

European Journal of Humanities and Social Sciences

2026, No 4

European Journal of Humanities and Social Sciences

Scientific journal

2026, No 4

ISSN 2414-2344

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Praha 8 – Karlín, Lyčkovo nám. 508/7, PSČ 18600

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Homepage:

ppublishing.org

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The journal has Index Copernicus Value (ICV) 85.11 for 2022.

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Section 1. Cultural studies

DOI:10.29013/EJHSS-26-4-3-6



FORMATION OF THE MEDIA IMAGE OF V.V. PUTIN

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Cite: Guliyeva A. G. (2026). *Formation of the media image of V.V. Putin. European Journal of Humanities and Social Sciences 2026, No 4.* <https://doi.org/10.29013/EJHSS-26-4-3-6>

Abstract

The article examines the mechanisms of formation of the media image of Vladimir Putin, the role of traditional and digital media in this process, as well as the influence of communication. The article states that the media is one of the main tools in the formation of public opinion about a political leader, and through various discourse strategies, certain characteristics of the leader come to the fore. V. Putin's media image is presented as a strong leader, defender of national interests, and a decisive politician.

Keywords: *media image, political discourse, V. Putin, political communication, public opinion, political image*

Introduction

The Daily Express is a British national tabloid with a daily circulation of approximately 409,248 copies and a readership of over 775,000. In recent years, the newspaper has sponsored the UK Independence Party (a British political party calling for Britain to leave the European Union and adhering to conservative and right-wing populist views).

The newspaper was founded in 1900 by Arthur Pearson, with the first issue published on April 24, 1900. In 1927, the newspaper moved to Manchester and broke circulation records in the 1930s. The average age of its readers is 65, of which 49% are women. 56% of its readers are upper-middle class, middle class, and lower-middle class, holding conservative and right-wing populist views.

The newspaper positions itself as a modern, women-friendly publication that champions middle-class values and traditions, leading it to be often called "the voice of middle Britain" (URL: <http://www.northernandshell.co.uk.s3.amazonaws.com/media/ststic-files/ns-plus/Daily-Express-Media-Pack-2015.pdf>). To characterize the media image of Russian President Vladimir Putin in the British newspaper The Daily Express, we analyzed eight articles published between 2013 and 2015. We note the time of writing for these articles. This was a period of instability in southeastern Ukraine, which left its mark on the articles themselves, which described events on the global political scene.

The analyzed articles discuss the following topics:

— the political actions of Vladimir Putin. Putin's global presence (e.g., military support for Bashar al-Assad in Syria, relations with neighboring Ukraine, the annexation of Crimea; Putin's plans to militarize the Arctic by 2020);

— the war in Ukraine and the varying attitudes of Western countries toward it;

— Putin's leadership characteristics and athletic achievements (e.g., Putin's "spy" career; the political leader's hobbies and sports interests).

Overall, we noted that this periodical evaluates all of Putin's actions negatively, which can be explained by the newspaper's political focus. The Daily Express creates the following negative images of the Russian president: "Coldest warrior," "Kremlin grandmaster," "Emperor," and "Macho." Regarding lexical identification in the analyzed articles of the aforementioned newspaper, it is worth noting neutral official addresses of Vladimir Putin such as "Mr. Putin," "President Vladimir Putin," "President Putin," "Vladimir Putin," "Putin," "Russian president," "The leader," and "Russian leader." Lexical identification such as "The 62-year-old Russian leader" emphasizes the president's mature age.

Of particular interest are such means of lexical identification of the image of V. V. Putin as "Kremlin grandmaster", "Kremlin chief", "former KGB agent", "The son of a policeman, Putin", emphasizing the leadership characteristics of a talented politician and his experience as a KGB agent in the past.

In newspaper articles, we encounter such references to the president as "action man" (a man who prefers to do things rather than think about and discuss them) and "macho man" (a man behaving forcefully or showing no emotion in a way traditionally thought to be typical of a man). Articles often identify with the categorical feature of assessing an image from the position of the article's author. In most cases, the image of V. V. Putin is negatively assessed, for example: "the autocratic ruler" (autocratic – relating to an autocrat who is a ruler with unlimited power, or someone who demands that people completely obey them), "the Russian Bear," "the coldest warrior," "not the sort of democratically-elected politician," "a guy with an avery sardonic sense of humor"

(a guy who shows little respect in a humorous but inappropriate way, often because you think that you are too important to consider or discuss a matter). These methods of lexical identification of the Russian President in the articles of this periodical reflect the journalist's subjective attitude toward Vladimir Putin as a tough, authoritarian political leader (Baranov, A.N., 1991).

Let's examine the above-mentioned images of Vladimir Putin in The Daily Express and the means by which they are created in more detail. Let's begin with the image of the "Coldest Warrior." In an article published on June 18, 2013, titled "Vladimir Putin: The Coldest Warrior," the president is portrayed, on the one hand, as a "cold-blooded politician," while, on the other, the image of a supporter of the Cold War, which took place between 1946 and 1989 between the two most powerful countries, the USSR and the USA, is read between the lines.

Throughout the article, the journalist cites situations that support this image. First, the author of the article discusses Russia's military support for Bashar al-Assad in Syria, citing the following figures: nearly 100,000 people have died in Syria, including 1,700 children under the age of ten. Second, the article emphasizes that Vladimir Putin brings his Labrador to his meeting with German Chancellor Angela Merkel, knowing full well her phobia of dogs. All these facts contribute to the creation of a negative image of an unfeeling, cold person.

Let's consider the lexical, grammatical, and stylistic means used to create the image of "Coldest Warrior," which can be presented in the following table:

Lexical and grammatical means:

Noun phrases- icy press conference with Putin, no smiles;

Verb phrases- to sadistically ask.

Stylistic means: Metaphors – coldest warrior, no trace of a twinkle in his eye, -a thaw in the personal permafrost. Epithets- harsh, cold. Allusion- Rambo.

The analysis showed that noun and verb phrases, as well as epithets and metaphors that create a negative assessment of the Russian president, play an important role in creating the image of "Coldest Warrior," as they have a negative connotation. For

example: 'icy press conference with Putin' (icy – unfriendly and showing no emotion), 'sadistically asked' (sadistically – in a particularly horrible or brutal manner, as painfully as possible), 'harsh' (unpleasant, unkind, cruel, or more severe than necessary), 'cold' (not showing kindness, love, or emotion and unfriendly). These tools create the image of a warrior, the "Coldest Warrior," who is tough and unfeeling, like any warrior, in order to fight and win. The metaphors in the following sentence also emphasize the president's cold-blooded image: 'Even when asked about his alleged girlfriend, Alina Kabaeva, the former gymnast 30 years his junior, whom he is rumored to have been seeing for years, there is no trace of a twinkle in his eye or a thaw in the personal permafrost.' Using the metaphors "no trace of a twinkle in his eye" and "a thaw in the personal permafrost," the author of the article emphasizes that when the name of the woman with whom he was rumored to have had an affair is mentioned, the president's gaze shows no emotion, a characteristic characteristic of a cold-blooded person. Conversations about love usually excite people, and therefore, when the name of the woman they love is mentioned, anyone typically reacts emotionally. To demonstrate how cold the president is, the article emphasizes his emotionless reaction, comparing him to a glacier (permafrost).

It should be noted that the very title of this article—"Vladimir Putin: The Coldest Warrior"—conceals the conceptual metaphor "politics-war." The use of such terms as "coldest," "icy," and "thaw" suggests the precedent-setting phenomenon of the Cold War. The author of the article also refers to other precedent phenomena, in particular, he cites the precedent name – Rambo: 'He has carried this carefully cultivated Rambo image'.

One article uses the metaphor of the "Russian bear." The noun "bear" has two meanings that create a factual image. The first is "a large, strong, wild animal with thick fur," which has become a symbol of Russia. The second meaning is "a difficult person to deal with." Thus, one can conclude that Vladimir Putin is a strong leader with whom political negotiations are difficult. The use of phrases such as "to carry out plans," "Putin's actions," "his vision," and the noun "empire" suggest that the journalist is comparing Putin to a self-confident leader seeking to expand his empire. The articles employ idioms that support this image, such as "on alert" and "to eye up" (in the sentences "Actions in the Crimea by Putin have already put those five nations, America, Norway, Iceland, Denmark, and Canada, on high alert" and "Putin eyes up the Arctic for empire"). The verb phrases "to be in power," "to afford to disappear," and "to militarize the Arctic" also demonstrate the president's power. The president's autocratic stance is vividly reflected in the following sentence: "He's not the sort of democratically-elected politician." Here, the journalist expresses his viewpoint on the method by which the president was elected. The verb "afford to disappear" reinforces the idea of Vladimir Putin's confidence in his own power.

Conclusion

Through various expressive devices (metaphors, epithets, allusions, idioms, and irony), the reader develops a negative attitude toward the Russian president as a political leader. British readers are presented with Vladimir Putin as a self-assured, cold-blooded, and tough figure, like a strong, self-assured leader during the Cold War, who instills anxiety and fear in ordinary people in Western countries.

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submitted 06.07.2026;
accepted for publication 20.07.2026;
published 31.05.2026
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Section 2. Pedagogy

DOI:10.29013/EJHSS-26-4-7-13



EFFECTS OF PLYOMETRIC TRAINING ON PHYSICAL PERFORMANCE IN ADOLESCENT BASKETBALL PLAYERS AGED 13–14 YEARS

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Cite: Nesti Binishi, Danjela Cakuli. (2026). *Effects of Plyometric Training on Physical Performance in Adolescent Basketball Players Aged 13–14 Years*. European Journal of Humanities and Social Sciences 2026, No 4. <https://doi.org/10.29013/EJHSS-26-4-7-13>

Abstract

Basketball performance depends on physical qualities such as speed, agility, and lower-limb explosive power, particularly during adolescence when neuromuscular development is rapid. This study investigated the effects of an 8-week structured plyometric training program on physical performance in male basketball players aged 13–14 years. A quasi-experimental pre-test–post-test design was used, involving an experimental group that completed plyometric training twice weekly in addition to regular basketball practice and a control group that continued regular training only. Performance was evaluated before and after the intervention using the 10 × 5 m Shuttle Run Test, 505 Agility Test, Squat Jump (SJ), Countermovement Jump (CMJ), and 20-cm Drop Jump (DJ20). Statistical analyses were performed using paired-sample *t*-tests with the level of significance set at $p < 0.05$. The experimental group demonstrated significant improvements in all performance variables, including faster sprint and agility times and increased jump heights. The greatest improvements were observed in the Countermovement Jump (+1.92 cm), Drop Jump (+1.63 cm), and 10 × 5 m Shuttle Run (–1.52 s). Although the control group also showed modest improvements, the magnitude of change was consistently smaller. These findings indicate that integrating plyometric training into regular basketball practice effectively enhances speed, change-of-direction ability, and explosive lower-limb performance in adolescent basketball players. The results support the inclusion of progressive plyometric exercises in long-term youth basketball development programs to optimize athletic performance during a critical stage of physical maturation.

Keywords: basketball, plyometric training, adolescent athletes, explosive power, agility, speed, youth sports

Literature Review

Basketball is characterized by repeated high-intensity actions, including sprinting, jumping, rapid accelerations, decelerations, and frequent changes of direction. Success in modern basketball depends not only on technical and tactical skills but also on the development of physical capacities such as speed, agility, explosive strength, and reactive power. During early adolescence (13–14 years), these physical qualities undergo rapid development due to biological maturation and neuromuscular adaptations, making this age particularly suitable for targeted physical conditioning interventions (Lloyd et al., 2016).

Among the various conditioning methods used in basketball, plyometric training has become one of the most widely implemented strategies for improving explosive athletic performance. Plyometric exercises utilize the stretch-shortening cycle (SSC), which combines rapid eccentric and concentric muscle contractions to maximize force production while reducing ground contact time. This mechanism enhances neuromuscular efficiency and contributes to improvements in jumping ability, sprint performance, and change-of-direction speed, all of which are fundamental components of basketball performance (Markovic & Mikulic, 2010). Lower-limb explosive performance is commonly assessed using vertical jump tests such as the **Squat Jump (SJ)**, **Countermovement Jump (CMJ)**, and **Drop Jump (DJ20)**. Although these tests evaluate explosive power, each measures different neuromuscular characteristics. The Squat Jump primarily assesses concentric force production, the Countermovement Jump evaluates the effectiveness of the stretch-shortening cycle, while the Drop Jump reflects reactive strength and the ability to rapidly generate force after ground contact. Together, these assessments provide a comprehensive evaluation of lower-limb neuromuscular performance in young athletes (Ramírez-Campillo et al., 2022).

Besides jumping ability, speed and change-of-direction performance are considered decisive physical qualities in basketball. The **10 × 5 m Shuttle Run Test** measures repeated acceleration, deceleration, and multidirectional running ability, whereas the **505 Agility Test** evaluates an athlete's ca-

pacity to rapidly decelerate, change direction, and reaccelerate. Both tests closely simulate movement patterns frequently performed during basketball competition and are therefore widely used for monitoring training adaptations in youth players (Paul et al., 2016).

Growing scientific evidence indicates that plyometric training produces meaningful improvements in physical performance among adolescent basketball players. A recent meta-analysis by Ramírez-Campillo et al. (2022) concluded that plyometric jump training significantly enhances vertical jump performance, sprint speed, agility, and overall physical fitness in basketball players, supporting its inclusion in long-term athletic development programs. More recently, Zhou et al. (2024) synthesized evidence from 24 controlled studies involving 738 youth basketball players aged 5–17.99 years. Their findings demonstrated that plyometric training significantly improved vertical jump performance, linear sprint speed, change-of-direction ability, and dynamic balance. Importantly, subgroup analyses indicated that athletes aged **11–14.99 years** exhibited some of the greatest improvements, suggesting that early adolescence represents an optimal period for plyometric training because of accelerated neuromuscular development (PMC).

Previous investigations have also emphasized that training effectiveness depends on several factors, including biological maturation, training frequency, exercise intensity, and program duration. Properly supervised plyometric training performed two to three times per week has consistently been shown to improve explosive performance while maintaining a favorable safety profile in healthy youth athletes (Faigenbaum & Myer, 2010). Despite the substantial body of evidence supporting plyometric training in youth basketball, relatively few studies have simultaneously examined sprint performance, change-of-direction ability, and multiple vertical jump tests in basketball players aged **13–14 years** using both experimental and control groups within a pre-test–post-test design. Furthermore, limited research has evaluated the combined responses of the **10 × 5 m Shuttle Run**, **505 Agility Test**, **Squat Jump**, **Countermovement Jump**, and **Drop Jump (DJ20)** following a struc-

tured plyometric intervention in this specific age category. Therefore, the purpose of the present study was to investigate the effects of a structured plyometric training program on speed, change-of-direction ability, and lower-limb explosive performance in basketball players aged **13–14 years**. It was hypothesized that participants in the experimental group would demonstrate significantly greater improvements in all physical performance variables compared with the control group after the intervention.

Methods

The present study employed a quasi-experimental pre-test–post-test design to investigate the effects of an 8-week plyometric training program on physical performance in adolescent male basketball players aged 13–14 years. Participants were allocated to an experimental group, which performed plyometric training in addition to regular basketball practice, and a control group, which continued their usual basketball training.

The plyometric intervention was conducted twice weekly under the supervision of qualified coaches. Training volume and intensity were progressively increased by adjusting the number of sets, repetitions, and exercise complexity according to participants' adaptation and age.

Physical performance was assessed before and after the intervention under standardized testing conditions following a standardized warm-up. The following field tests were administered: the **10 × 5 m Shuttle Run Test** (speed and repeated sprint ability), the **505 Agility Test** (change-of-direction ability), the **Squat Jump (SJ)** (concentric lower-limb explosive power), the **Countermovement Jump (CMJ)** (explosive power using the stretch-shortening cycle), and the **Drop Jump from 20 cm (DJ20)** (reactive strength). Participants completed familiarization trials before testing, and the best performance was used for statistical analysis.

Anthropometric variables included age (years), body height (cm), body mass (kg), and body mass index (BMI). Body height was measured using a standardized stadiometer, while body mass was assessed with a calibrated digital scale.

Statistical Analysis

Statistical analyses were performed using **IBM SPSS Statistics version 20.0** (IBM Corp., Armonk, NY, USA). Descriptive statistics were calculated and presented as mean $\pm$ standard deviation (**Mean $\pm$ SD**). The normality of data distribution was assessed before applying parametric tests. Differences between pre-test and post-test measurements within each group were analyzed using the **Paired Samples t-test**. The level of statistical significance was set at **$p < 0.05$** . The effect of the plyometric intervention was evaluated by comparing changes between pre-test and post-test measurements in the experimental and control groups.

Results

Descriptive Statistics and Pre–Post Comparison of Physical Performance Variables

Physical performance was evaluated before and after the intervention in adolescent basketball players aged 13–14 years. Descriptive statistics and paired-sample comparisons were conducted separately for the experimental and control groups. The assessed variables included the **10 × 5 m Shuttle Run Test**, **505 Agility Test**, **Squat Jump (SJ)**, **Countermovement Jump (CMJ)**, and **Drop Jump (DJ20)**.

Experimental Group. Descriptive analysis showed improvements across all physical performance variables following the 8-week plyometric training program. The **10 × 5 m Shuttle Run Test** time decreased from **23.16 ± 1.86 s** to **21.64 ± 1.22 s**, indicating improved speed and repeated sprint ability. Similarly, **505 Agility Test** performance improved, with mean time decreasing from **3.09 ± 0.08 s** to **2.99 ± 0.06 s**, reflecting enhanced change-of-direction ability. Lower-limb explosive performance also increased after the intervention. **Squat Jump (SJ)** height improved from **17.61 ± 2.30 cm** to **19.05 ± 2.11 cm**, while **Countermovement Jump (CMJ)** increased from **19.09 ± 1.81 cm** to **21.01 ± 1.23 cm**. Likewise, **Drop Jump (DJ20)** performance improved from **18.06 ± 1.09 cm** to **19.69 ± 0.90 cm**, indicating enhanced reactive strength and stretch-shortening cycle efficiency.

Control Group. The control group continued regular basketball training without

additional plyometric exercises and showed only modest improvements across all performance variables. The **10 × 5 m Shuttle Run Test** time decreased from **23.21 ± 1.16 s** to **22.15 ± 0.97 s**, indicating a slight improvement in speed. Similarly, **505 Agility Test** performance improved marginally, with mean time decreasing from **3.08 ± 0.10 s** to **3.03 ± 0.08 s**. Lower-limb explosive perfor-

mance also showed small increases. **Squat Jump (SJ)** height improved from **17.11 ± 1.95 cm** to **17.94 ± 1.92 cm**, **Countermovement Jump (CMJ)** increased from **19.48 ± 0.95 cm** to **20.09 ± 0.89 cm**, and **Drop Jump (DJ20)** improved from **18.20 ± 1.05 cm** to **18.99 ± 0.84 cm**. Overall, the magnitude of improvement was smaller than that observed in the experimental group.

Table 1. Descriptive statistics (Mean ± SD) for physical performance variables before and after the intervention in the experimental group (13–14-year-old basketball players)

Variable	Pre-test (Mean ± SD)	Post-test (Mean ± SD)	Change
10 × 5 m Shuttle Run (s)	23.16 ± 1.86	21.64 ± 1.22	↓ 1.52 s
505 Agility Test (s)	3.09 ± 0.08	2.99 ± 0.06	↓ 0.10 s
Squat Jump (cm)	17.61 ± 2.30	19.05 ± 2.11	↑ 1.44 cm
Countermovement Jump (cm)	19.09 ± 1.81	21.01 ± 1.23	↑ 1.92 cm
Drop Jump 20 cm (cm)	18.06 ± 1.09	19.69 ± 0.90	↑ 1.63 cm

As shown in Table 1, the experimental group demonstrated improvements in all evaluated physical performance variables after the intervention. The greatest improvements were observed in the Counter-

movement Jump (+1.92 cm), Drop Jump (+1.63 cm), and 10 × 5 m Shuttle Run (–1.52 s). The paired-sample t-test revealed statistically significant differences between pre- and post-test values for all variables ($p < 0.05$).

Table 2. Descriptive statistics (Mean ± SD) for physical performance variables before and after the intervention in the control group (13–14-year-old basketball players)

Variable	Pre-test (Mean ± SD)	Post-test (Mean ± SD)	Change
10 × 5 m Shuttle Run (s)	23.21 ± 1.16	22.15 ± 0.97	↓ 1.06 s
505 Agility Test (s)	3.08 ± 0.10	3.03 ± 0.08	↓ 0.05 s
Squat Jump (cm)	17.11 ± 1.95	17.94 ± 1.92	↑ 0.83 cm
Countermovement Jump (cm)	19.48 ± 0.95	20.09 ± 0.89	↑ 0.61 cm
Drop Jump 20 cm (cm)	18.20 ± 1.05	18.99 ± 0.84	↑ 0.79 cm

Table 2 presents the descriptive statistics (Mean ± SD) for the control group before and after the intervention. The results show small improvements in all evaluated variables. The largest changes were observed in the 10 × 5 m Shuttle Run and jump performance tests; however, the magnitude of improvement remained limited compared with the experimental group. These findings suggest that regular basketball training produced positive but smaller

adaptations in speed, agility, and lower-limb explosive performance.

The experimental group demonstrated statistically significant improvements in all analyzed variables ($p < 0.05$), including speed, change-of-direction ability, and vertical jump performance. The control group also showed significant changes in most variables; however, the improvements were smaller, indicating a greater effect of the plyometric training program on physical performance outcomes.

Table 3. *Paired Samples t-test results comparing pre-test and post-test performance within groups*

Experimental Group			
Variable	Mean Difference	t-value	p-value
10 × 5 m Shuttle Run	−1.52	—	<0.05*
505 Agility Test	−0.10	—	<0.05*
Squat Jump	1.44	—	<0.05*
Countermovement Jump	1.92	—	<0.05*
Drop Jump 20 cm	1.63	—	<0.05*

Table 3. *Presents the results of the paired-sample t-test comparing pre-test and post-test values within both groups*

Control Group			
Variable	Mean Difference	t-value	p-value
10 × 5 m Shuttle Run	−1.06	—	<0.05*
505 Agility Test	−0.05	—	<0.05*
Squat Jump	0.83	—	<0.05*
Countermovement Jump	0.61	—	>0.05 / <0.05**
Drop Jump 20 cm	0.79	—	<0.05*

Discussion

The purpose of this study was to examine the effects of a structured plyometric training program on speed, change-of-direction ability, and lower-limb explosive performance in basketball players aged 13–14 years. The findings demonstrated significant improvements in the experimental group across all assessed variables, including the 10 × 5 m Shuttle Run, 505 Agility Test, Squat Jump, Countermovement Jump, and Drop Jump performance. These results indicate that plyometric training may represent an effective method for enhancing neuromuscular performance in adolescent basketball players.

The improvements observed in jumping performance (SJ, CMJ, and DJ20) may be explained by adaptations in the stretch-shortening cycle, increased neuromuscular coordination, and enhanced rate of force development. Plyometric exercises stimulate rapid eccentric–concentric muscle actions, which contribute to improved explo-

sive strength and reactive ability (Markovic & Mikulic, 2010). Similar findings have been reported by Ramírez-Campillo et al. (2022), who demonstrated that plyometric jump training produces significant improvements in vertical jump ability, sprint performance, and agility in basketball players.

The reduction in completion time during the 10 × 5 m Shuttle Run and 505 Agility Test suggests improvements in acceleration, deceleration capacity, and movement efficiency. These adaptations are particularly important in basketball, where players frequently perform short explosive movements involving rapid changes of direction. Previous research has indicated that plyometric training positively influences change-of-direction ability due to improvements in lower-limb power and neuromuscular control (Paul et al., 2016).

Although the control group also demonstrated some improvements, the magnitude of changes was lower compared with the ex-

perimental group. These improvements may be related to normal growth, maturation processes, and regular basketball training. However, the greater improvements observed in the experimental group support the additional value of plyometric training as part of a youth basketball conditioning program.

Overall, the findings confirm previous evidence that appropriately designed plyometric programs can improve important components of physical performance during adolescence, a period characterized by significant neuromuscular development and increased responsiveness to training stimuli (Lloyd et al., 2016).

Recommendations

Based on the findings of this study, structured plyometric training is recommended as an effective component of physical preparation programs for adolescent basketball players aged 13–14 years. Coaches and strength-conditioning specialists should consider incorporating plyometric exercises to improve explosive strength, sprint ability, and change-of-direction performance, which

are essential physical qualities for basketball performance.

Plyometric training should be implemented progressively, considering athletes' biological maturation, technical ability, and training experience. Exercises should begin with basic jumping and landing techniques before progressing toward more complex reactive movements, unilateral jumps, and higher-intensity drills (Faigenbaum & Myer, 2010).

For young basketball players, a frequency of two sessions per week integrated with regular basketball practice may provide meaningful improvements while maintaining adequate recovery. Coaches should emphasize correct movement mechanics, especially during landing phases, to maximize performance benefits and reduce injury risk.

Future studies should investigate longer intervention periods, larger samples, and additional variables such as muscle strength, balance, acceleration capacity, and biological maturation status. Furthermore, comparing different plyometric training models may provide additional information regarding the optimal training strategies for youth basketball development.

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submitted 27.07.2026;
accepted for publication 31.07.2026;
published 31.05.2026
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DOI:10.29013/EJHSS-26-4-14-17



THE ROLE OF SOCIAL MEDIA IN LANGUAGE LEARNING: OPPORTUNITIES AND CHALLENGES FOR EDUCATORS

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Cite: Eyvazova S.A., Aliyeva G. V, Ganbarova S. Sh., Akhundova E.A., Ahmedova G.R. (2026). *The Role of Social Media in Language Learning: Opportunities and Challenges for Educators. European Journal of Humanities and Social Sciences 2026, No 4.* <https://doi.org/10.29013/EJHSS-26-4-14-17>

Abstract

This article examines the role of social networks and mobile messenger programs as integral components of information and communication technologies in the educational environment, particularly in foreign language teaching. The study analyzes the use of modern technologies in language instruction, synthesizing findings from practical experiences in secondary schools and higher education institutions. Special attention is paid to factors such as increasing student motivation, parallel development of competencies, organization of the teaching process (including distance formats), and enhancement of institutional status. Among the negative aspects identified are the length of the adaptation process, attention distraction factors, and incomplete digitalization of society. The article presents scientific publications explaining the necessity of using information and communication technologies in language teaching and highlights the advantages of applying existing social networks in the teaching process.

Keywords: *information technologies, social network, website, electronic portfolio, student, teacher, educational resource*

1. Introduction

Language is considered the most powerful tool for facilitating people's connections with the world. Language learning is influenced by many factors such as cognitive abilities, preparation level, cultural and social characteristics, desire to learn, and adaptation to the native language and environment. The application of technologies in education and their integration with various fields is gaining popularity. New learning opportunities

are created through the use of the internet and the World Wide Web. Thus, teaching and learning styles evolve, necessitating changes to adapt to these new experiences.

In modern times, educators are required to leverage the power of social networks when teaching subjects. Currently, half of the world's population, amounting to 3.8 billion people, uses social media. Moreover, this number continues to grow steadily. In 2019, internet users spent an average of 2 hours

and 24 minutes per day on social networks. Thus, social platforms provide significant opportunities to attract target audiences and establish long-term relationships.

In the field of education, modern trends dictate the necessity of using new sources for language teaching. This is primarily driven by the widespread adoption of the Bologna education system worldwide and the rapid development of the internet and computer networks. The importance of social media for language learners lies in how platforms like Facebook, Twitter, Instagram, WhatsApp, Skype, and others contribute to creating learning communities.

Theoretical Foundations of Social Media in Language Education

Sociomedia theory since the 1990s claims that its works and activities have been influential in the functioning of human consciousness, especially in second language acquisition. This approach highlights the necessity of learning language in natural environments where individual, situational, cultural, and social factors shape language production and development (Qing Ma, 2017). Based on this understanding, today's information and communication technologies, which have become integral parts of society and culture, significantly impact language learning and education across various fields.

Therefore, various internet tools, including social media, are introduced into educational environments to enhance student learning. Language learning programs that integrate computer and mobile technologies provide multimedia content such as video, audio, graphics, and text, facilitating the comprehension of learned information.

The use of information technologies in language learning has emerged prominently as a profound impact of the rapid evolution of educational technology. Researchers find it increasingly challenging not to acknowledge the pivotal role of mobile technologies, which have become increasingly important in the field of language learning in recent years. Today's mobile technologies are uniquely positioned to guide individuals in learning a second language while engaging in their social and cultural activities. Extensive research has demonstrated how mobile tech-

nologies are applied to language learning in various languages (Burston, 2013).

While the popularity of using information technologies and social media networks in education is increasing day by day, the exact impact of these technologies on learning is still not clear. However, although many studies investigate how teachers use modern technology in language instruction, there are few that explore why teachers integrate the internet into language teaching and learning. The purpose of this research is to uncover why technology and social media should be used in second language learning and instruction, and how this impact unfolds.

The Use of Technology and Social Media in Language Learning

Language learning is both an individual and collaborative process, and the cognitive processes that underpin learning, especially for the new generation, are facilitated through social media (Mondahl and Razmerita, 2014). Individual learning depends on both the teacher and the surrounding environment in the acquisition of language. Each learner has unique characteristics and learning abilities. It is crucial for language learners to determine how best to learn their target language. Personalized learning generally encompasses aspects such as motivation, learning styles and strategies, learning beliefs, strategic knowledge and skills, and personal preferences related to what and how to learn. In this type of learning, the role of mobile technologies and social media is undeniable.

Mobile-supported language learning promotes personalized and learner-centered learning opportunities through accessible and agile programs, thus gaining importance in language education. Interpersonal exchange of information is one of the most crucial aspects of language learning (Chappell, 2014). Therefore, mobile-supported language learning technology, combined with social networks, can contribute to more effective and original foreign language acquisition. One of the positive effects of social media is its enhancement of relationships and mutual interaction among students, teachers, and their peers, which contributes to positive educational outcomes.

Social media also helps enhance student motivation. Technology-based foreign language communication environments expose students to lower levels of stress in face-to-face communication. Thus, communication environments established through social media become an important tool for developing speaking and writing skills in foreign languages for language learners.

Research conducted on some social networks has shown that communication on such sites reduces students' anxiety about using the target language (Chartrand, 2012). However, while students may feel more comfortable and less inhibited in oral conversations on social media, they may lean towards being more formal in written conversations because they are more aware of their mistakes. According to Evans, the internet is a powerful learning tool. The presence of information technology tools in language learning environments brings new perspectives to language acquisition and allows learners to create a more comprehensive and interactive learning environment.

Nowadays, students can easily benefit from facilities such as computer laboratories, multimedia laboratories, projectors, interactive whiteboards, language labs, and training programs. This enables students to learn the target language both inside and outside the classroom. According to Agarwal, internet-based language learning and teaching practices are widely used in language education. The internet connects more people through social media platforms, providing comfort and motivation for both teachers and students.

Dogoriti, Pange, and Anderson (2014) conducted a survey on the effects of Facebook on language learning, comparing the results of a group of university students who received education with Facebook support and another group who did not use Facebook. Similarly, Blattner and Fiorini expressed that the use of Facebook in foreign language education positively affects students' attitudes towards the language. Such mobile technologies facilitate communication regardless of time and place, as long as there is internet access.

The Use of Technology and Social Media in Language Teaching

Recently, the use of technology and social media in language education has been

evaluated as an effective teaching strategy (Anas & Musdariah, 2018). The use of mobile technology in language education can be discussed in two parts. Firstly, mobile devices such as laptops, smartphones, and tablets serve as versatile tools that assist students in their language learning process. Secondly, the internet offers virtually unlimited resources that can be continuously updated and supplemented with electronic tools.

The rapid development of information and communication technologies (ICT) has fundamentally transformed language teaching pedagogy at all levels. According to Allam and Elyas (2016), foreign language teachers participating in their study acknowledged that social media is an integral part of life and have embraced it as a pedagogical tool in language classes. The popularity of the internet as a means of teaching foreign languages stems from its ability to facilitate visual and written interactive communication with native speakers, as well as providing access to visual materials, news, texts, games, films, and educational resources (Kern, 2014).

Conclusion

As we advance towards a more digital world, computers and mobile devices are increasingly becoming crucial technological tools, especially in the field of language learning and teaching. These technologies create learning opportunities, enable access to ideas and information from various sources, and facilitate the sharing of ideas and information on local, national, and international networks.

Research has shown that information technologies are effective educational tools and aid in students' individual learning. The use of technology and social media in educational environments allows students to apply language in real-life contexts. Several factors influence the use of technology in language education. It is essential to prepare teachers to make the most of technology and to inform students about technological resources. Language teachers should develop technological literacy and skills to use information technology tools effectively in teaching and learning languages.

Recent research shows that the new generation learns differently from previous ones and relies on the Internet to obtain infor-

mation and interact with others (Benson & Avery, 2008). The use of social media in educational environments is crucial and particularly promising for language learning.

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submitted 30.06.2026;

accepted for publication 14.07.2026;

published 31.05.2026

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Section 3. Philology

DOI:10.29013/EJHSS-26-4-18-21



THE ANAGENESIS OF MYTH IN THE MODERN NOVEL

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Cite: Gogoladze T. (2026). *The Anagenesis of Myth in the Modern Novel*. *European Journal of Humanities and Social Sciences* 2026, No 4. <https://doi.org/10.29013/EJHSS-26-4-18-21>

Abstract

The new century has brought about unique changes in the previously existing literary trends and genres. Postmodernism has “dominated” the literary trend for a long time, although it has almost exhausted its capabilities. From the “death” to transformation of the traditional novel by the use of media tools in the plot of the text, through the intensification and alienation of a person’s “ego” by deep psychology, the reflection and presentation of global or local cataclysms in the XXI century, the writer, creator, and even the reader himself have reconnected with “bored themes” and returned to a kind of “revival” or “anagenesis” with ancient, Hellenistic, medieval, or oriental plots, with the use of fairy tales and fantasy, which also affected the novel in terms of genre. This explains the striving for a “new novel” in world literature (mainly English, German, and American literature), which some call “retelling,” “mythological novel,” or “fantasy,” and which, for the most part, involves presenting in a new form the “thoughts and reflections” of individual passages from Homer’s “Iliad” and “Odyssey,” well-known characters-people from mythology, or “characters-gods.”

This paper deals with a general hypothetical overview of this process, which was published in the form of translations by the Georgian publishing house “Palitra L” and attracted the attention of readers, despite the widely known news about Homer’s poems. It was expressed in the presentation of “the old in a new skin”. The questions raised concern the spontaneous attempt to spread this type of novels, their definition, perhaps a new direction, and the study of the reasons for their popularity based on a general overview of the works of the authors represented by two projects of this publishing house. The above-mentioned issue is hypothetical and aims to attract the attention of literary critics in order to explain this phenomenon, or rather random facts, against the background of the emergence of the novel, perhaps a “new direction” in the new, 21st century.

Keywords: *Mythology, new genre of the 21st century novel, anagenesis*

Introduction

At the initial stage of civilization, the social life and relations of people differed radical-

ly from today, and it is precisely because the “classical” era in a way presented “the greatest representatives of thinking and culture” (R.

Gordeziani). Ancient Greece gave rise to it. The cultural heritage of the Hellenes acquired its existence not only through the course of history, but also through its high, exemplary civilization. The Aegean-Greek model was formed in the I millennium BC and its main sign was the combination of mythopoetic and critical, scientific thinking characteristic of ancient Eastern civilization. As the Georgian researcher of classical philology characterized it, "Greek culture created its main heights, a world of events and things," which, according to R. Gordeziani, "it was simultaneously perceived as an animated "you" and an objective, unanimated "it"... It was precisely this that determined the fact that Greek literature and art, on the one hand, did not break away from the myth, but on the other hand, gained autonomy as a completely defined sphere of human creativity, which was based on its own special ideological, genre and artistic principles. The Hellenes so confidently recognized the existence of gods around them and at the same time persistently searched for a material channel or a primary source, so passionately gave in to mysterious ecstasy and at the same time were so inclined to establish an order in worldly life governed by human laws, were so irrational and at the same time surprisingly rational, so traditional and at the same time extremely innovative, that they created the most popular myths and at the same time freed thought from myth" (Gordeziani R., 1988: 14–15).

If we understand myth as "the dominant form of spiritual culture and worldview of the archaic era" (N. Abramashvili, Phil. Research. IV. 2022:112), the person of the mythic era himself "relying on internal and social experience, understands all the events of the world in a similar way to himself, which is why the mythic vision is completely permeated with emotions. In an emotional relationship with the world, objects come to life, they have a soul. Myth sees personal, spiritual power in everything. Everything in the world is charged with such human qualities as joy, sorrow, pain, fear, admiration, despair. Objects are either friendly or hostile to humans." (Abramashvili N., Phil. Vol. IV. 2022: 112), and this creates the conditions for the mythic archetype in itself, to be repeated in the plots of lyrical, epic or dramatic works at various stages of civilization development, to experience a revival.

Perhaps this is why the editorial board of the publishing house "Palitra L" in Georgia selected the project, the series of artistic prose texts of which were published under the auspices of "Anagenesis".

In an interview with the news portal "Ambebi.ge", the author of the project, Anna Kopadze, says that "a few years ago (meaning 2020/2022 – T.G.) we first published Madeline Miller's "Circe" and "The Song of Achilles" (with the bestseller series of the year). Everyone was skeptical and thought that this direction was not of interest to Georgian readers, but these books had a special response. The reader fell in love not only with the author, but also with the genre, and I think it is important to keep up with the trends in other countries and give this genre a boost" (<http://www.wambebi.ge/miceqebul-pas//seria-romelic-antikuri-mitologiis-miviceqebul-pas/>), this is how the series "Anagenesis" came to Georgian readers with translated novels, in the most difficult Covid era, but what is this novel genre itself, which is not historical, does not belong to postmodernist novels? Different readers or researchers give definitions such as "mythological novel fantasy", "retold myths", etc. The authors of the novel (most of whom we studied in the series "Anagenesis") are writers from England, Germany, and America, and have received various awards: Claire North (1986) (England) "Ithaka", 2022; Natalie Haynes (1974) (England) "A Thousand Ships", 2019; Jennifer Saint (England) "Ariadne", 1988; Constance Cassatt (1995) (America) "Clytemnestra", 2023; Christa Wolf (1929) (Germany) "Medea Stimmen"; Madeleine Miller (1978) (America) "The Song of Achilles", 2022, "Circe", 2018.

All novels convey the stories of individual episodes or characters of ancient myths, the Iliad and the Odyssey, in a different style, but questions arose in the research process, the answers or hypotheses of which will be presented in the main part of the work.

Main part

Myth invaded art and such ancient monuments of genius as Homer's poems: the Iliad and the Odyssey were born.

"On the one hand, the knowledge that the humanized gods presented in traditional

myths were only the fruit of human imagination, and on the other hand, the belief that divine forces really direct events on earth, finds quite an interesting poetic expression in the Homeric epic.” (Gordeziani R., 1938, 97). Thus, the original Greek poetry “Iliad” and “Odyssey” remain in world literature as a model and a starting point for further creation, and here, at the turn of the XX–XXI centuries, a kind of revival begins in the prose genre of literature. It is already being developed independently by many writers in the form of separate episodes of Homer’s poems or plots depicting the lives of characters. This is how the novels of Dan Simmons, Hannah Lynn, Scarlett St. Clair, Claire North, Rick Riordan and others are created. A Livelib reader notes, “Contemporary authors often turn to fairy tales, legends, and myths. Some of the ‘new’ readings are successful, some are not, but their number is growing.” Another reviewer of Stephen Frey’s “Greek Myths Retold” wonders what it takes for a reader to be interested in reading, and the skill of the writer is essential here.

A novel is created in which everything that we read in the Iliad and the Odyssey is retold, but why is the reader interested in what is old, or what is new by retelling the old? This is how authors go a long way, using anthropology, history, archeology, so the authors study Greek and even give lectures, travel to the mythological world of ancient Greece, visit the excavations of Troy, which were discovered by Schliemann, develop their imagination... Each of these authors is young, born in the XX century, except for Christa Wolf, but the history of novels inspired by this mythology still comes after the 80s of the XX century; Jennifer Saint’s “Ariadne” was first published in 1988, Christa Wolf’s “Medea. Voices” in 1996, the books of the other authors of the “Anagenesis” project belong to 2020, 2021, 2022, 2023, that is, they are mainly part of the creative harvest of the 21st century, so a hypothesis arises: is there a kind of revival of the forgotten novel genre? To substantiate this, a record of the publication of all new novels was made, which could not be done at our stage of re-

search. We based our research only on the information about the first edition of the novels published by the Georgian publishing project in the original. This issue is important in connection with the emergence of a new wave in world literature with the publication of novels based on mythology.

The question arises: is there a strengthening of these novels in the postmodern era, and since when?

The German philosopher Wolfgang Weil “connects postmodernism with the politics of pluralism, democracy, the protection of cultural languages, and the struggle for multicultural freedom” (Postmodern... 1999: 150).

In the XXI century, the popular trend touched almost all genres of literature, and this turned out to be somewhat attractive for both the creator and the reader, although the turn to mythology was more pronounced in the novel, and this somewhat called into question the longevity of postmodernism.

The project “Anagenesis” made it clear that the well-known “old” is not forgotten, and the revival, which is not at all uniform, taking into account the style of the writer, itself creates a model of a “new world” in which, thanks to human passions, eternal issues are resolved with extreme fascination.

Methods

Comparative-typological.

Conclusions

The “new novel” that emerged in world literature, which used mythology to revive the world given in Homer’s poems and myths, has created a desire to return to it again, which demonstrates the attempt to revive the novel. The project “Anagenesis” of the Georgian publishing house “Palitra L” serves this purpose, thus once again touching the reader with a new phenomenon through translated literature. We take the 80s of the XX century as the starting point in this regard. The new mythological fantasy developed in the novel genre or the “anagenesis novel of mythology” raises the hypothesis, should not the vision of researchers of the history of literature be directed towards the birth of a new direction?

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submitted 15.07.2026;
accepted for publication 29.07.2026;
published 31.05.2026
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DOI:10.29013/EJHSS-26-4-22-24



THE GENESIS AND EVOLUTION OF LITERARY CRITICISM IN TURKISH LITERATURE: FROM ORAL TRADITIONS TO MODERN DISCOURSE

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Cite: Qadimova Kh. A. (2026). *The Genesis and Evolution of Literary Criticism in Turkish Literature: From Oral Traditions to Modern Discourse*. *European Journal of Humanities and Social Sciences* 2026, No 4. <https://doi.org/10.29013/EJHSS-26-4-22-24>

Abstract

This article traces the historical development of literary criticism within Turkish literature, analyzing its transformation from pre-Islamic oral traditions and classical Ottoman Divan literature to the emergence of modern Western-style criticism during the Tanzimat (Reform) era. The study explores how criticism, initially embedded in oral culture through genres like satire (*hiciv*) and poetic assessment, evolved through various intermediary forms such as *tezkiye* (biographical anthologies), *şerh* (commentaries), *dibâçe* (prefaces), and *belâgat* (rhetoric) books. It argues that the concept of literary criticism in the Turkish-Islamic tradition was fundamentally different from its Western counterpart, functioning more as a tool for identifying flaws and praising excellence within a highly stylized and tradition-bound poetic framework. The turning point occurred in the 19th century with the Tanzimat reforms, when Western literary genres, including formal criticism, began to be adopted. This led to a paradigm shift, as pioneers like Namık Kemal and Şinasi introduced new critical concepts and methods, initiating a debate about the nature of art, language, and national identity that would shape modern Turkish literary thought.

Keywords: *Turkish Literature, Literary Criticism, Tanzimat Literature, Divan Literature, Tradition, Modernization, Şerh, Tezkiye*

1. Introduction

Literary criticism is as old as literature itself. The moment a work of art is created, a natural human impulse emerges to evaluate, interpret, and judge it (Talibzadə, 1984, p. 7). From the earliest days of conscious human life, people have engaged in criticism – distinguishing the beautiful from the ugly, the true from the false, and the ideal from the

flawed. However, the formalized concept of “literary criticism” as a distinct genre is a relatively modern phenomenon, particularly in the context of Turkish literature (Ercilasun, 2009). This article will examine the long and complex journey of how this critical impulse evolved, from its roots in the oral traditions of the Turkic people and the intricate system of classical Ottoman poetry to its eventual

transformation into a recognizable, Western-style discipline with the Tanzimat reforms of the 19th century (Tanpınar, 1969).

Before the Tanzimat, the term *tenkit* (criticism) in its modern sense did not exist in Turkish. In the pre-Islamic oral culture, evaluation was a communal act. A poem or story was accepted or rejected by the community's response, manifested in applause or silence. The critical sentiment was expressed through genres like *hiciv* (satire) and *taşlama* (lampoon), which were used to criticize social ills, personal flaws, or administrative mistakes (Sungur, 2001). As Köprülü (1926) suggests, even the earliest written monuments, such as the Orkhon Inscriptions, have been interpreted by some scholars as containing traces of critical thought.

With the adoption of Islam and the subsequent emergence of Divan literature (spanning roughly from the 12th to the 19th century), a new, more formal system of evaluation began to take shape. However, it was not criticism in the Western sense. In the classical Ottoman literary tradition, criticism was a tool for assessing a poet's technical skill, originality, and adherence to established poetic conventions (Levend, 1980). It was less about deconstructing meaning and more about judging quality. The dissertation outlines several key genres through which this evaluative function was performed:

1. Şerh (Commentary): The primary purpose of a *şerh* was to explain and illuminate a text, making it more accessible to the reader. Commentators did not just explicate; they also engaged in a form of analysis, often building upon or debating the interpretations of their predecessors (Sultanlı, 2019). This practice, as noted by Holbrook (1998), is comparable to what modern scholars might call a "close reading".

2. Tezkire (Biographical Anthologies): These were compilations of information about poets, including their lives, works, and samples of their poetry (İsen et al., 2011). Crucially, *tezkire* authors did not just give dry biographical facts; they evaluated the poets' works, praising their strengths and criticizing their weaknesses (Tolasa, 1983). This made *tezkires* an invaluable source of early literary criticism. For instance, the critic Latîfi, in his *tezkire*, provided a detailed taxonomy of po-

ets, categorizing them based on their creativity, skill, and originality. He even offered a spirited defense of the poet Şeyhî against previous critiques, demonstrating a sophisticated understanding of the need to judge a work by the standards of its own time (Canım, 1992).

3. Dibâce (Preface): Many classical works, particularly *mesnevî* poems, began with a prose preface (*dibâce*). These prefaces were more than just introductions; they were platforms where the poet would expound on their philosophy of art, the nature of poetry, and their place in the literary tradition (Üzgör, 1990). This was a space for theoretical justification and, at times, for responding to critics. Şeyh Galib's preface to *Hüsn ü Aşk*, for example, is a powerful defense of innovation in poetry, where he criticizes those who, like Nabi, are content to imitate old masters and argues for the creation of new meanings (Yüksel, 1980).

4. Nəzirə Dergiləri (Parallel Poems): A *nazire* was a poem written in response to another poet's work, using the same meter and rhyme. These collections were a form of "silent criticism." By seeing which poems were most frequently imitated, one could deduce which poets, styles, and themes were considered most influential and praiseworthy (Köksal, 2003). It was a way for the literary community to bestow its collective approval.

The 19th century marked a profound shift with the Tanzimat reforms. As the Ottoman Empire turned its face toward the West, it opened the floodgates for new ideas, institutions, and literary genres (Ortaylı, 2006). As Tanpınar (1969, p. 389) famously stated, "Tanzimat itself was a movement born from the idea of criticism." This era introduced concepts like public opinion, individual rights, and social utility, which had a direct impact on literature.

The pioneers of this new era, such as Şinasi, Ziya Paşa, and especially Namık Kemal, fundamentally changed the function of literary criticism. They did not just judge the technical merits of a poem; they used criticism as a weapon for political and social change (Kaplan, 1948).

Namık Kemal is widely regarded as the father of modern Turkish literary criticism. His manifesto-like article, "Lisan-ı Osmanînin Edebiyatı Hakkında Bazı Mülâhazâtı

Şâmildir,” was a groundbreaking attack on the entire edifice of Divan literature (Namık Kemal, 1866). He criticized its artificiality, its foreign influences (Persian and Arabic), its incomprehensible language for the common people, and its lack of social purpose (Özön, 1963). For Kemal, literature had a mission: to serve the nation, to awaken the public conscience, and to promote progress. In the preface to his play *Celaleddin Harzemşah*, he forcefully condemned the unreal, fantastical world of classical poetry and championed a new literature rooted in “truth” and “nature” (Namık Kemal, 2020). His polemical writings against Ziya Paşa’s *Harabat*, an anthology meant to revive classical poetry, showed the new generation’s determination to sever ties with the past (Tanpınar, 2006).

The emergence of a “new literature” sparked intense debates about fundamental issues of form and content. The most prominent of these was the “**Heca-Aruz**” debate (the meter controversy) (Kolcu, 1993). The *aruz* meter, borrowed from Persian and Arabic prosody, had been the dominant form for centuries. Its defenders, like Rıza Tevfik and Ömer Naci, argued for its inherent musicality and superiority (Kolcu, 1993). On the other side, champions of the national literature, like Mehmet Emin Yurdakul, advocated for the *hece* (syllabic) meter, which they considered to be genuinely Turkish and more accessible to the public (Tevetoğlu, 1998). Fuad Köprülü captured this sentiment by stating that *hece* was the “national meter” through

which the Turkish soul could be expressed (Köprülü, 1926).

This was not just a technical argument about meters; it was a battle for the soul of the new nation being built after the fall of the Empire. A language and literature that were close to the people were seen as essential for the creation of a modern, national identity (Berkes, 1978).

6. Conclusion

The journey of literary criticism in Turkish literature is a story of a profound and often painful transformation. It began with the inherent, communal evaluation of oral traditions and evolved into a sophisticated but formulaic system within the classical Divan paradigm. This system, while employing nuanced methods of appreciation and judgment, was fundamentally different from the Western model of criticism, which was gaining prominence as a secular, intellectual, and often ideological genre.

The Tanzimat reforms represented a decisive break. Writers like Namık Kemal did not just introduce a new type of criticism; they reinvented its purpose. They transformed it from a tool for aesthetic appraisal into an instrument of social, political, and linguistic change. This laid the groundwork for the intense literary debates of the modern and republican eras, where criticism became a central force in forging a new national identity and a modern literary voice for Turkey (Okay, 2005; Enginün, 2007).

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submitted 05.06.2026;

accepted for publication 19.06.2026;

published 31.05.2026

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