reluctantly, used to keep L1 during the class and did not feel the responsibility to submit tasks on time. All these issues triggered my attention as a course teacher. I realized that I could never reach the outcomes of the course I was delivering unless I solve these challenges in my classroom. I found out that my students were demotivated, lack autonomy towards doing tasks, lack of support, and collaboration as well.

There are many similar definitions of learner autonomy. Learner autonomy is defined as motivated learners who are active participants in their own learning (Ushioda, 1996). In other words, Benson (2003) refers to autonomy as the capacity of taking control of one's own learning based on his/her moti-

vation, ability and freedom. In fact, students will improve their language practices both in the classroom and out of the classroom if they are trained and motivated to be autonomous. This does not happen automatically, because some students need teachers' external support, and encouragement/motivation to help them develop their autonomy in a new way of teaching (Hu & Zhang, 2016). Many studies indicate the role of teachers' responsibility as a facilitator should assign students with more effective activities in fostering learner autonomy which in turn leads to more success in their learning onsite and offsite. Gibbs (2012) points out that the aim of teaching should be focused on assisting students learning and taking charge of their learning. Hu & Zhang (2017) indicates that the learner autonomy from dependence to autonomy needs planning, and implementing an action according to learners' needs in EFL.

How to motivate students to develop their autonomy is the focus of this exploratory action research, which was carried out in two parts: exploratory level and action level. This study aimed to answer the following questions.

Exploratory phase

1. Why do I think my students should be more autonomous in their learning?

2. What are my colleagues' perceptions of learner autonomy?

3. What are my students' perceptions of autonomous learning?

4. What do they do when I give them activities or assignments that require self-regulated learning?

Action phase

5. What effect did new self-regulated learning activities or assignments have on students' autonomy and motivation to study?

Literature Review

There have been quite many studies on defining the concept "learner autonomy and how to develop learners' autonomy or autonomous learning". (Holec, 1981, Little, 1991, Littlewood 1996, Ushioda, 1996, Benson, 2001, Wang, 2002, Gibbs, 2012, Hu & Zhang, 2017, etc.). Learner autonomy is defined by many foreign researchers as quality of personality. Learner autonomy is seen in the student's ability to be an active and re-

sponsible recipient of knowledge, the ability to set goals, the ability to independently and consciously choose self, pair and group strategies, techniques and tactics to achieve the goal, the ability to self-reflection and self-assessment of their own educational and cognitive activity, as well as the ability to transfer received results in other learning and life contexts. Littlewood (1996) refers that learner autonomy is formed from two components: *ability* and *desire* to make choices independently. Harmer (2001) argues that learners never learn unless they are determined to learn independently. There are some strategies, which will help to build and develop learner autonomy in a positive and cooperative learning environment.

The positive learning effect is enhanced by the exchange of opinions and experiences if learners have common learning interests and are aware of what they need to learn the language. Harmer (2001) suggests that learners need to be trained to be able to make classroom decisions and carry on out-of-class learning. Teachers should promote intrinsic motivation in their students for autonomy development (Dornyei, 2005). Teachers should be aware of how and when to use strategies to enable their students to become autonomous learners. (Williams & Burden, 1997). An autonomous learner is perceived as one who can make a critical reflection, make decisions and independent action (Little, 1991). They feel responsible for their own learning, monitoring progress and evaluating the outcomes (Holec, 1981). Gibbs (2012) defines that autonomous learners possess cognitive and metacognitive strategies (planning of studies and analysis of language and its use respectively), motivation, knowledge about language learning, external support and a raised consciousness as to the importance of being responsible for one's own learning in which leads confidence and further increased motivation.

According to Tamjid &Birjandi (2011), self-assessment/pair assessment will raise learners' autonomy. Gurbanov & Mirzayeva (2018) highlight pair and group work activities will increase students' autonomy where the facilitator instructs students and maintains collaboration. They also promote homework plays a significant role in the progress

of developing learner autonomy. Patall, Cooper, and Wynn (cited by Gurbanov & Mirzayeva, 2018) argue that it is important to give choices for homework as it increases a sense of competence and intrinsic motivation. All these ideas refer that teachers should promote students with a positive environment, motivating, encouraging collaboration, and social interaction on-site and offsite to develop their autonomy. These studies recommend a wide range of activities, which will contribute to developing learner autonomy such as seatwork (individual/pair work), self-assessment/pair assessment, homework (individualised), long-term/short-term projects and extracurricular activities: contests, festivals, holidays and any extra clubs for autonomy development. In addition, the strategy "Think, Pair and Share", problem-based learning situations, keeping reflective notes about students' progress, using rubrics for checking self-checklist, peer-assessment and group work evaluation forms and keeping portfolios of students' progress are highly recommended for teachers and indicated the role of teachers' responsibility as a facilitator should motivate students to develop their autonomy to be successful in their future careers.

Research Methods

This research study was conducted among five teacher-colleagues and 32 B_1/B_2 (pre-intermediate/intermediate levels) sophomore students of Namangan State University in Uzbekistan. The study allowed me to identify the problem at the exploratory level and made a plan of new actions based on the identified findings in order to motivate students to develop their autonomy during the first semester of the academic year 2021–2022.

Various types of data collection tools were applied in this study: 1) my own reflections, 2) informal discussions with colleagues, 3) questionnaires in the form of students' reports and 4) follow-up discussion and 5) observation by a colleague.

Data collection tools
Reflection

Firstly, it seemed vital to explore my own perceptions about learner autonomy as a teacher and as a student responding to the research question "*Why do I think my stu-* *dents should be more autonomous in their learning?*" and to identify the problem with my students and observe the behaviour of my students during my classes and keep a reflective diary for collecting data.

Informal discussion with colleagues

In order to explore my colleagues' perceptions of learner autonomy, I initiated a small-scale discussion to collect ideas/feedback from five colleagues on the questions below:

1. What does learner autonomy mean to you?

2. What do you think we should promote learner autonomy?

3. What kind of autonomy building tasks do you think can foster learner autonomy?

4. What kind of assessment tools can help to develop learner autonomy?

Questionnaire

The questionnaire was conducted among 32 students to identify their needs and explore the main reasons for being reluctant in their autonomous learning. Students were expected to answer the questions in the form of reports individually.

1. What does 'learner autonomy' mean to you?

2. 'What do you like and dislike about classroom activities?

3. What kind of independent learning tasks would you like to do in the classroom?

Follow-up interview

The interview was conducted in the same group to follow the questions in the questionnaire

– Do you think are you an independent/autonomous learner in your own learning?

– Do you feel comfortable in collaborative activities (pair, group work)?

– Do you use self-assessment, peer-assessment or group assessment rubrics in other classes?

– What kind of independent learning tasks would you suggest doing in our class?

– Would you like to attend extracurricular activities outside of the class?

Lesson Observation

At the exploratory level, I asked one of my colleagues to observe my class to explore the

behaviour of my students. I wanted to answer the question: *what do students do when they are assigned activities that require self-regulated learning?*

At the action level, the colleague observed my class to identify the changes in my students' behaviour. "*What effect did new activities or assignments require them to do on their own and on their autonomy.*

Data Analysis

After collecting the data from the questionnaire, it was statistically analysed through Excel. The qualitative data that was collected from informal discussions with colleagues and follow-up discussions with students were coded and thematically analysed.

Findings and Discussions

The collected responses in the exploratory phase from the informal discussions with teacher-colleagues, the questionnaire in the written form of students, follow-up interviews, observation by a colleague and my own reflections helped me to explore each of the research questions. Based on the identified exploratory level findings, I planned to implement some changes in the action level focused on motivating my students to become autonomous in their learning.

Exploratory Phase
My reflections

Based on my own reflections, I found out that I always believed my students should become autonomous learners who are active in their own learning, able to set goals in their learning, be aware of their learning styles, self-assessed, self-corrected, use the target language appropriately, join common interest groups and keep lifelong learning. They should be able to work independently due to the teacher's instructions and be able to use 21st-century skills (communication, collaboration, creativity, critical thinking, etc.) in sociolinguistic settings. From the perspective of being a former student of a university, I wanted to reflect on how I could develop my autonomy. My teachers often assigned us variety of tasks required working in pair/ small groups which helped me to build my confidence and learn effectively, control my learning paths based on my strong and weak points, and set

realistic goals to be successful in my learning, and used to develop my language skills under the guidance of those teachers. Besides, I was encouraged to join common interest groups (Reader's group) and clubs of teachers (Tea chat) where I was used to training my personal and professional skills to become a competitive teacher among teachers.

From the perspective of being a teacher, now I feel that as a facilitator I should encourage my students to feel a sense of responsibility for their learning and become autonomous learners so that they would be able to develop their skills such as communication, critical thinking, collaboration and creativity as future teachers. Because, today a modern teacher is viewed as able to apply 21st-century skills (communication, critical thinking, collaboration, creativity) in intercultural and sociolinguistic settings where the target language is used for daily purposes. Therefore, my students should become autonomous learners so that they will accept responsibility for their learning, reflect and evaluate their learning effectively and apply skills in meaningful contexts. They need to foster their autonomous learning so that they will also guide their future learners to improve independent study skills and become autonomous learners.

Informal discussion

Based on my informal discussions with my colleagues, an autonomous learner is perceived as someone who takes control of his/her own learning, is able to identify weak and strong sides of his/her learning, is able to set goals and make decisions, and self-assessed, self-disciplined, and be able to work independently under the guidance of their instructor and be able to use 21st-century skills (communication, critical thinking, creativity and collaboration). The responses to the next questions claim that teachers always need to promote autonomous learning onsite and offsite through various autonomy-building activities such as short term or long-term projects to work collaboratively, having discussions on extensive reading tasks, listening and writing logs, using rubrics, checklists, peer-assessment /group work evaluations are focused on fostering learner autonomy. My colleagues' perceptions of learner autonomy and their responses approved my own

beliefs during the informal discussion (Appendix 1).

Questionnaire

My students provided similar responses to the questions in the questionnaire, which emerged with two main themes. 75% of students understand that autonomous learning is taking responsibility for one's learning. 25% of students found learner autonomy as individual learning out of the classroom. (Appendix 2). The responses to the next question show that 65% of students mentioned that activities such as case studies, interviews, logs, reflective essays, book reviews, and projects in small groups are favourite activities. 35% of students pointed out they prefer pair work activities rather than self-regulated learning tasks. 85% of students noted that tasks should focus on integrating collaboratively onsite and fostering their life skills (communication, problem-solving, critical thinking, and self-assessment) offsite and 15% of students would like to have individual tasks be completed as home assignments.

Follow-up discussion

The responses collected from the follow-up discussion show that 60% of students ensure that they consider themselves autonomous learners in contrast 40% of students feel that they need to develop their autonomy. The majority of the respondents conformed working in a collaborative manner is beneficial and fun for learning whereas only 35% of students mentioned that they prefer individual tasks to collaborative activities. Besides, students showed great interest in doing a wide range of individual, pair and group work tasks including projects based on small research findings, real-life tasks (travelling brochures, advertisements, job interviews, surveys), designing teaching tasks, evaluating course books, recording micro-teaching, writing reading logs, reviews on films, cartoon, songs, authentic video materials, playing role plays, interactive games and participating in extracurricular activities such as contests, clubs as well.

Observation by a colleague

Once I asked a colleague to observe my class, her key points from her perspective helped me to have a clear picture of identifying the behaviour of my students during the class. My colleague mentioned that group interview activity helped students to feel motivated when working in groups and communicating collaboratively. However, she noticed some challenges where some students were keeping L1, some were not participating actively when I assigned them to take an interview on 'Importance of studying in groups in the library. She suggested me to change the interaction pattern of this task, to work in pairs rather than working in groups so that all students would work in pairs.

Action Phase Findings

I planned the content of my Action Plan (AP) based on my main findings from students' and colleagues' suggestions and literature, and planned the following main actions to improve the situation towards motivating students to develop autonomy (Appendix 3). I selected and created some autonomy building activities (seatwork: individual/pair/group; self-assessment/pair/group assessment) short-term projects, and extracurricular tasks (extensive reading, public speech contest) according to the needs and suggestions of my students. I showed all teaching materials, handouts and rubrics to my colleagues, I piloted new autonomy building activities in order to increase students' active participation and use rubrics after each task following my action plan. I collected data on students' progress through observation and rubric (self-assessment, peer-assessment, group work evaluation form). In addition, I organized a Public Speaking Contest to motivate students to develop their autonomy (offsite). By following my action plan, I implemented changes, observed and collected data on innovations through research methods that focused on the research questions and objectives of the action plan.

Based on the data from my reflective diary, I have noticed some new changes in terms of motivating my students to develop their autonomy. I feel that I have changed students' attitudes towards responsibility for assigned tasks. I noticed that students are keeping target language (regardless of few mistakes) during the whole class. I noticed that they

are motivated to work collaboratively in pair/group work and students become accustomed to evaluating their own performance/peer/group work assessments, at the end of class. My students still remind me that I was the first teacher who asked about their needs, and interests which urged me to pay more attention to their concerns.

Based on the results from lesson observations, students found it interesting working/learning individually, in pair and in group works as they are keeping English. They feel more independent in their learning, feel comfortable in working/discussion in pair/group work projects, feel they have developed their independent study skills and feel they are autonomous learners. Students have performed well in pair/group discussions, wrote reflective essays, reading logs, reviews, presented solutions to case studies, evaluated each other's presentations, project works, and performed role-plays, interviews, survey results using rubrics, developed their autonomy by doing autonomy building tasks (seatwork: individual/pair/group work, short/long term projects, homework assignments.

The responses to the rubrics provided by students after the group work activity show that 80% of students feel more independent in their learning, feel relaxed in collaborative tasks and feel that they have developed their independent study skills. Only 22% of students indicate that they need to develop their autonomy.

Students' performances in the contest were evaluated in the form of a Public Speaking Contest Rubric by chairs/ peers and a self-assessment rubric completed by contest participants. 50% of the group participated in the contest and 50% were observed and evaluated the speakers' speech as the audience. Students were assigned to choose a topic out of the five to make a 4–5 minute speech. A few were performed with the help of visual aids/ presentation/draft of the speech. The three were announced as winners according to the summary of the chairs and were gifted. All contest participants were encouraged by presenting certificates of active participation. The responses to the rubric of the contest show that 100% of the contest participants feel that the contest helped them to develop their autonomy.

Colleague's observation

The colleague who observed my class noticed changes in my classroom. She confirmed that my students' attitude toward attending the lessons has changed (from passive to active learning), almost 95% of students are active/ keeping target language during the lesson, using rubrics after each task and highlighted that students have developed independent study skills and their autonomy.

Conclusion

Nothing changes until we notice to change. Now I see myself as an active agent in my classroom where I could explore the problem and take action plan and see some important changes regarding motivating my students to develop their autonomous learning. I noticed that my students' intrinsic motivation caused the changes in their active learning. As I cited Harmer's views before a learner never learns unless he/she is determined to learn independently.

What I still realize is that learners always need to be motivated to learn in a positive learning atmosphere. I noticed changes when I assigned my students to work collaboratively in pairs/group work tasks; they used to support each other, contribute to presentations/perform well. My target group of students' attitudes towards feeling responsible for each assigned onsite/offsite task has changed.

Now, they feel motivated to work collaboratively in pair/group work activities and projects and perform better, keeping English (regardless of a few mistakes) during the whole class. Even, students become accustomed to evaluating their own performance/peer/group work assessments, at the end of class. They felt their progress towards autonomy. I feel encouraged when my students remind me that I was the first teacher who asked about their needs and interests, and assigned tasks according to their interests.

The autonomy building activities, which I have piloted in my classes, could affect students to feel that they have developed their independent study skills and become more active/autonomous in their learning. The Public Speaking Contest also influenced them to develop their autonomy and feel motivated to have a nice speech on the selected topics. While being presented with the certificate of

active participation and small gifts encouraged them to learn more in their own learning. The colleague, who observed the class several times, noticed that students' attitudes towards attending the lessons have changed (from passive to active learning) and noted that almost all of my students become active/ kept target language during the lesson.

Appendix 1: Questions for informal discussion with teacher-colleagues

1. What does learner autonomy mean to you?

2. How do you think we should promote learner autonomy?

3. What kind of autonomy building tasks do you think foster learner autonomy?

4. What kind of assessment tools can help to develop learner autonomy?

Appendix 2: Questionnaire for students (anonymously)

1. What does 'learner autonomy' mean to you?

2. What kind of independent learning activities have you often experienced in other modules provided by the course teachers?

3. What do you like about those independent learning activities? What experiences have you gained?

4. What challenges have you faced in your autonomous learning?

5. What kind of independent learning tasks would you like to do in our class?

Appendix: 3 Planned Schedule (Action Plan)

Details	Date/Time	Tools/Materials	Tick (done)
Develop more autonomy building materials: seat work (individual /pair/ group activities), role- plays, discussion on the required readings, short-term projects, presentations, webquests, etc.) (onsite) Organise a contest (offsite)	Day 1–8	books, handouts, rubric, padlet, websites, contest rubric and topics	☑
Show to colleagues	Following day	handouts, rubric,	☑
Pilot new autonomy building activities	Day 3–8	See Appendix	☑
Collect data on students' progress through observation and rubric (self-assessment, peer-assessment, group work evaluation form)	Day 3–8	• rubrics: • observation by a colleague	☑
Analyse the collected data	Day 9	• my reflections • findings	☑
Draw findings	Day 9–10	A quick discussion with students My reflections	☑

Self-assessment rubric (how would you rate your performance?

I feel more independent in my learning yes no

I feel comfortable in collaborative tasks yes no

I feel to develop my independent study skills yes now

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EVALUATION OF STRENGTH AND FLEXIBILITY OF TRICEPS, SHOULDER AND SCAPULA MOBILITY IN INTELEKTUAL DISABILITIES (ID) CHILDREN

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Abstract

Significant limitations in both intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills are the hallmarks of people with intellectual disabilities. Many studies indicate that compare to typically developing people; persons with intellectual disabilities have more challenges in daily life activities.

The aim of this study is to access the triceps, shoulder strength and flexibility also scapula mobility in intelectual disable children. A total of 33 (23 boys and 10 girls, mean age 13.5 years old) children with intellectual disabilities (ID), randomly selected from a special education school in Shkodra (a city in Albania), were enrolled in this study. To access the triceps and shoulder muscles strength, the "Seated Push-Up Test" was used and for the shoulder flexibility and rotation/mobility, the modified "Apely" test was used.

Children with intellectual disabilities showed differences in flexibility between the left and right arms, specifically flexibility of the right arm reaching up was weaker than that of the left arm reaching up. Girls had a negative flexibility score comparing to boys especially in the right arm up and left arm down. Both genders have lower flexibility in left arm up and right arm down. Boys also showed a higher strength in upper body compared to girls, as reflected in performing time in the push-up test. The data show a strong positive correlation between the two measurements of flexibility (flexibility left arm up and right arm down and flexibility right up left down). However, there is no significant correlation between flexibility and push-up performance. It suggests that flexibility and thrust performance may not be strongly correlated in this particular sample.

Keyworlds: *Intelectual disabilities children, flexibility of upper boody and scapula. Elementary school children. Albania, Tirana*

Introduction

Significant limitations in both intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills are the hallmarks of people with intellectual disabilities. This impairment

began before to the age of eighteen (Schalock et al., 2007). It has been consistently reported that young adults with intellectual disabilities have high rates of overweight and obesity (Melville et al., 2008; Rimmer et al., 2010), are less physically active and lead more sedentary lifestyles than the general population (Frey et al., 2008), and are defined as having significant limitations both in intellectual functioning and in adaptive behavior (including everyday social and practical skills) with onset before the age of 18 years (Schalock, et al., 2007). Studies indicate that compared to typically developing people, people with intellectual impairments may have more challenges with motor development and basic movement skills (Lloyd, 2016) and have poorer levels of physical fitness (Hartman, et al., 2014). People with ID have a high frequency of sedentary behavior, according to a number of research in the literature (Dairo, et al., 2016; Harris, et al., 2018). However, in contrast to the general population, these people have more health risks, including a higher prevalence of obesity, metabolic syndrome, and hypertension (Brooker, et al., 2015; Foley, et al., 2017). Early loss of muscle mass (Carmeli, et al., 2012) is a result linked to poor functional ability, mobility, and other comorbidities, since premature physical aging is a feature shared by most patients with ID (Bastiaanse ,et al., 2012).

The aim of this study is to access the triceps, shoulder and scapula strength and flexibility in intelectual disable children.

Methodology
The study included a sample of 33 children with intellectual disabilities (ID), randomly selected from a special education school in Shkodra, Albania. The selected subjects who were enrolled in this study were 23 boys and 10 girls 9 (average age 13.5 years). Data were colected through direct physical assessments using the "Seated Push-Up Test" to assess the triceps and shoulder muscles strength and the functional shoulder rotation – "Modified Apely Test" for the functional shoulder flexibility and rotation. Tests were conducted in the special education school and data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics, such as mean, standard deviation, and range, were calculated for each measurement. Inferential statistics, including independent samples t-tests and correlations, were performed to examine differences between genders and to identify relationships between variables.

Results
In the first table, based on the tests performed we have presented the measurements for two tests; the Modified Apley's test and the Seated Push-up test.

Table 1. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
Flexibility Left up Right down	33	– 21	5	– 6.6	7.9
Flexibility Right up Left down	33	– 24	5	– 5.6	8.1
Push_ups	34	0	80	28	25.2
Valid N (listwise)	33				

The descriptive statistics shown in Table 1 present flexibility with left arm up and right arm down, with respective min value: –21 cm, and max value: 5 cm, and a mean of: –6.6 cm and a standard deviation: 7.9. On average, the subjects in this group had a negative flexibility score of –6.6 cm, indicating that, on average, the upper arm tends to be less flexible in the uplift than the downlift. The standard deviation of 7.9 indicates a variability in flexibility scores among children. Measuring the flexi-bility of the right arm reaching up and the left arm reaching down, data shows that flexibility values range from –24 to 5 cm. On average thay had a negative flexibility score of –5.6 cm, indicating that the right arm tended to be less flexible in reaching up compared to the left arm reaching down. Strength of triceps, shoulder and scapula (measured by push-up test) results vary from 0 to 80 seconds on performing push-up bench press test. On average, the children in this group were able to hold the

push-up position for about 28 sec, indicating a significant variation in push-up performance among children.

Table 2 below summarises the descriptive statistics of subjects given in both genders, i.e. boys and girls.

Table 2. *Descriptive Statistics given by genders*

	Gender	N	Minimum	Maximum	Mean	Std. Deviation
Boys	Flexibility Left up Right down	23	− 21	5	− 6.5	8.4
	Flexibility Right up Left down	23	− 21	4	− 5.4	7.7
	Push_ups	23	0	80	30.9	26.4
	Valid N (listwise)	23				
Girls	Flexibility Left up Right down	10	− 20	2.5	− 6.8	7.2
	Flexibility Right up Left down	10	− 24	5.0	− 6	9.5
	Push_ups	11	0	60	22.7	22.7
	Valid N (listwise)	10				

Given the statistical processing presented in Table 2, on flexibility left arm up right arm down is identified that boys had a range of flexibility scores from −21 cm to 5 cm, while girls from −20 cm to 2.5 cm. On average it is evident that boys, regarding the left arm reaching up and their right arm reaching down, had a negative flexibility score of −6.5 cm, suggesting that the left arm tended to be less flexible than the right arm. Whereas, girls had a negative flexibility score, i.e.−6.8 cm. The standard deviation in boys is 8.4 and in girls 7.2 which indicates variability in flexibility scores among boys and girls. In terms of flexibility of the right arm reaching up and the left arm reaching down, the data shows that boys, has a range of flexibility scores from

−21 to 4 cm, while girls from −24 cm to 5 cm. Boys had a negative flexibility score of −5.4 cm and girl's negative flexibility score of −6 cm, indicating that the right arm tended to be less flexible than the left arm in girls than in boys. Regarding the push-up test (measuring strength) the number of push-ups in boys ranged from 0 sec to 80 sec and in girls from 0 to 60 sec. On average boys were able to hold the push-up position for about 30.9 seconds while girls 22.7 sec. The standard deviation of 26.4 in boys and 22.7 in girls indicates considerable variability in push-up performance.

Table 3, provides additional group statistics for the measurements, specifically the mean, standard deviation, and mean standard error for each gender.

Table 3. *Group Statistics*

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Flexibility Left up Right down	Boys	23	− 6.5	8.4	1.7
	Girls	10	− 6.8	7.2	2.2
Flexibility Right up Left down	Boys	23	− 5.4	7.7	1.6
	Girls	10	− 6.1	9.5	3
Push_ups	Boys	23	30	26.4	5.5
	Girls	11	22	22.7	6.8

These statistics show that both boys and girls have similar average negative flexibility scores in left up right down (boys −6.5 cm and girls −6.8 cm). Similarly, both boys and girls display comparable mean flexibili-

ty scores in right arm up and left arm down tests with values −5.4 cm for boys and −6.1 cm for girls. Boys appear to have a higher average performance in the push up test (30 seconds) compared to girls (22 seconds).

Table 4. *Correlations*

		Flexibility Left up Right down	Flexibility Right up Left down	Push_ups
Flexibility Left up Right down	Pearson Correlation	1	.834**	.184
	Sig. (2-tailed)		.000	.304
	N	33	33	33
Flexibility Right up Left down	Pearson Correlation	.834**	1	.246
	Sig. (2-tailed)	.000		.168
	N	33	33	33
Push_ups	Pearson Correlation	.184	.246	1
	Sig. (2-tailed)	.304	.168	
	N	33	33	34

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents the correlation coefficients between the variables: flexibility left arm up right arm down, flexibility right arm up left arm down and Push-ups. There is a strong positive correlation ($r = 0.834$) between flexibility left arm up right arm down and flexibility right arm up left arm down. The correlation is significant at the 0.01 level ($p < <0.01$), indicating a highly significant relationship between these two measurements. As one measurement increases, the other tends to increase as well. There is a weak positive correlation ($r = 0.184$) between flexibility left arm up right arm down and Push-ups. However, this correlation is not statistically significant ($p > 0.05$), suggesting no significant relationship between these two variables. The correlation coefficient between flexibility right arm up and flexibility left arm up is the same as above ($r = 0.834$), indicating a strong positive correlation between these measurements. There is a weak positive correlation ($r = 0.246$) between flexibility right arm up left arm down and Push-ups, but it is not statistically significant ($p > 0.05$). There is a weak positive correlation ($r = 0.184$) between Push-ups and flexibility left arm up right arm down, but it is not statistically significant ($p > 0.05$). There is a weak positive correlation ($r = 0.246$) between push-ups and flexibility right arm up left arm down, but it is also not statistically significant ($p > 0.05$).

Conclusions

In conclusion, we can say that children with intellectual disabilities showed differences in flexibility between the left and right arms, specifically flexibility of the right arm reaching up was weaker than that of the left arm reaching up.

Based on gender, we might say that girls had a negative flexibility score comparing to boys especially in the right arm up and left arm down.

Group statistics indicate that both genders have lower flexibility in left arm up and right arm down.

Boys showed upper body strength compared to girls, as reflected in performing time in the Push-up test.

In conclusion we might say that there is a strong positive correlation between the two measurements of flexibility (flexibility left arm up right arm down and flexibility right arm up left arm down). In this study there is no significant correlation between flexibility and push-up performance. There is a strong positive significant correlation between flexibility in left arm up and right arm down and flexibility right arm up left arm down. Also there is a weak positive correlation between flexibility left arm up right arm down and Push-ups which is not statistically significant the same weak positive correlation between flexibility right arm up left arm down and Push-ups, which is not statistically.

Study Limitations

Firstly, the sample size was relatively small, consisting of 33 children; therefore, the findings may not be utilized to make generalizations about the wider population of children. Secondly, the study focused on

the evidence and only assessment of these two physical qualities and did not investigate other factors such as general fitness, health conditions or socio-economic status of these children that may also have affect physical abilities.

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Section 3. Philology

THE MAIN PROBLEMATIC OF MUHAMMADHUSEYN SHAHRIYAR'S NATIVE LANGUAGE POETRY

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Abstract

Literary creativity of Ustad Seyid Muhammadhuseyn Shahriyar (1906–1988), who is considered one of the most powerful figures of Azerbaijani literature, who managed to rise to the eternal peak of literature with the pearls of art he created, deserves the name of a merchant of words. M. Shahriyar's poetry in his native language is a picture of the people's life, its pains, joys and sorrows, as if painted with words, a poetic tableau of the national spirit. The main goal of our research in the article "The main problems of Muhammadhuseyn Shahriyar's native language poetry" is to reveal the importance, educational role, human essence, artistic and national value, meaning load of the artistic heritage of the immortal master of words for all time, and to direct the modern reader to benefit from this rich treasure.

Methods: The source of the research is the native language poetry-poems and poems of Muhammadhuseyn Shahriyar. The research work was developed on the basis of the general principles revealed by the historical-comparative, literary typological method. Conceptual analysis approaches of the structural method were also referred to for clarification of the essence. Systematization of research-related facts and materials, systematic analysis and analysis of the collected facts were carried out in the research, scientific results were obtained from a different point of view of the author by using the generalization method.

Keywords: *Shahriyar, native speaker, national memory, poet, nature, love, subject area, Turkishness, patriotism, autobiographical*

Introduction

Seyid Muhammadhuseyn Shahriyar's poetry in his native language caused a great echo not only in South Azerbaijan, where the poet was born, but also in North Azerbaijan, in the literary world of the entire Turkic world, and left his indelible traces in the literary annals of the time, due to the problematic and colorfulness of the topics he reflected, creative style, richness of form, and influence. Shahriyar's poems and dedications not only on socio-political topics, but also on

love, nature, religious-philosophical, auto-biographical content are not of little importance in terms of detailed investigation of the topic. Throughout the research, we have tried to revive the political-social-literary picture of M. Shahriyar's period by involving the poet's creativity in his native language into the analysis according to thematic and problematic.

Research case

Although M. Shahriyar's native language poetry is a small part of the poet's creativity, it is more important due to its artistic value, socio-political meaning, and influence on society. It is no coincidence that the poet Mammad Ismayil highly appreciates the creativity of M. Shahriyar in his native language, considering his role in the all-Turkic literary environment to be important and wrote: "Shahriyar is an artist who made important contributions to the spiritual unity of not only Azerbaijan, which is a part of him, but also the entire Turkic world. Muhammadhuseyn Shahriyar is one of those leading artists who fulfilled this historical mission in the Turkic World" (Ismayil, M., 2016). In our research, we consider it more correct to group the native language works of Muhammadhuseyn Shahriyar according to the main themes as follows:

1. Socio-political poems;
2. Love poems;
3. Autobiographical poems;
4. Poems calling for the struggle for the mother tongue;
5. Letters, dedications;
6. Religious-philosophical poems.

The main line of Shahriyar's native language poetry is the promotion of the ideal of building a bright future of the nation by respecting national values, attachment to national roots, relying on national memory and drawing strength from it. In the words of the critic Yashar Garayev: "The most infamous type of escapism is turning away from the ancestors, running away from the root, origin, "self", becoming "sclerosis" in the national memory, spiritual memory (that is, in the nerves, blood, roots!). Just as the horizon, sky, and sky do not store stones, spiritual and moral emptiness does not store memory" (Araz, M., 2004). Returning to his native place – the village of Shangulava, M. Shahriyar's memories of his childhood and adoles-

cence come to life like a movie curtain, he turns to the glorious history of the homeland, the nation's blood memory, and becomes a national symphony in the poet's pen. The poem "Greetings to Heydarbaba" is presented to him in their own languages by the people who loved and made the nation native to the compatriots living on both sides of Araz:

Heydarbaba, Geese of Guru Gol,
The strumming of the ziggurats,
The autumns and springs of the village,
It's a movie curtain in my eyes,
I sit alone and watch (Shahriyar, M., 2017).

Prof. Govhar Bakhshaliyeva writes in her article "Celebration of the National Spirit" dedicated to M. Shahriyar: "The national spirit has found a bright reflection in both the idea content and artistic aesthetic features of the poet's native language poetry. The poet praises the most sublime human emotions and calls his reader to spiritual heights" (Bakhshaliyeva, G., 2001). M. Shahriyar pays particular attention to this factor in his work. The poet's "Turk's language", "Freedom bird" "Existence", "I made it a sea" etc. his poems reflect the poet's love for his mother tongue and are of great importance in terms of promoting the national language. The poem "Turk's Language" written as a response to Persian chauvinists saying "Why do you write poetry in Turkish, language is neither a language nor a dialect" is relevant for all eras:

Turk's tongue is not a loving, willing language,
If you add a different language, this original language
will not be original (Shahriyar M., 2017).

Poet Mammad Ismayil writes in his article "The role of Muhammadhuseyn Shahriyar's poem in the freedom struggle of Azerbaijan": "Shahriyar's art is undoubtedly one of the biggest factors in the transformation of Azerbaijani Turkishness. A spirit of national unity is spreading from them to the world. This spirit was a brand new revival of the old world dressed in old fashion" (Ismayil, M., 2016).

The caravan that landed here arrived and moved.
He drank the syrup of separation, The migration of our life passed here,
Crossing the roads Dust settled on these stones and bushes (Shahriyar M., 2017).

In the poem, Shahriyar advises his compatriots to come together in this mixed world and unite for a common cause. The research scientist Hokuma Billuri also draws attention to this factor when talking about the works of the poet in his native language: "The biggest pain of the Shahriyar people is the pain of separation and tyranny. The poet, who deeply understands what happened to his people due to separation, first of all calls his people to unity" (Billuri, H., 1984).

Heydarbaba, the skies are all foggy,

Our days are torn apart,

Do not separate from each other, dear,

They took the good from us,

Well, they put us on a bad day! (Shahriyar, M., 2017).

Academician Isa Habibbayli highly appreciates Shahriyar's desire for a whole Azerbaijan in his native language poetry and considers the poet's attitude towards this topic to be the most important issue of the time: "Shahriyar brought the idea of the integrity of the homeland and the creation of mutual relations to the poem with great courage. Despite the existing difficulties in his poems written on the subject of Azerbaijan, the poet always managed to say his harsh and decisive poetic words" (Habibbayli, I., 1993).

You are my tear, Araz, don't let my eyes see it,

What a bad curtain you have drawn between the two brothers!

Do not say, Suleyman, what separates you from me,

It's a boil that has come out between the eye and the eyebrow! (Shahriyar, M., 2017).

Academician Bekir Nabiyev writes about this in the preface to "Selected works" of M. Shahriyar: "Although Shahriyar has longed for North Azerbaijan and Baku for many years, the borders between the former Soviet Union and Iran, the strictness of the bans imposed on famous artists, financial difficulties, and finally, after mutual relations on both sides were gradually thawed, illness and old age did not allow him to realize this dream. However, it is a deep regret that the trip did not take place, the dream of the great poet remained in his eyes" (Shahriyar, M., 2005).

A deep longing can be felt in Shahriyar's poem "Meeting Caucasian Brothers" written for this purpose. The longing for the Caucasus, which the poet sings with love and deep passion, is remarkable for its sincerity.

O Caucasus that does not forget your kindness,

I came to enjoy myself.

What can one who is not enthusiastic,

I don't care what I suffered (Shahriyar, M., 2017).

The research scientist Y. Gedikli evaluates this poem as a perfect example of Shahriyar's native language poetry and writes: "Shahriyar's Imaginary Trip to Turkey" uses the words Turk, Turkey, son of Turk and Atatürk in many places in his poem, which proves how much Turkish consciousness he has. In this poem, which is one of his most important works, Shahriyar shows that he "does not feel alienation" in Turkey, that Turkey is "his native land". "If there are stomach stones in Nara", he considers that place as his "motherland" (Gedikli, Y., 2007). Professor Yavuz Akhundlu, doctor of philological sciences, considers Shahriyar's great importance to the promotion of the Turkish language in his native poetry as an example of true patriotism: "At the time when Persian chauvinism was rampant, his spirited poems protected and widely promoted Turkism and Azerbaijanism. This is natural. Because the poet expresses the spirituality of the Azerbaijani people not only with his native language, but also with his way of thinking" (Akhundlu, Y., 2009).

It is a fact that the lives and works of creative personalities are reflected in their works, which are more or less autobiographical in nature. The role of the poet's autobiographical works is invaluable in the study of M. Shahriyar's life and creativity. M. Shahriyar writes in his autobiographical works that his life path was quite turbulent and he had to endure the severe trials of fate:

If you hear from my heart: "How was your life?"

He will write with tears: "My days have passed" (Shahriyar, M., 2017).

The poet's ode "Rehlati-khatmi-Rasul" dedicated to Prophet Muhammad, in the form of verses, "Tazmin" lament about the events of Karbala, "Taji-saadat", "Eid al-Fitr", "Jihad decree", "Hilali-muharram" in stanzas ", "Mother's Caress", "Happy Holidays" are works with a religious and philosophical content and are of no small importance in

terms of studying the poet's religious worldview. Since this painful topic is also relevant for our Azerbaijan, the verse "Mothers' caress", which is an artistic reflection of the kinship of mothers suffering from child pain, sounds like the place of martyred mothers in all eras. "Mothers' Liking" is a heroic ballad that teaches bravery and courage to the young generation, instills skill and bravery. It can be considered the most perfect example of a poem written on this topic not only in Shahriyar's work, but in Azerbaijani literature in general, as a song of victory absorbed by mother's anger:

Shahadat is a happiness that not everyone can reach.

Buying and selling with God, not everyone can buy and sell,

A person must throw himself, not everyone can throw himself.

Only the martyrs attain such great happiness,

My martyred child, the holiday is yours, may the meeting remain until the end (Shahriyar, M., 2017).

The artistic and philosophical strength of Shahriyar's literary heritage is in his human concept. The works of the mighty poet urge us to write and create even today, to look at the future with optimistic eyes, in a word, to unite" (Aliyev, H., 1996). M. Shahriyar will never descend from the eternal peak of literature!

Conclusion

Regardless of the language in which he wrote, the problem he touched on, the subject he reflected on, the burden of meaning he carried, Seyid Muhammadhuseyn Shahriyar was a master of words who highly valued poetry, words, art, and the artist throughout his creativity, and who himself was able to stand on that high ground. As the conclusion of our research, we can say that in the article "The main problems of Muhammadhuseyn Shahriyar's poetry in his native language", the result obtained while examining the poetry of Seyid Muhammadhuseyn Shahriyar from the perspective of the topic and problematics was that M. Shahriyar's poetry in his native language remains relevant even today, and is in perfect harmony with time. The great truth that M. Shahriyar wants to instill in his compatriots in his native language poetry is that the national belief is shaped by national bigotry, it turns into a national value, and creates a national mentality.

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BIOGRAPHICAL EPISODES IN ISA MUGHANNA'S NOVELS "GABRİSTAN" (CEMETERY) AND "ISAHAQ MUSAHAQ"

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Abstract

At the beginning of the study, the work of Azerbaijani writer Isa Mughanna was reviewed in general. At the beginning of Nasir's writing career, he wrote under the signature of Isa Huseynov. "Ideal" and its sequels were presented to the readers under the signature of Mughanna. In the work of the author, the principles of humanism have always manifested themselves. Beginning with "Ideal", the moments of human importance are characteristic of Mughanna's artistic prose. Autobiographical and biographical images are widely used in his works, as the author sheds more light on the events happening in his environment. The concept of immortality in "Ideal" and the works written after it caused the reader's surprise.

The writer created biographical images of himself and his father in the novel "Cemetery". The novel contains the events that took place in Azerbaijan in the early 90 s.

Keywords: *Isa Mughanna, Cemetery, biographical image, Rashid Fatullayev, national identity*

Introduction:

Isa Mughanna (Huseynov) (1928–2014), who has a different writer's manner, writing style and artistic imagination, stands out in Azerbaijani literature with his unique style. Nasir, who entered literature at the end of the 40 s, was met with interest by a large readership in the 50 s, and his works were able to resonate in society. The works written by I. Mughanna had a positive effect on the literary generations formed in the 60 s. I. Mughanna was a brave, sincere and pen master who was able to overcome barriers. In Nasir's works, the description of the environment in which he lived was prominently displayed. In this regard, the main rock of I. Mughanna's work was autobiographical episodes. Adib said in his memoirs about his father that when his father Mustafa Huseynov found out about his writing activity, he said that you should write about your uncles, about our generation. In his literary examples, I. Mughanna also revived what he saw, the biographical images of his father, grandfather, and uncles. Azerbaijan's national writer Ismayil Shikhli noted in one of his articles about Mughanna that "Isa Huseynov is an artist who likes to read and learn as much as he writes. Also, he doesn't just read, he conducts research as he reads" (Shikhli, I., 1988). As mentioned, what

I. Mughanna learned and knew began to show itself clearly in "Mahshar", "Ideal" and the works written after it. Beginning with the novel "Mahshar", the unity of science and art became an important part of Mughanna's creativity. Isa Mughanna, who created the artistic image of personalities such as Azerbaijani thinker poets N. Ganjavi and I. Nasimi in literature, has already become an artistic image on the pages of literature as a literary and historical personality. Although Nasir brought forward humanist ideas in his creations of the period starting with "Ideal", the principles of humanity remained the main leitmotifs of I. Mughanna's artistic prose. People's writer of Azerbaijan, Mevlud Suleymanli, wrote about I. Mughanna that "Isa Mughanna is a writer who experiences the pain of his environment. Therefore, his works are able to explain and recognize the environment in which he was born" (Süleymanlı, M., 2008). Isa Mughanna has been highlighting issues related to national identity and national self-awareness since the day he first entered literature. In Nasir's "Our Girls", "Native and Strangers", "Saz", "Pipe Sound", "Dry Branch", "Kollu Kokha" and other literary examples, the episodes arising from national color ethnogenesis are shown. "The question of the influence of literature on national thought began to take off for the first time after the beginning of the 20 [th] century with the works of Isa Huseynov" (Akimova, E., 2017). Nasir kept the national identity issue in mind in his "Ideal" and subsequent works. Although the novel "Ideal" was written in the Soviet regime, national thoughts were presented more prominently in the novel. The writer spoke extensively about Safag science and Odar language in his novels "Ideal" and "Gabristan", "IsaHaq Musa-Haq", "GurUn", "Hell". Starting with "Ideal", he shared the concept of immortality with his readers. According to I. Mughanna, a person does not die, he migrates from one planet to another. Nasir's ideas like this made him a bit elite in literature. Academician I. Habibbeyli writes about the writer: "The turn from Isa Huseynov to Isa Mughanna is an expression of the transition from a critic in literature – from a realist writer to a magical realism to a pen master and to a new type of literature " (Habibbayli, I., 2019). In addition to the reality, fantastic moments were also shown in

the writer's works. The novel "GurUn" and the story "Snake Valley" can be characterized as examples of magical realism in a certain sense. I. Mughanna's works of the period starting with "Ideal" create some difficulty for the reader and researcher in terms of language. Academician Tofig Hajiyev wrote about the work of the writer that "Jesus is not an ordinary prose writer – to properly understand him:

1. You must have minimum knowledge;

2. You should approach his work with love – it is an idea, a belief, the author of "Ideal" and "Mahshar", if you don't love it, you won't hear it, if you don't hear it, you won't understand it!..." (Hajiyev, T., 2008)

At the beginning of the work, it is described that an unfortunate incident happened to the generation of Amirs. The wife of Samad Amirli's son Samad, known as police captain Sami in the region, was killed by Gudalilar. It is clear to the reader from the novel "Ideal" that there is a big conflict between the Amirs and the Gudas. The continuation of this conflict is also described in the writer's novel "Cemetery". One of the highlights of the novel is the dialogue between Samad Amirli and Sami: *"Father?! – Sami's body whined from head to toe, his knees trembled. Samad smiled tiredly.*

– Why are you afraid, you fool, I am too!... I didn't know that I came from the Planet! You have taken a special lesson, Muharram for sure. You have risen to the rank of a Pure White scientist, you should not have been afraid of your Pure White Light father, who is as alive as this man... Come to yourself, stop... You have set out as pure as when I was young. I say wood" (Mughanna, I., 2013). Sami was surprised to see his father. This was the next Fame sent by Samad from the planet. A similar event happened in the life of I. Mughanna. The author connects the history of the writing of the novel "Cemetery" with his biography. The writer, who lost his memory as a result of brain ischemia, has nine minutes of clinical death and his father Mustafa Huseynov appears in his eyes. *"Forty-three years later, my late father came to the ward in white clothes with five people around him. Sitting on a chair at the foot of the wall, he stared at me... Unla said with a silent suggestive voice that those next to me are your uncles. We have never sided with OdAğ Uz Bagh*

OdEr. We are all as much living light as living people. We were sent to heal your brain, restore your memory, and help you write a new novel after leaving the clinic" (Mughanna, I., 2018). When I. Mughanna opened her eyes after talking with her father, she asked for water. It is no coincidence that the writer asks for water when he opens his eyes. It is known that water is symbolized as the meaning of clarity and life. Literary scholar S. Gojayeva writes about water: *"Water is God's mirror. There are similarities between water and a mirror. Both have reflection, energy, memory and the ability to keep secrets. A mirror reflects clarity like water"* (Gocayeva S., 2020). At the end of the work, Sami falls in love with nurse Suraiya. The people of Guda carried out an armed raid and killed Sami, Suraiya and the driver Ihsan. Little Midi, who was called Midi man during the burial of the dead, could not bear Sami's death and passed away. *"This novel tells about Mughanna's inner world. What does Mughanna say? He says, wake up, you unfortunates! Be knowledgeable, educated, stop doing bad deeds, ignorance, and destroying houses! Come to the truth!"* (Mughanna, S., 2014). I. Mughanna was a supporter of a unified kingdom. In his works, the writer calls people to be pure and honest. This novel shows the hypocrisy of some people and proves that words and deeds are not the same. Adib also wrote the novel "IsaHaq Musa Haq" during the years of independence, and autobiographical images were also included in this work. At the beginning of the work, the writer presents the images of his autobiographical character Rashid and Nala, who is in love, and describes their difficult life conditions. Rashid Fatullayev came to Baku and studied at the university. Almost all events begin to unfold after that. Courage, which is one of the important aspects of I. Mughanna's creativity, was also shown in this work. In the novel, I. Mughanna continues the creative traditions of previous writers. Academician N. Jafarov writes: *From the middle of the 20ᵗʰ century, the influx of a new creative generation into Azerbaijani prose begins. I. Shikhli, A. Jafarzadeh, H. Abbaszadeh, I. Huseynov (later Mughanna), Anar, Elchin ... that generation worked in either secret or open conflict with the older generation until the 80s, which was "old "prose" and "new prose" clearly demon-* strates the idea-aesthetic compatibility and the difference for several decades " (Jafarov, N., 2018). From this idea, it is clear that the work of I. Mughanna serves as a bridge between prose writers who wrote and created at the beginning of the 20th century and prose writers who were engaged in creativity in the 80s and 90s. Along with old traditions, innovation can also be felt in I. Mughanna's work. It is worth noting that I. Mughanna started his work in the late 1940s and continued until the early 2000s. The writer has a unique set of lines that reflect classical and modern traditions in unity. The main goal of the novel is to serve the formation of national consciousness, as well as to promote the language, culture, and science of Pure White, which are characteristic of I. Mughanna's work. *Isa Mughanna, who talks about the basics of Pure White science in the artistic concept he put forward in the novel "Ideal", tries to interpret that theory in his later novels"* (Azerbaijani literature, 2016). In the novel, ideas related to Saf Ag science are highlighted, and in the story written by Rashid Fatullayev, the language, culture, and SafAgh science are clearly conveyed to the reader. From this point of view, the novel "IsaHaq MusaHaq" can be evaluated as a carrier of a new concept, as well as serving the formation of national consciousness, which is its main idea. However, this issue is not the object of our research. The characteristic features given to Rashid Fatullayev in the novel indicate that it is a copy of I. Mughanna's autobiography. The author writes: *"At exactly 12 o'clock, I went to the table and stood up when the movement started on the street"* (Mughanna, I., 2013). This fact shows that Rashid Fatullayev was a creative writer. From the moments related to Mughanna's life, the reader is familiar with the fact that the writer spent his nights mainly on artistic creation. This is another sign that Rashid's image is autobiographical. As mentioned before, I. Mughanna was influenced by I. Nasimi's philosophical views after writing the historical and philosophical novel "Mahshar" about I. Nasimi. In the novel, Fatullayev sees I. Nasimi as his master:

"You are my master, O Nasimi,
You are my helper, O Nasimi,
You are my faith, O Nasimi,
You are my name, O Nasimi,

You are SimAsim, O Nasimi,
Does anyone know better than me?
Who are you, who are you, Nasimi?!
(Mughanna, I., 2013).

The appeal to I. Nasimi from the language of the image was directly addressed to I. Nasimi from the language of the author (I. Mughanna). In the novel, Fatullayev connects this address to I. Nasimi with the language and culture of Oder. I. Mughanna also refers to I. Nasimi when talking about the language and culture of Oder in his works. One day during a conversation with Rashid, the head of the Janbalayev family, professor Gara Janbalayev, tries to learn the secrets of SafAgh science from the young penman. He asks Fatullayev about his nickname "Anadil":

– *"Why did you use your native language as your nickname? Explain!... I have to write.*

– *The fear that took my life has subsided a lot. I took a sip of tea and said:*

– *I repeat, you know that the name of the bird is Anadil. They are silent during the day, usually they call at night, one says: "Did you find it?", the other says: "I didn't find it"* (Mughanna, I., 2013). Habibulla Samadov talks about his role in real life in a fragment that talks about the fate of the writer in the novel. As is known, in certain years Habibulla Samadov worked as the dean of the Faculty of Philology of Baku State University. They were related to I. Mughanna. Adib informs about this in his autobiography "Pages from my life": *"The dean of the Faculty of Philology is the brother of Samadzade, the political leader of the division where my father was the commander. He met my father in Chukhuryurd. It turned out that the Samadzades lived in Shamakhi. They are from the Mughanli family... Dean Habibulla Samadzade left me in the small reception room in front of his office, took me in my father's arms"* (Mughanna, I., 2018). In this article about his life, I. Mughanna describes those events as a small episode, but in the novel he gives extensive information about Habibulla Samadzade. Although the image is created in a biographical direction, in certain fragments one can also feel the accompaniment of the writer's imagination: *"Mr. Habibulla is from our generation. When my great-grandfather Fatulla was exiled from Aglar village to Siberia at the beginning of our century, teacher Habibulla's father Haqqi worked in the mine of millionaire Zeynalabdin Taghiyev"* (Mughanna, I., 2013). Near the end of the work, the writer gives very little information about himself. Ashıg writes from Nala's words: *"My dears, the meaning of Mughanna's pseudonym will be revealed when our second secret work "Ideal" is revealed"* (Mughanna, I., 2013). It is clear from this idea that a new period in the writer's life begins with the writing of "Ideal". With these words, the author indicates that the novel "Ideal" and his work in general have not yet been fully explored. *"Ideal" is the celebration of a strong person"* (Alakbarli, N., 1998). In the novel "IsaHaq MusaHaq" we see that I. Mughanna gives importance to self-awareness and attachment to the national roots through autobiographical images. With this work, the writer tries to shed light on the dark issues of his time by declaring that national consciousness and thinking should come first.

Conclusion

From the research, it can be concluded that Isa Mughanna described his childhood and youth period in the novel "Cemetery", and police captain Sami was portrayed as an autobiographical copy of the author. Certain episodes from the fate of Mustafa Huseynov were reflected in the image of Samid Amirli, Samid's father. Isa Mughanna created his autobiographical copy by creating the character of Rashid Fatullayev in the novel "IsaHaq MusaHaq". This is clearly felt when drawing parallels between the life of the author and the character of Rashid.

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Section 4. Psychology

THE USE OF EMOTION CARDS AND POSITIVE PSYCHOLOGY TECHNIQUES IN ORGANIZING PSYCHO-CORRECTIONAL WORK

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Abstract

Current psychological tendencies contain using innovative methods in organizing work with children. The adolescent period is often referred to as the most critical part of every individual. The paper gives brief feedback about metaphoric associative cards – emotion cards, as a modern tool of psychology. Researchers used the combination technique of "Positive Psychology" with emotion cards. The brand new, innovative tool – emotion cards is a widespread method among psychologists in post-soviet states. Emotion cards can be used for the detection and correction of emotional imbalance, anxiety, depression, school inadaptation, and inter/intra-generational problems. Using the techniques of Positive Psychology can assist to multiply the effectiveness of psycho-correctional work. The researchers and positive psychologists emphasize that positive psychology does not only make the individuals to be at zero but builds resilience. The study includes empirical research with middle school children in Azerbaijan. Ethical considerations were followed by the researchers.

Keywords: *emotion cards, therapy, psychology, positive psychology, innovative methods, projection*

Abbreviation: MAC – metaphoric associative cards (also called emotion cards)

Introduction

Finding new, innovative, creative, and working psycho-correctional methods have always been in the circle of interest for psychologists. Psychologists invented tools and tests for express diagnosis and psycho-correctional work that operates (Moshontz, et al., 2018) effectively. Most tests are less effective, outdated, and time-consuming. Modern psychological tools should be entitled and meet the requirements of contemporary societal changes (Kolar & Kolar, 2008). Traditional methods

are not a convenient to be part of psychological correction anymore. Psychologists, especially school counselors, try to find compelling and functional psychological tools to diagnose and correct anxiety, frustration, fear, and depression among school children. Also, the adolescent period is one of the life-major phases in the lives of humans. This age category determines the future character of the individual. Biological, physical, and emotional changes in the lives of persons during the years 12–17 are considerably visible (Southern Medical Research Conference, 2022). The circle of interests, young individuals' life choices, and sexual interests are formed and shaped. In this manner, organizing psychological work with those persons would be challenging.

What kind of methods would be beneficial for psychologists to use? What methods would assist psychologists in having an effective and fast achieving positive result while organizing psycho-correction work with clients? One of the possible answers to these inquiries would be emotion cards. Emotion Cards are considerably innovative, new, and classical at the same time. In this paper, we will study the classic scientific arguments that apply to the use of visual methods. Positive psychology is a relatively new branch of psychology. Positive psychology's objective is to build emotional resilience (Proctor, Tweed, & Morris, 2016) and teach individuals how to survive with the help of techniques. If negative emotions and experiences are equal to zero in classical psychology, emotional cognition, and resilience are higher than zero in positive psychology (Ryff, 2012). This means that positive psychology seeks to improve cognition and lifestyle. Additionally, the use of positive psychology techniques in emotion cards would assist school counselors to ease the process of rehabilitative and correction work. Once the problem is detected by emotional cards and spoken, the techniques of positive psychology would benefit to prevent future errors. Art therapy is a tool that helps to express emotions and resolve thoughts (Mcintyre, 1990). Psychologists and counselors use this tool to expand the knowledge of the traumatic experience of the recipients (Regev & Cohen-Yatziv, 2018). The use of emotion cards is linked with art therapy as well. The techniques used in emotion cards help students to enlarge their knowledge and understanding of the experienced trauma or emotional phase and use creativity and reflection while solving given problems. Utilizing these cards as a tool of art therapy can excel the emotional intelligence of the recipients and assist them in skill building – the development of artistic skills.

A brief history of Emotion Cards – Metaphoric Associative Cards

The publication of Metaphoric Associative Cards coincides with the year 1975 – Canadian painter Ely Raman invented these cards to spread his artwork (Stockton, 2018). The first cards expressed the feelings, anger, the inner scream of people. Raman's goal was to become a famous painter. Experts started to use these cards as a method of psychology in 1983. Moritz Egetmeyer, a Gestalt psychologist, first introduced the possibility of these cards in organizing correctional work with individuals (Egetmeyer, 2023). Jo Schlichter worked on the central tenets to organize consulting work with MAC. The essential and attractive point of these cards is that these cards allow psychologists to work in all conditions of depression, stress, conflicts, aggression, phobias, etc. Indeed, psychologists can use MAC with everyone regardless of the age, religion, or sex of the client. This fundamental and innovative method of modern psychology aids the psychologist to enter the inner world – subconscious of the client, helping to understand the real problem of the person and the ways of solving their problems. Psychologists employ these cards to organize consulting and psychological diagnoses for the last three decades. This method is currently a widespread tool among specialists. Many psychologists master to comprehend the principles of metaphoric associative cards. Various groups of cards are published in Russia, Belarus, and Ukraine by the "Genesis" publisher. Attractive and colorful cards allure everyone. These cards create a safe and trustful atmosphere for clients, additionally assisting the psychologists in understanding the real problem of the clients. Q. Kas, A. Kopytin, E. Muhammatulina, V. R. Peshkovski, L. Stepanovna, G. A. Hasanova, and others developed new decks of cards to organize psychological work.

The first MAC manual was published by A. E. Aghayev and Professor Mrs. G. A. Hasanova in Azerbaijan in 2019 (Hasanova, Agaev,

2019). MAC helps to balance personal relations, discover the personality, and view the problem out of the box (Izard, 2009). Additionally, MAC assists people in realizing artificially created emotional and psychological errors of the individual. As these cards became quite popular, a special event in 2014 which was called the "MAC Festival" was organized in Ukraine. MAC Festival included dozens of masterclasses and presentations regarding the principles of the cards. MAC helps to reflect on feelings and memories. MAC is considered a projective method. Metaphoric Associative Cards play a role in building up communication and working with difficult children. For instance, combined deck of cards include both – scripts & images and let the clients use both hemispheres of the brain. The scripts – words assist to reflect on the traumas and develop storytelling skills, while pictures can revive some emotions or past experiences. To be precise, by imagination clients use the right hemisphere, producing a story and thinking on the given words helps improve the left hemisphere of the brain (Zdenek, 1998). The mentioned process is also a description of the creation of the insight. Referring to a specific or given problem and developing problem-solving skills are essential in psychological correctional work. Recipients can get educated, build their understanding, and learn to think out of the box with the help of the MAC. That is also helpful for finding the answer to the questions that worry the recipients. This help to ease the problem and sufficiently approach the problem. These cards are playing the archetypical model of the cards TARO. Mainly these cards are used by Jungians and art therapists. These cards include symbols and patterns of symbolism. In 1991 Jungian therapist Strephon Kaplan-Williams published a deck of cards – "The Dream". In 2003 Caroline Myss's "Archetype" and in 2004 Julia Parker's "Dream" decks of cards were published.

Link between projection and MAC

The first time "projection" as a term was introduced to psychology by the founder of psychoanalysis Z. Freud (McWilliams, 2023). Projection in psychology is the act of transferring unpleasant feelings or emotions onto another person rather than experiencing or acknowledging the undesired emotions (Beauman, 2017). Z. Freud mentioned this term as a defense mechanism – Ego and regression, rationalization. This defense mechanism is called "classic projection" in psychoanalysis. One of the main features of the projection is to perceive the outer world subjectively. The individual is unable to reflect on the correct information and derive the proper memory. The second feature of the projection is dissociation. In 1939 term "projection" was interpreted by L. Frank (Frank, 1939). Although the term projection was introduced by Freud, Frank has used the term and indicated the word "*psychological*" and named it – "*psychological projection*". Frank combined Jung's associative, Rorschach's inkblot, and M. Luscher's color test and found the common portents of the projective methods:

- The variety of used materials and their interpretation (can be interpreted differently, depending on the situation);
- Not having a specific or variety of answers;
- Customer's responses are not misleading or incorrect

But what is the link between emotion cards – metaphoric associative cards and projection? Emotion cards help clients to reflect on past experiences. However, from the case studies, we have seen anxiety is the most common psychological concern among students. Anxiety might be caused by minor or major life issues. MAC creates a safe atmosphere and trust for clients to react to the presented case adequately. All the mentioned aspects help the psychologist to learn the subconscious of the clients. Investigation of the subconscious ease to cope with/solve the problem.

Figure 1 explains the main features of the projection in accordance with MAC. MAC creates a secure and trustful atmosphere for the clients. Feeling safe, clients are open to psychologists and try to cooperate more. This technique has long-term effects, and it is easy to use. That makes emotion cards more user-friendly and more attractive. Working techniques with MAC that we will present in the methodology chapter explain how MAC can help individuals to develop creativity. Re-evaluation and the use of projection help to solve problems fast and heal past traumas.

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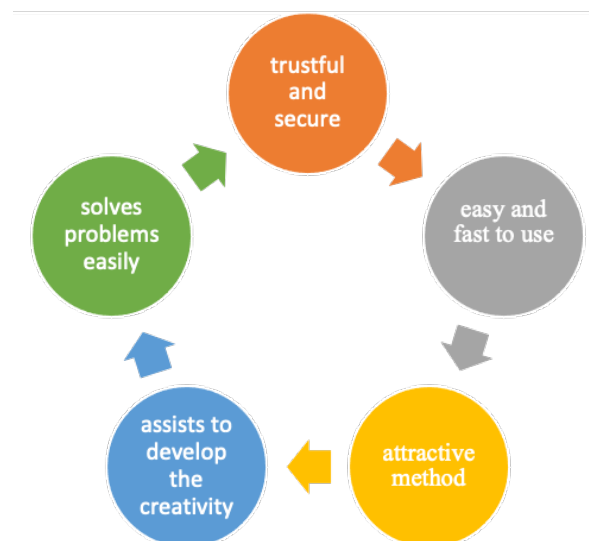**Figure 1.** *Main features of the projection in accordance with MAC.*

Figure 2. *The general techniques for all projective methods*
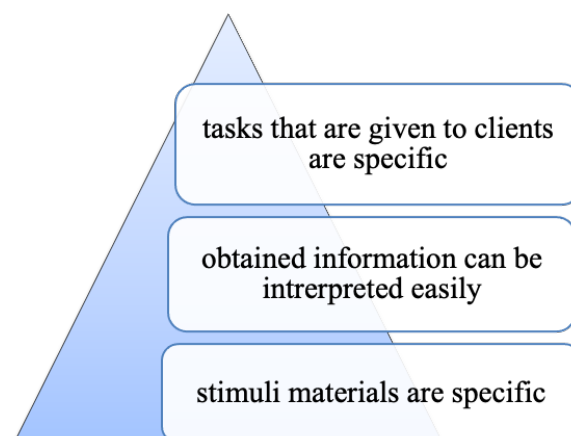

Figure 2 shows general techniques for all projective methods. The use of projective methods helps clients to reflect on the subjective perspectives by seeing presented pictures (Stricker & Somary, 2001). As projective methods offer task-specific or client-specific techniques, the organization of psycho-correctional work with emotion cards is relevant. Information gained from the use of projective methods is reliable and can be interpreted easily. These methods, in general, assist the researchers to reflect on the experience of the client. These methods usually provide stimuli materials, and psychologists can efficiently conduct techniques to manage the psycho-correctional work.

Use of Positive Psychology in the organization of psycho-correctional work with MAC

Using Positive Psychology in the organization of the psycho-correctional work with emotion cards would raise the effectiveness of the conducted work. Positive psychology is a new branch of psychology that helps people to realize their current psychological situation and problems (Cherry, 2021). Prof. Dr. Nevzat Tarhan in the second "Eurasian Positive Psychology Congress" mentioned: *"If psychology aims to bring the pathology to the normality –zero points, positive psychology teaches how to survive and to go to above zero"* (Pozitif Psikoloji, Koruyucu Ruh Sağlığı çalışmasıdır, 2022). The main aim of positive psychology is to build positive and

constructive emotions using proper words and sending constructive messages to the brain to find positive resources (Fredrickson, 1998). One of the main principles of positive psychology is to be cautious about not manipulating the clients (Jarden, Rashid, Roache, & Lomas, 2021). This branch of psychology is based on forming and developing insight and reflection skills by creating positive resources. As a consequence, we can say that positive psychology aims to create positive resources for the further possible life-concerning traumas healed by individuals. Positive psychology is the branch that strengthens to explain how the creation of positive insight happens.

Together with the techniques of emotion cards, recipients can cope with further similar issues. Unfortunately, NLP trainees use manipulation and often misapprehend NLP with Positive Psychology. But we should emphasize that positive psychology does not contain any form of manipulation. On the contrary, it helps the client see the positive sides in all conditions and think about the solution, not the problem. When a damaging accident or life event happens, people must keep calm and not overreact or exaggerate the situation. We can admit that positive psychology can be considered an extraordinary way of relaxation and auto-training.

Figure 3. *Three used techniques of Positive Psychology during research and quotes to support the techniques*
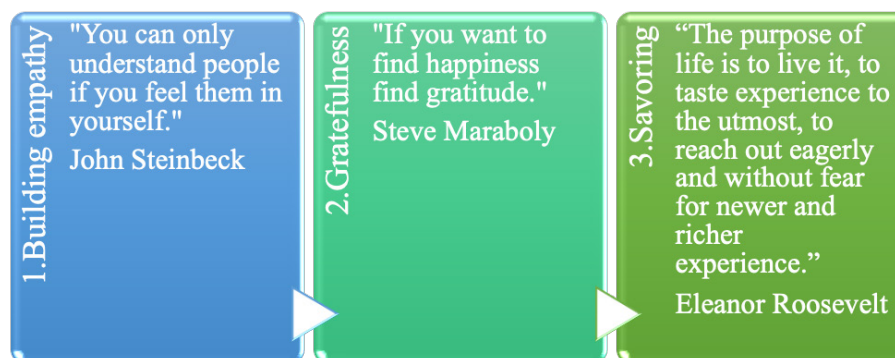

Figure 3 explains the three key techniques of Positive Psychology. Given quotes reflect on the explaining these techniques. That would be crucial to reflect on building empathy, gratefulness, and savoring while mentioning positive psychology. Building empathy is one of the most necessary starter parts of positive psychology. People should develop a sense of empathy building – as this can assist people in developing a set of skills such as listening, taking action, and understanding individual self and others (Cherry, 2023). Positive psychologists mention that gratefulness is the key to happiness. The "cultivation" of gratefulness is the key to happiness (Giving thanks can make you happier, 2021). Savoring is the next step of positive psychology. Accepting the accident or trauma and perceiving this as a form of experience can help to build a positive resource (Tugade & Fredrickson, 2004). Empathy-oriented PPIs focus on strengthening positive emotions in interpersonal relationships. Healthy social bonds – on personal and professional

fronts are essential for happiness and inner peace (Diener and Seligman, 2002).

Methodological and Ethical reflections

There are a lot of techniques for the use of cards. Psychologists choose the proper method depending on the topic. The common point for all methods with emotion cards is the inquiries and structure. Research participants try to find the answers to the given questions. A deck of cards can include both words. In the case of a combined deck of cards, first, the image and then the word should be interpreted by clients. The work with cards assists the clients to approach the "problem" from a different viewpoint and clarify the real condition of the situational problem.

50 pupils volunteered for the research. Twenty-six females and twenty-four males agreed to participate in the data collection process. However, in this study, we did not differentiate the gender aspect of research participants. The age group of participants was between 10–12. We choose the public in-

stitution for the conduction of our research. We have used observation to enter the field. Collecting data about children's daily lives was not easy. The school principal introduced us as psychologists. The deception was not used in this study. We have also used the school anxiety test by Philipps. This test includes 58 questions and determines the general anxiety at school, experience of social stress, the frustration of the need to achieve success, fear of self-expression, fear of a situation of knowledge testing, fear of not meeting the expectations of others, low physiological resistance, and problems and fears in relationships with teachers (Diagnosis of school anxiety: the Philips Questionnaire, 2018). There were two groups – control and experimental to measure the techniques before and after. More information will be found in the results part. Also, we have used the Buss-Durkee Hostility Inventory (which consists of 75 questions).

In Azerbaijan, people often misinterpret the concept of psychological help and research (Aghayev, 2022). We also conducted a detailed work plan before entering the field. The work plan enclosed the length of the research, possible gatekeepers, and dealing with troublesome situations. We planned to conduct the empirical data collection process for three months: the first month to observe, the second month to diagnose, and the third month to organize psycho-correctional work with children. Organizing work with adolescents was not easy, as some gatekeepers tried to interrupt the research process. Children were "taught" by school authorities to "behave" properly. We could successfully evade all the challenges in obtaining the relevant data from the fieldwork. We choose eight techniques of metaphoric associative cards and three methods of positive psychology. Methods were selected by considering the age of the research participants. We will present detailed information regarding the techniques of positive psychology and MAC below. The use of MAC techniques is done in focus group discussions and one-to-one interviews. Consideration of ethical guidelines in the conduction of research is very crucial. Although the researchers in Azerbaijan do not follow ethical guidelines (Aghayev, 2022), we have prepared the consent forms for the children's volunteer participation. Considering ethical and meth-

odological reflections in organizing work with children can assist the researcher in building a fertile research environment. Parents were asked for the consent of children. The purpose of the research has been explained to research participants by the researchers.

Exercise "What is MAC?"

Purpose: to give brief information about MAC and icebreaking.

Used materials: MAC – From the chest of the past ("Из сундука прошлого").

Instruction: The attendees should choose one of the given cards. The psychologist instructs the teenager to introduce themselves and compare themselves with the chosen card. Therefore, psychologists ask the children to reflect on their mood and the mood of the person in the image.

Exercise "My emotions"

Purpose: building emotional resilience, and psycho-correctional work with anxiety, aggression, fear, and discomfort.

Used materials: flipchart, MAC "Monsters of emotion" and "Personita".

Instruction: The teenager must glance at the cards and choose a card that refers to their current mood and situation.

Exercise "I am positive"

Purpose: organizing work with feelings; relief of aggression, stress, anger, anxiety, and fear.

Used materials: flipchart, MAC "From the chest of the past ("Из сундука прошлого")" "Monsters of emotions".

Instruction:

The psychologist asks adolescents to choose cards with negative and positive emotions. The client should put the chosen cards at the center of the flipchart. Adolescents should try to draw the obstacles that don't allow them to be happy. Then the clients put positive cards at the top of the flipchart and the negative ones at the bottom. Adolescents place the cards with positive and negative emotions on the flipchart. The psychologist should attentively take notes about the placement of chosen cards. The right side of the flipchart usually warns the psychologist about possible anxieties of adolescents. The

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cards on the left side of the flipchart, examine the impediments that block adolescents from being happy. Psychologists try to clarify the negative emotions and concerns of adolescents. The psychologist later should ask the adolescents to illustrate (draw) the negative emotions. The clarification of the drawn image that revives negative feelings in an adolescent can be explored during consulting.

Exercise "Way out"

Purpose: organizing work in conflict situations.

Used materials: MAC From the chest of the past ("Из сундука прошлого").

Instruction: The following narrative is presented to adolescents:

"Think that your friends and family members are not communicating with you. You get neglected by them. You feel unseen and useless. How would you react to this situation? What would be your reaction, and how would you manage this situation?". The psychologist can include or exclude the questions regarding the situation. While asking these questions, the attendees should choose cards with pictures and words. Psychologists investigate the conflict and reasons that can create potential discord in adolescents. The current method and exercise can also assist the adolescent in supervising and solving the possible clash. The psychologists use projection while applying this exercise. The adolescents improve their skills of anger management and resilience. This exercise helps to find a "way out" to the laboratory-based problem and conflicts. The psychologist explores the vision of a child in critically conflictual situations. The psychologist uses art therapy, MAC, and narrating skills in this exercise.

Exercise "Tough task"

Purpose: to find the solution in difficult situations.

Used materials: MAC

Instruction: The psychologist can use any deck of MAC. The psychologist instructs the group or an individual to choose a card. Therefore, the tutor can build a narrative or ask the attendees to tell a story to "create" a problem.

After choosing the card and building the narrative, the group tries to find the solution to the given problem. Experts can use this exercise in individual consultations as well.

Discussion: The psychologist later opens the conversation to evaluate the built skills of adolescents. For instance, the following questions can be utilized: "Although the exercise is considered tough, what did you learn during the exercise?; Which is easier for you, to decide with the group or privately?; Why is it hard to decide on group/private?" etc.

Exercise "Control the aggression"

Purpose: to reduce the level of aggression.

Used materials: MAC.

Instruction: Psychologists find detailed information about the feelings and emotions of the clients via this training. The psychologists can determine the positive and negative emotions of adolescents. The experts can examine the ease and hardship feelings of clients. Moreover, the adolescents can ask the psychologist to investigate the negative reflections. The expert can also start a conversation as it is indicated below:

"As it is not a secret, aggression can harm inner and outer world of the people and dominate the life of a person. Aggression can control the behavior of each individual and their social relations in different contexts such as school, family, etc." Adolescents should reflect on the times when they felt angry and aggressive; they should find the connection between presented cards and feelings of aggression and anger. Adolescents should choose cards that associate with their negative emotions and feelings. After the conversation the adolescents should place the cards as shown in the table below:

Figure 4. *Chart that was used during the exercise*

Do you enjoy being angry/intensive/ agressive/anxious?	What did you lose because of this?
Is it possible to overcome this situation?	What did you "succeed" because of agression?

Discussion: To start the conversation, the psychologist asks the following questions: "What did you learn or discover about yourself during the exercise? Is that possible to live without aggression? How would you react during the same or similar situation?". In the final step, the psychologist uses relaxation and breathing techniques. The expert can also give instructions regarding auto-training exercises to relieve stress, anger, and aggression.

Exercise "Relax"

Purpose: learning relaxing techniques.
Used materials: MAC.
Instruction: The name of this exercise represents the purpose of this task. To start this exercise, the psychologist should ask participants to sit in a comfortable place, close their eyes and be in a relaxed position. The psychologists should ask the participants to reflect on the good memories. The good memories should be revived and experienced again with the help of visualization. The psychologist asks the following questions: "Where and when this memory happened? What exactly did you remember? Why is this memory so important for you? Who were you with during that time?", etc. These questions should be reflected on by participants silently.

Discussion: Then, participants choose three cards. Every participant speaks about the best moment of their life and should tell exactly the feelings they felt by reflecting on them. The psychologist later gives badges related to the presented narratives, for instance:

"I am responsible, I have self-esteem, I am not afraid of difficulties, I can live without conflicts", etc. The psychologist afterward can ask questions regarding the future goals of participants.

Exercise "Painter"

Purpose: to relieve emotional pressure and anxiety, and transfer a negative emotional state into a positive one.

Used materials: MAC, papers, and paint.

Instruction: The psychologist asks participants to choose the card that presents the emotional state of the individual. After choosing the card, the adolescent should place it in the center of the paper. The expert asks the participants to draw around the card. The process of drawing is also essential for psychologists. The drawing process allows participants to realize the reasons for their negative psychological state. That process also helps the participants to reflect on the possible solutions to shift the negative to the positive.

Discussion: At the end of the technique, the psychologist can organize a panel regarding the following questions: "What did you feel while drawing the picture? Did you feel any difference in the change in your mood? If yes, could you please specify the reason? How would you like to feel? What stops you from feeling better?" etc.

Procedure and Results

We have divided students into two groups – experimental and control groups. Each group had 25 pupils. After general observation, students were asked to participate in 58-question tests on school anxiety by Phillips. The questionnaire aimed to test the level of school anxiety in 8 different circumstances. Students were tested twice – before and after the conduction of the psycho-correctional work. The control group neither participated in psychological consultation nor discussions. Yet, with the experimental group, we have designed the psycho-correctional working strategies using the emotion card techniques mentioned above. After conducting psycho-correctional work with pupils in the experimental group, we measured the level of anxiety in both groups – the control and the experimental groups. The anxiety level according to the 8 categories has dropped for the pupils in the experimental group. Meanwhile, anxiety level of pupils in the control group did not show any change. The results were also validated by parents and teachers as the pupils in the experimental group became calmer. Children in the experimental group became emotionally stable and could express their feelings better. The level of general anxiety has also dropped. The results of the test can be found in Figure 5:

Figure 5. *The Phillips test the measurement of the anxiety level at schools
before and after the apllication of the psycho-correctional work.*

	Normal level		Medium level		High level	
	Before	After	Before	After	Before	After
1. General anxiety at school	3 (17.6%)	3 (17.6%)	8 (47.0%)	3 (17.6%)	6(35.2%)	2 (11.7%)
2. Experience of social stress	7 (41.1%)	7 (41.1%)	7 (41.1%)	4 (23.5%)	3(17.6%)	2 (11.7%)
3. The frustration (of the need to achieve success)	5 (29.4%)	5 (29.4%)	8 (47.0%)	3 (17.6%)	4 (23.5%)	3 (17.6%)
4. Fear of self-expression	8 (47.0%)	8 (47.0%)	7(41.1%)	2 (11.7%)	2 (11.7%)	1 (5.8%)
5. Fear of knowledge testing	10(58.8%)	10(58.8%)	6(35.2%)	2 (11.7%)	1 (5.8%)	0
6. Fear of not meeting the expectations of others	1 (5.8%)	1 (5.8%)	9(52.9%)	4 (23.5%)	7(41.1%)	3 (17.6%)
7. Low physiological resistance against stress	8 (47.0%)	8 (47.0%)	9(52.9%)	3 (17.6%)	0%	0%
8. Problems and fears in relationships with teachers	8 (47.0%)	8 (47.0%)	8 (47.0%)	3 (17.6%)	1 (5.8%)	0%

We can say that the organization of psycho-correctional work with the help of emotion cards assisted us in receiving positive results. We have used Phillips and Bas-Dark methods to compare the levels of anxiety and aggression in the pupil. As is visible from Figure 5, after the conduction of psycho-correctional work with pupils diagnosed with high or medium levels of anxiety according to Phillip's questionnaire, the ratio dropped. Yet, we need to mention that the only variable of this research was not the level of anxiety but the level of aggression in children. Despite the anxiety level, the following figure demonstrates the ratio of aggression in adolescents in experimental and control groups before and after the conduction of psycho-correctional work. The change is visible in the level of aggression in adolescents:

Figure 6. *The level of aggression in the adolescent pre and after the
conduction of the experiment (both experimental and control groups)*

Types of aggression	Experimental	Group	Control group	
	Before	After	Before	After
Physical aggression	5 (29.4%)	2 (11.7%)	4 (23.5%)	4 (23.5%)
Indirect aggression	2 (11.7%)	2 (11.7%)	2 (11.7%)	2 (11.7%)
Irritability	3(17.6%)	1 (5.8%)	2 (11.7%)	2 (11.7%)
Resentment	2 (11.7%)	0%	1 (5.8%)	1 (5.8%)
Suspect	1 (5.8%)	1 (5.8%)	1 (5.8%)	1 (5.8%)
Verbal aggression	3(17.6%)	2 (11.7%)	5 (29.4%)	5 (29.4%)
Feeling of guilt	1 (5.8%)	1 (5.8%)	2 (11.7%)	2 (11.7%)

Conclusion

Psychology demands that experts view the problem holistically. Psychologists should not focus on one method while conducting psycho-correctional work. Psychologists should be creative and utilize innovative tools with classical approaches. These combinations would be obliging in the process of therapy. We have viewed the core elements of the Metaphoric Associative Cards (emotion cards) and methods of "Positive Psychology". By assembling these 2 specific psychological branches, we can observe positive changes. We could see that the life quality of the recipients increased. The conducted experiment provided encompassed knowledge on the use of MAC. We have introduced some techniques of Metaphoric Associative Cards that we used during our research. As we have mentioned, the combination of method-emotion cards with the new branch of psychology – Positive Psychology assisted us in enhancing the quality of psycho-correctional work. As is visible from the methodology chapter, some of the techniques of emotion cards involve the patterns of art therapy such as «Painter». This is the stimulus for the development of creativity in children. Emotion cards played the role of stimulus material – a method to ease the psycho-correctional work. As a result, we could decrease the anxiety and aggression levels of the pupil. Although this paper does not focus on the general outcomes of our project, the use of emotion cards also helped students to assist adolescents with several issues as difficulty in communication, self-evaluation, self-awareness, self-control, and social inadaptation. These mentioned issues progressed with the help of psycho-correctional work organized with emotion cards. While using the cards, we observed that they help teenagers to understand themselves and respond adequately to the current situation. Another uttermost issue of the emotion cards is that this tool can be seen as a process of play by children and adolescents. Play therapy is widespread among psychologists. Organizing play therapy is easy with the help of emotion cards. While the process of play, introverted adolescents can project their childhood trauma. That was visible in our experience as well. We could reveal their inner traumas and work with them individually. Emotion cards also helped us clarify the personal relations of adolescents with their social vicinities. Organizing work with an adolescent with emotion cards, we could observe that emotion cards assist in reviving the trauma and bringing the problem to consciousness. That process helps to investigate the traumatic situation of the client. We would like to evaluate the findings of the current study in the bullet points:

- Emotion cards and techniques of positive psychology can be used with everyone regardless of age category;
- Emotion cards are imaginative and helpful tools to perform psycho-correctional work without having a time limit, while positive psychology is the branch that helps to create resilience to surpass possible life traumas;
- The choice of technique and organization of the work with emotion cards depends on the personal qualities of the individual, yet positive psychology can be applied in all techniques of emotion cards;
- The choice of technique also varies depending on the characteristics of the problem;
- The organization of the game environment and the visualization process eliminates internal discomfort and plays a paramount role in solving subconscious problems, conflicts, and traumas, and using the positive psychology doubles the effectiveness of the correctional work with the pupil;
- While organizing correctional work with emotion cards and positive psychology techniques, the levels of aggression and anxiety dropped in pupils;
- Emotion cards are flexible, and working techniques can be developed individually.

When working with associative cards, the respondents work with the cards themselves and think rationally. Emotion cards and positive psychology together help to build resilience for further possible traumas in the lives of individuals. Cards with pictures and words create a reflection for the clients and help to surpass the trauma, creating a stimuli reaction to ease the possible emotional traumas. As a result of the current investigation, we have worked on

the guidebook – manual on emotion card working techniques. The guidebook that we have worked on was published in 2019 in Russian in Baku, Azerbaijan (Hasanova, Agaev, 2019). This manual is considered the most up-to-date tool that demonstrates the work of emotion cards in the consultations of school psychologists.

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