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## Preface

The aim of the **9<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (9IeCSHSS)** was to bring together scholars, administrators and students from different countries, and to discuss theoretical and practical issues in different areas of Humanities and Social Sciences. The e-Conference was organized as a kind of a *multi-disciplinary forum* which provided the appropriate opportunities for *inter-disciplinary communications*.

The areas of study covered by the e-Conference were the following: Philosophy, Anthropology, Psychology, Science of Education, History, Linguistics, Arts, Sociology, Political Science, Law, and Economics.

The e-Conference was organized in cooperation with the COAS Partner Institutions: South-West University “Neofit Rilski”, Faculty of Philosophy, Blagoevgrad, BULGARIA, University of Ruse “Angel Kanchev”, Faculty of Business and Management, Ruse, BULGARIA, Albanian University, Tirana, ALBANIA, and Kaye Academic College of Education, Beersheba, ISRAEL.

The e-Conference was organized exclusively as an online conference, and the English was the only language of the conference.

The e-Conference had realized on **15-17 September 2023**, starting by exposing accepted abstracts at the COAS website (15 September 2023, 00:00 AM, GMT+01:00). It was followed by the posting at the COAS website different textual contents sent by the e-Conference participants, such as discussions, analyses, critics, comments, suggestions, proposals, etc., regarding exposed abstracts and other contents. All textual contents were reviewed and posted at the COAS website by the e-Conference moderators, appointed by the Scientific Committee.

All submitted abstracts/full texts went through two reviewing processes: (1) double-blind (at least two reviewers), and (2) non-blind (two members of the Scientific Committee). Thus, final decision for the presenting and publishing depended of these two kinds of reviews, in order to be accepted for presentation at the conference and to be published in the e-Conference Proceedings.

The Conference Proceedings will be submitted for indexing in different international databases.

Finally, we would like to thanks to all participants of the e-Conference, as well as to all reviewers and editors, for their efforts, which enable that the e-Conference was productive experience.

We are looking forward to the **10<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (10IeCSHSS)** that will be held in September 2024, using the same online model. We hope that it will be an interesting and enjoying at least as the previous e-Conference.

Scientific Committee



## Creating Structured, Differentiated Mobile Apps for a Student with ASDs

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### *Abstract*

This paper presents the creation of a didactically differentiated digital mobile learning application for a student with Autism Spectrum Disorders (ASD), based on the principles of learner-centeredness, teamwork, and the Framework of Analytical Special Education Program (FASEP). For this purpose, it's investigated if the literature teacher can create a mobile phone application with “digital cognitive machines” for a student with ASD in the context of differentiated teaching. In the methodology, the pedagogical tool TISIPfSEN is used, as derived from the acronym of a Targeted, Individually Structured, and Inclusive Intervention Program for Students with Special Educational Needs. Based on the TISIPfSEN, differentiations are discussed with realistic intervention steps, such as differentiated pedagogical digital materials. As revealed by the results, the literature teacher is able to design and develop mobile apps according to the principles underlying the TISIPfSEN tool.

*Keywords:* TISIPfSEN, differentiation, mobile apps, mobile learning, ASDs.

### 1. Introduction

The aim of upgrading the education provided by the school is to meet the needs of all students by individualizing it to their special educational needs [SEN] and/or disabilities. Individuality is considered according to the pedagogical principles of TISIPfSEN, which are presented extensively below. To achieve this goal, it is necessary to have appropriate strategies for differentiating and individualizing instruction through the design of suitable curricula (Christakis, 2011). The emphasis on the specific learning difficulties and needs of students is also highlighted by Vygotsky (1978). He adopts a social approach to learning for people with disabilities, connecting educational needs to motivation and emphasizing their capabilities rather than their weaknesses. Following a socio-cultural perspective, Vygotsky points out that the understanding of the social environment by students with special educational needs results from their cooperation with others. Therefore, teachers are encouraged to interact with students with autism spectrum disorders (ASDs), emphasizing the social environment and their collaboration with peers and adults, as the researchers have shown by evaluating a school-based headsprout intervention for improving literacy (McWilliams et al., 2022). Therefore, the readiness for learning in students

with ASDs, as observed by teachers (Drossinou Korea, 2017, 2020, 2022), is connected to Vygotsky's (1978) "zones of proximal development." Learning readiness encompasses oral language, psychomotor skills, cognitive abilities, and emotional organization, which collectively define the framework supporting autonomy in learning. According to Vygotsky's theory (1978), learners require appropriate assistance, whether from peers or teachers, to enhance and promote autonomy. In the assessment of inclusive education, which forms the basis the fifth from the five phases of TISIPfSEN, levels of autonomy in interventions are evaluated, using descriptors such as "with help," "without help," and "with significant help." To facilitate this process, teachers provide structured and differentiated pedagogical materials, including both stable and mobile cards, with the aim of engaging cognitive processes.

According to researchers (Valencia et al., 2019), emerging technologies such as "digital assistants" – robots, artificial intelligence, and virtual and augmented reality, can create a safe learning environment for students with ASDs under specific conditions, because there are many kinds of autism (National institute of child health and human development, 2000).

It is emphasized that these applications cannot replace human interaction (Hosseinzadeh et al., 2020; DiPietro et al., 2019). Therefore, a proposed differentiated pedagogical approach combines 3D pedagogical "cognitive machine" materials with digital applications during interventions (Drossinou Korea & Alexopoulos, 2022).

According to the Diagnostic Classification System for Psychiatric and Neurodevelopmental Disorders (DSM-5, 2013), autism spectrum disorders (ASDs) encompass challenges in social skills, interactions, as well as repetitive and obsessive behaviors. According the report of the national reading panel for teaching children to read as evidence-based assessment of the scientific research literature on reading and its implications for reading instruction from the National institute of child health and human development (2000), where show as the implications for the teaching of reading for the ASDs. Therefore, structured and differentiated intervention programs need to give specific attention to these aspects (Christakis, 2011), along with the student's individual behavioral variations, as observed by teachers (Drossinou Korea, 2017, 2020, 2022). According to the pedagogical principles of TISIPfSENs/ASDs, structured differentiated instruction can facilitate the education of students with special educational needs resulting from ASDs. With technological advancements and the increasing integration of new technologies into daily life, the need for differentiation extends to the digital realm, where structured, instructionally differentiated digital applications are being developed (Drossinou Korea & Alexopoulos, 2022). The learning environment is being restructured and adapted to the requirements of students (Drossinou Korea & Alexopoulos, 2020).

## 2. Differentiation based on the TISIPfSEN pedagogical tool

The structuring and differentiation are not limited to the boundaries of the taught curriculum but also take into consideration the individuality of the student and their family interactions. Furthermore, they consider the student's performance, deviations from the semester of study, adaptations to educational programs and materials, with the goal of facilitating access and improving skills. Regarding the criteria for differentiation in students with special needs, these are related to attendance, teaching, the schedule of interventions, expected behavior, rewards, success criteria, the time and place where differentiated teaching steps are applied, as well as methods for evaluating interventions. However, challenges persist in defining appropriate differentiated pedagogical tools and educational resources according to the human-centered model and new technologies with smartphones (Drossinou Korea, 2017). Moreover, students with special needs, based on their differences, require suitable adaptations. According to these adaptations, their environment is structured to detect and implement appropriate learning methods (Synodinou, 2007). TISIPfSENs/ASDs addresses the absence of pedagogical



methodology and the inconsistency of provided educational methods for the SENs of students with special needs. Each intervention program, in order to be successfully completed, is adapted to the student's interests, age, special needs and abilities, learning readiness and levels of autonomy.

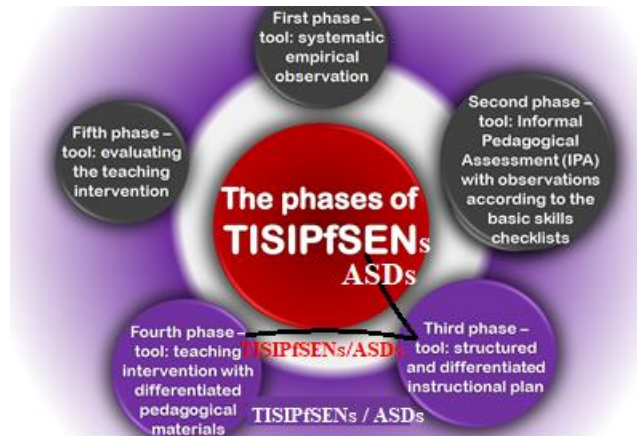
The need for structured differentiation in teaching students with ASD, achieved through direct instruction and project analysis, is addressed by the pedagogical tool TISIPfSEN, mentioned above. TISIPfSENs/ASDs offers a Targeted, Individual, Structured, Teaching Differentiated Special Education Intervention Program (Drossinou Korea, 2017; Christakis, 2013). Therefore, differentiation and structured instruction TISIPfSENs/ASDs are defined to promote the autonomy of students with ASDs in all aspects of their lives. The role of the teacher is being redefined as they are called upon to meet the demanding challenge of addressing the diverse educational needs of all students within the classroom (Christakis, 2011).

It is, therefore, a pedagogical approach that combines the cognitive theories of mobile learning. Through TISIPfSENs/ASDs, the student gains a clear understanding of the rules governing the weekly timetable and promotes inclusive education. This pedagogical tool includes variations in the timetable with visual clarity, personalized long-term and short-term teaching objectives for inclusive education, and corresponding personalized pedagogical materials with a range of exercises of graduated difficulty. These exercises are organized into structured dossiers that are transformed into cognitive tools with experiential learning readiness activities, signifying differentiated pedagogical uses with mobile phones (Drossinou Korea, 2020, 2022). The mobile phone is utilized as a modern interactive tool in education.



Picture 1. The pedagogical tool T[I]SIPf [SENs/ASDs] focusing on the teaching structured differentiation

In this paper, the focus will be on creating differentiated educational digital materials, referred to as the “digital cognitive machine” using a mobile phone. This concept aligns with the third and fourth phases of TISIPf [SENs/ASDs], namely the design and implementation phases (Drossinou Korea, 2017, 2020, 2022). The structured implementation of differentiated didactic objectives (the fourth phase of TISIPfSEN) involves the use of suitable pedagogical materials with adapted exercises, following the segmentation of teaching objectives into intervention steps. These differentiated materials can take the form of three-dimensional objects, such as a rubber binder, or digital materials, such as a “digital binder” (Drossinou Korea & Alexopoulos, 2022). Within these materials, various components cater to the individuality of students with ASDs, including cards featuring their name, favorite color, preferred object, weekly timetable, and a card illustrating the classroom layout with their designated location (Drossinou Korea, 2017, 2020, 2022).



Picture 2. The phases of TISIPfSENs/ASDs (focus on the third and the fourth phase)

### 3. Students with ASDs and new technologies

As new technologies (NTs), with a particular focus on Information and Communication Technologies (ICTs), become increasingly integrated into the lives of students with ASDs, there is a need to create didactically differentiated digital materials, following the framework established by the pedagogical tool TISIPf-[SENs/ASDs]. It is worth noting that computers provide students with ASD an environment that is isolated from external distractions through the use of workstations. Also, the individualized levels of support during headspout early reading instruction (Thompson et al., 2022) support children with ASDs. In fact, according to researchers (Valencia et al., 2019), when using digital applications, students with ASDs feel secure as they receive controlled stimuli within a context that has clear rules and interactions. Furthermore, every action is reversible, which helps reduce anxiety in students who can interact both verbally and non-verbally. Thus, it provides a theoretically virtual learning environment for people with ASDs (Aljameel et al., 2018), who often appear to enjoy engaging with new technologies (NTs).

In 18 international studies reporting on 11 interventions using robots and 7 using serious digital games, some positive results were observed for students with ASDs when utilizing augmented reality applications for interventions (DiPietro et al., 2019). Other research (Khowaja et al., 2020) further indicates that students with ASDs exhibit enhanced concentration and increased eye contact when using new technologies (NTs), particularly with robots. However, it is essential to note that IT applications cannot replace human interaction, aligning with the human-centered teaching model. Human interactive behavior is notably more unpredictable than interactions with computers (Hosseinzadeh et al., 2020), and concerns arise regarding the potential induction of self-stimulatory “obsessive” behaviors (Grandin, 2012). Therefore, to address social difficulties (Christakis, 2011; Drossinou Korea, 2017, 2020) and develop social skills, NTs, including IT, computers, and robotics applications, are being used.

For instance, according to Roberts-Yates and Silvera-Tawil (2019), immersive reality applications using glasses, while showing positive results in some interventions, can lead to unpleasant experiences for students and individuals with ASDs if not appropriately designed and differentiated for their needs. Students with ASDs, in particular, are hypersensitive to certain stimuli, and they may become overwhelmed by the excessive audiovisual stimuli in immersive applications. This can lead to experiences of nausea, headaches, and disorientation.

#### 4. Students with ASDs and teaching with mobile learning material

The COVID-19 pandemic has led to conditions of distance learning online, as noted by Mahyoob in 2020. The fact that an increasing number of students with ASDs possess a mobile device for daily use encourages the incorporation of mobile phones in inclusive school pedagogy. As a result, differentiated learning readiness activities include mobile phone applications in the educational process, similar to the use of gamification.

According to researchers (Novack et al., 2019), the utilization of mobile phones in interventions for students with ASDs can enhance learning, as it allows the integration of text and images with multimedia content (Kagohara et al., 2013), and the use of the sense of touch on the screen can provide multisensory stimulation (Kamaruzaman et al., 2016). Nevertheless, developing mobile apps tailored for students with ASD is a complex process that requires consideration of numerous parameters. Focusing on these criteria, research by Ntalindwa et al. (2021) concluded that it is crucial for the app to be relevant to the student's life and experiences, as outlined in learning readiness activities. Moreover, the app should provide a clear user interface with legible text and images, along with appropriately selected sounds at the learner's preferred volume. Additionally, it is essential to avoid colors that may confuse and distract the learner and, instead, opt for familiar images and colors. In terms of functionality, the application should include, among other features, clear menu buttons for returning to the home screen and the ability to revisit and repeat actions. Under these conditions and with the parallel use of 3D educational material, there can be some effective interventions that support long-term goals for students with ASDs (Drossinou Korea, 2017; Drossinou Korea & Alexopoulos, 2023a).

As revealed by a literature search in popular application databases, such as the "Play Store," there are no educational mobile phone applications available with a Greek-language user interface for students with ASDs (Drossinou Korea, 2023b). Therefore, it becomes necessary to develop mobile applications that support interventions for Greek-speaking students with ASDs and are personalized to their specific preferences and educational needs, following the principles established by the TISIPfSENs/ASDs pedagogical tool. These applications can be used in conjunction with 3D cognitive rubber-band machines under the guidance of the teacher, whose role is not replaced by the application during the intervention (Christakis, 2011; Drossinou Korea, 2017, 2020).

#### 5. Research purpose – Research questions

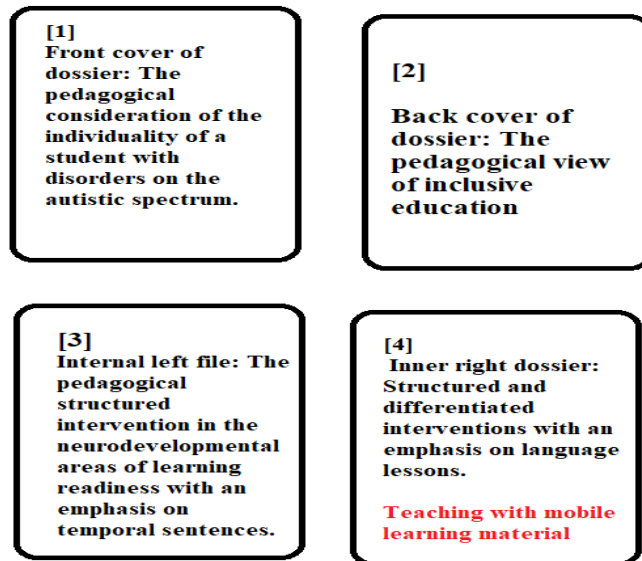
The purpose of the study is to design a personalized, didactically differentiated application template. This template will serve as the foundation for the creation of other relevant mobile phone applications by teachers, specifically philologists, to support similar interventions for students with ASDs. The research questions aim to investigate whether philologists can create digital mobile phone applications in accordance with the pedagogical tool TISIPfSEN with emphasis to ASDs.

#### 6. Method

In this paper, the research team explored platforms for constructing websites optimized for mobile phones to develop a structured, differentiated "application." The Wix platform was selected, allowing the creation of mobile phone websites that resemble applications or programs. As observed during the search and testing process, the philologist can relatively easily produce a "mobile application." Users are afforded the flexibility to arrange and position objects, such as pedagogically differentiated and structured educational materials with images and text, in a manner akin to a PowerPoint presentation. The addition of differentiated materials and

objects was initially done in the desktop version (Desktop Wix Editor), with the subsequent structuring of the application taking place in the mobile version (Mobile Editor) (Drossinou Korea, 2023a).

The app's design followed a structure similar to that of three-dimensional “conventional” cognitive machines, with particular emphasis on the dossier, which serves as a differentiated material used in interventions with students with ASDs, following the TISIPfSENS/ASDs framework for teaching methodology (Drossinou Korea, 2017).



Picture 3. Parts of a three-dimensional – “conventional” cognitive machine: structured teaching dossier

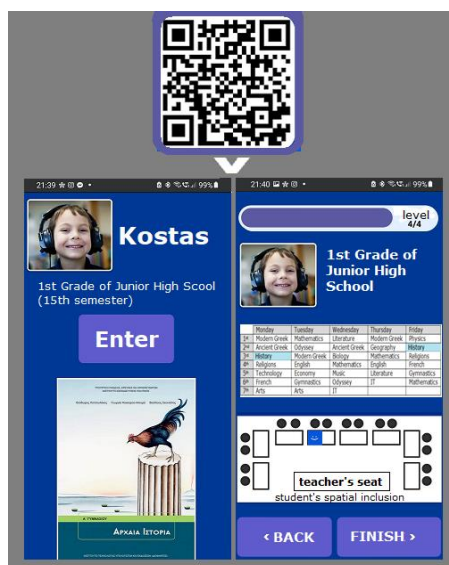
According to TISIPfSENS/ASDs, the folder’s cover features the cover of the book to be used for the intervention, in this case, the 1st-grade high school history book. It also includes the name and photo of the student, along with their favorite object, which, in this case, is headphones. On the back cover, you’ll find the weekly timetable, color-coded to indicate the days and times for the history lessons, followed by a diagram showing the student’s spatial integration in the classroom. All images are designed as movable cards to provide multisensory stimuli to the student, involving touch, sight, hearing, and more. The entire folder is designed in the student’s favorite color, which is blue. The left cover contains movable cards with the date, clocks indicating the start, end, and duration of the intervention, along with multisensory exercises featuring learning readiness activities. On the right cover, you’ll find activities involving visual conceptual facilitators. Finally, in the upper outer “ear” on the right cover of the binder, the intervention goal is placed, followed by the teaching intervention steps on the inner “ear” using movable cards. On the right inside cover of the binder in the lower “ear,” cards for verbalizing the student's feelings are positioned (Drossinou Korea, 2020, 2022).

## 7. Results

This structure was applied in the designed application (<https://pan-alexopoulos.wixsite.com/website-9>). The digital mobile version introduces several innovations to provide the student with a clear sense of the digital space on mobile devices. Notably, buttons such as “enter,” “back,” and “next” have been included. Additionally, a progress bar with four stages - levels has been incorporated, enabling the student to track their interaction with the dossier. It’s

important to note that the student won't have the dossier open in front of them as in the conventional version. The application features clear fonts and smooth movements to prevent confusion, while the teaching objectives, steps, clocks, and movable cards retain the same order as in the 3D "conventional" folder. All images are interactive to engage the student through touch.

The mobile phone application serves as a complement to the conventional cognitive machine with the dossier, where each step of targeted intervention implemented with conventional differentiation is followed by another step involving digital intervention. The student's favorite color (blue), a single large-size font, their name, photo, and the course book cover have been transferred to the front page (home page) of the application. The first level denotes individuality and differentiation (the [I] from the acronym of the pedagogical tool T[I]SIPfSEns/ASDs).



Picture 4. Differentiation with mobile phone: front and back cover

On the back page according the fourth level of TISIPfSEns/ASDs teaching methodology of these application, used the cards with the weekly timetable and spatial integration were arranged following the conventional differentiation structure. On the fourth level is placed the diagram of student's spatial integration in the classroom, with its seat in a different colour, in order to promote the student's integration (the second letter [I] from the acronym of pedagogical tool TISIPfSEns/ASDs. Specifically, at the "first level," rotating movable cards with arrows (< >) were positioned to allow the student to select the correct time calculation method with the clock. Subsequently, cards featuring visual conceptual aids and multisensory exercises, along with experiential learning readiness activities, were introduced through pop-up cards for the concepts of listening, seeing, pointing, and writing. Finally, the top section details the teaching objectives and their step-by-step implementation (located in the top "ear" of a conventional folder).

Moving on to the "second level" of the application, movable cards with a social story, in accordance with TISIPfSEns/ASDs, were interspersed with arrows (< >) on the right inner leaf of the conventional folder. Notably, the first card was left blank to pique the student's curiosity.

Lastly, in the "third level," the student will discover cards for verbalizing emotions, each representing expressions such as *happy*, *sad*, and *indifferent*.

Finally, an innovation that has been added is the rewarding of the student upon completion of the levels. This is personalized T-[I]-SIPfSEns/ASDs ("Bravo Kostas") and encourages the student to continue the effort.

## 8. Research limitations – Suggestions

The present-designed application is only accessible through a hyperlink, necessitating an internet connection, and it cannot be installed as a “program” application on a mobile phone or computer. This application was developed based on a case study in the laboratory course “Educational Integration and Teaching Social Skills to Students with Autism” (course code: 13E75\_18) within the Department of Literature at the University of Peloponnese, Greece. Its purpose was to showcase an application as a model for other interventions. Therefore, testing by more philologists is expected.

## 9. Discussion – Conclusions

The first conclusion indicates that a literacy educator can create “digital cognitive machines” using a mobile phone application for a student with ASD, adhering to the pedagogical principles that underlie the structuring and differentiation of instruction with TISIPfSENs/ASDs (Drossinou Korea & Alexopoulos, 2022).

The second conclusion demonstrates that the application can be designed by constructing a mobile website through the Wix platform, facilitating interventions in teaching social skills with digital cognitive tools for a student with ASDs (Drossinou Korea & Alexopoulos, 2023).

The third conclusion emphasizes that the app to be developed can follow the structure of the conventional 3D dossier, incorporating some innovations as presented in the app-template for other differentiated digital material constructions (Kagohara et al., 2013).

The fourth conclusion suggests that the combined use of the conventional dossier and the mobile phone application can be implemented without replacing the 3D differentiated pedagogical materials (Vygotsky, 1978; Synodinou, 2007; Christakis, 2011).

Finally, the fifth concluding point of this paper highlights those endeavors, such as the one involving “digital cognitive machines” through a mobile phone application for a student with ASDs, can aid interventions by addressing specific aspects of the teaching goal. Importantly, these efforts do not undermine human and physical interaction and do not replace the teacher’s role.

Therefore, this research demonstrates that teachers can utilize digital tools, such as Wix, to create accessible websites and mobile phone applications for students with ASDs. To fully personalize the digital materials provided to students, it is crucial for the teacher-philologist to appropriately adapt them. This can only be achieved if the teacher actively participates in the application’s design process, considering the student's background, learning profile, and preferences, in accordance with TISIPfSEN. In particular, Greece, as previously mentioned, faces a shortage of Greek-language accessible personalized mobile apps for students with ASD. It is precisely this gap in the literature that this research aims to address by presenting the design of a model website application for further interventions with students with ASD. Furthermore, considering the benefits and risks outlined in the literature, this research suggests the combined use of 3D “traditional” personalized pedagogical materials and digital applications.

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The authors declare no competing interests.



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# General Provisions of Digital Property Law: Categorizing Digital Assets

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## *Abstract*

This article deals with General Provisions of Digital Property Law and Categorizing Digital Assets. Distributed data storage technologies and their applications have created a market for virtual assets, forming a new intangible, digital type of property. The formation of digital property law, which is becoming increasingly important, is based on the functional approach of introducing digital assets as property into the law, which necessitates a rethinking and transformation of property law, similar to the transition from exclusively tangible objects of property rights to intangible objects such as intellectual property, as well as from securities and documents of title (bill of lading, bill of exchange) in paper form to fully dematerialized securities, electronic documents of title, and online accounts as property. The transformation of property law for the purposes of digital assets is based on the implementation of new, sui generis property rights and the extension of rules on property rights to objects that were not previously objects of law or were created for obligatory claims, as a result of which objects arising from actual or contractual relations acquire a real and quasi-real legal regime. Starting with an overview of the concepts of property law of digital assets, the article then discusses the concept of property, and then the concept of digital assets, their nature and classification of the main types of digital assets as property. The formation of digital property law inherent in modern law is a global trend characterized by the gradual recognition of certain types of digital assets as property and the creation of functional equivalents of possession, legal titles and remedies that are inherent in traditional property law, taking into account the intangible nature of digital assets. The author of this research starts with an overview of the general provisions of Property Law and Digital Property Law, the article then discusses General Provisions Categorizing of Digital Assets, and Categorizing Types of Digital Assets.

*Keywords:* digital property law, digital assets, categorizing digital assets.

## 1. Introduction

Distributed data storage technologies and their applications have created a market for virtual assets, forming a new intangible, digital type of property. The formation of virtual property law, which is becoming increasingly important, is based on the functional approach of introducing digital assets as property into the law, which necessitates a rethinking and transformation of property law, similar to the transition from exclusively tangible objects of property rights to intangible objects such as intellectual property, as well as from securities and documents of title

(bill of lading, bill of exchange) in paper form to fully dematerialized securities, electronic documents of title, and online accounts as property.

The transformation of property law for the purposes of digital assets is based on the implementation of new, *sui generis* property rights and the extension of rules on property rights to objects that were not previously objects of law or were created for obligatory claims, as a result of which objects arising from actual or contractual relations acquire a real and quasi-real legal regime.

Starting with an overview of the general provisions of Property Law and Digital Property Law (2, 3), the article then discusses General provisions Categorizing of Digital Assets (4), and Categorizing Types of Digital Assets (5).

## 2. General provisions of property law

### 2.1 *Concept of property law*

Traditionally property law is the area of law that governs the ownership, other in rem rights in things.

Property law defines objects of property for the purpose of the law, whether tangible or conceptual,<sup>1</sup> and confers exclusive rights in these objects or “things” that are enforceable against the whole world.<sup>2</sup>

### 2.2 *Concept of property*

#### *Three principal elements for legal concept of property*

The legal concept of property consists of three principal elements. Those elements are (1) the existence of a thing with particular characteristics; (2) a person’s liberty to put the thing to various uses; and (3) the law conferring on that person a legal right to exclude others from the thing.

#### *Approaches for concept of property*

Legal systems take divergent approaches to the concept of property.

The property law of modern countries does not have a unified approach to the concept of property. Depending on whether the scope of property is limited to physical objects, different jurisdictions apply a broad or narrow understanding of property.

Narrow understanding of term “property” means in rem rights only over tangibles.

Broad understanding of term “property” provides for in rem rights over tangibles and legal rights.

Three broad approaches can be named in the world’s major legal systems to the concept of property:

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<sup>1</sup> Thus, the subject-matter of property can in principle be a tangible in the material world, an intangible (e.g. air), or a pure intangible, that is a legal concept, e.g., a debt, intellectual property right. The actual situation depends on the jurisdiction in question.

<sup>2</sup> Andreas Rahmatian, A Comparison of German Moveable Property Law and English Personal Property Law . Electronic Resource – [Access Mode]: <https://germanlawarchive.iuscomp.org/?p=340>.

- (1) Common law jurisdictions use categories of things in possession (tangible property, physical items) and things in action (intangible property, legal rights);
- (2) Most civil jurisdictions have traditionally recognized two categories of property, including personal property – things (physical items) and legal rights;
- (3) Some civil jurisdictions treat as property only a thing (physical items) (i.e., Germany, Japan).

Most civil jurisdictions treat certain rights as non-physical objects, although a few stipulate that only physical objects qualify as “objects” that can be owned; and some civil jurisdictions, which includes German and Japanese law, have the most fundamental problems, as the recognition of any non-physical object, as an object of property rights needs to circumvent this dogmatic axiom.

### 2.3 Concept and general attributes of property

Property is at the heart of property law. Clearly, we need to understand what property is and where property in the context of digital assets fits within private law.

The property is used in private law of civil jurisdictions means only tangible items (i.e. German Law) or tangible and intangible items such as a property rights or any proprietary rights (i.e. Austria, Ukraine, Scotland).

In common law jurisdictions [personal] property consists of tangibles or “things in possession” and intangibles or “things in action.”

[Personal] property refers to interests in relation to any other thing.<sup>3</sup>

“Property” does not refer to a thing but to a relationship between a person and a thing.

“Property” does not refer to a thing; it is a description of a legal relationship with a thing. It refers to a degree of power that is recognized in law as power permissibly exercised over the thing (High Court of Australia in *Yanner v Eaton*:<sup>4</sup>).

The category of things in possession is currently limited to physical things. Things in possession are things which are “tangible, moveable, visible and of which possession can be taken”. An example of this is a bag of gold: possession of a bag of gold gives its possessor a property right which is enforceable against the whole world.

Things in action are, in general, things in relation to which rights “are asserted by taking legal action or proceedings.” The classic example of a thing in action is a debt claim. The category of things in action is sometimes given a much broader meaning as a residual class of personal property. In other words, the broad use of the term thing in action captures any personal property that is not a thing in possession. Common examples of “things in action” are debts, rights to sue for breach of contract, and shares in a company.

A key question is, therefore: “What features or attributes must a thing have before it can be the legal object of property rights?”.

Under the UK case law: Property must be definable, identifiable, capable of assumption by third party, having some degree of permanence or stability (in *National Provincial Bank v Ainsworth*).

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<sup>3</sup> M Bridge, L Gullifer, K Low, G McMeel, *The Law of Personal Property* (3rd ed 2021) para 1-009.

<sup>4</sup> 201 CLR, referring to K Gray, “Property in Thin Air” (1991) 50 *Cambridge Law Journal* 251.

Another case: A statutory entitlement that is transferable and has value is certainly “property” (In *Celtic Extraction Ltd*, a case involving waste management licenses).

Civil jurisdictions property treat property in the legal sense as a set of subjective rights represented by a holder, and the objects to which these subjective rights refer can be quantified in monetary values.

For example, in the Law of Ukraine, property as a special object is considered a separate thing, a set of things, as well as property rights and obligations (Art. 190 of the Civil Code of Ukraine).

Therefore, the general attributes of property are: (1) the subsistence in them of a right control, enjoyment, or use, *lato sensu* – defined as the ownership, (2) legal title controllable by a certain person, (3) transferrable from one person to another.

#### *Conclusions that could be drawn from this issue*

Property are physical things, i.e. objects of the real world, and legal things, i.e., intangible objects (securities, virtual assets, etc.) that are recognized by law or court as a thing or which are subject to the legal regime of a thing, since such property objects have property value, are capable to be controllable and transferrable.

#### *2.4 Concept of property rights*

Property rights are treated as rights against third parties.

Property rights are property rights (ownership and limited property rights in civil jurisdictions, legal titles in common law jurisdictions) that are valid against each person.

Property rights are characterized by a closed list of property rights.

Most of jurisdictions recognize only certain types of property rights (*numerus clausus* of property rights).

Some jurisdictions provide for the principle of a relatively open list of property rights, according to which property rights are those provided for by law as property rights, as well as other property rights recognized by the court as property rights by their legal nature (for example, Spain).

Noteworthy inherent in English Law flexibility in recognizing of new types of property and absolute proprietary rights due the relative openness of English law to recognizing property rights in a variety incorporeal thing.

#### *Conclusions that could be drawn from this issue*

Most of jurisdictions recognize only certain types of property rights (*numerus clausus* of property rights).

For the purposes of more flexibility of law, it is advisable to implement into the Law of Ukraine relatively open list of property and property rights by giving courts the right to recognize new types of property and property rights or other absolute proprietary rights not provided for by law in case of compliance with the key attributes of the property, property rights and other absolute proprietary rights.

Property rights are property rights (ownership and limited property rights in civil jurisdictions, legal titles in common law jurisdictions) that are valid against each person.<sup>5</sup>

Traditional property law may apply to virtual assets, despite their intangible nature, if a law or court decision recognizes virtual assets as a thing or if they are subject to the provisions of the law on things. Thus, under German law, cryptoassets are subject to the provisions on movable property. At the same time, the law establishes the specifics of legal titles to virtual assets.

Accordingly, digital property law is a branch of law that regulates absolute property rights in virtual assets, their transfer, grounds for origin and termination, security, protection and inheritance under national and international private law.

### 3. General provisions of digital property law

#### 3.1 *Concept and system of digital property law*

It is necessary to distinguish the concept “digital property law” and concept “digital property rights”), or digital property law in subjective and objective meanings.

Digital property law is the areas of private law that governs the various forms property rights, legal titles in virtual assets.

Digital property rights are the entailments to access, control, enjoyment or use digital assets that operate against each person or only against a party to a contract or any other debtor, depending on whether they are legally characterized by rights in rem, obligations or other rights.<sup>6</sup>

Digital property law includes private law institutions of digital property, digital possession/control, transfer, legal titles (ownership, access, quasi-real rights), property injunction, security, remedies, inheritance, digital assets with a foreign element.

#### 3.2 *Concept and legal titles on digital assets*

Digital assets are heterogeneous intangible benefits that exist electronically and represent value or contractual rights. Different types of digital assets are legally characterized by rights in rem, obligations or other nature, which determines the nature of virtual property rights.

Narrow meaning of digital assets equates to equivalent of cryptoassets: a cryptographically secured digital representation of value or contractual rights that uses some type of DLT and can be transferred, stored or traded electronically.

Broad understanding of digital assets means any record or representation of value that fulfils the following criteria:

- (i) it is exclusively stored, displayed and administered electronically, on or through a virtual platform or database, including where it is a record or representation of a real-world, tradeable asset, and whether or not the digital asset itself is held directly or through an account with an intermediary;

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<sup>5</sup> Christian von Bahr, *Gemeineuropäisches Sachenrecht Band 1: Grundlagen, Gegenstände sachenrechtlichen Rechtsschutzes, Arten und Erscheinungsformen subjektiver Sachenrechte*. Gebundenes Buch. – 2015. – Verlag C. H. Beck. – (s. 860). – S. 5.

<sup>6</sup> Rhys Bollen, “The Legal Status of Online Currencies Are Bitcoins the Future?” [2016] Access: <https://ru.scribd.com/document/536348131/SSRN-id2285247>.

(ii) it is capable of being subject to a right of control, enjoyment or use, regardless of whether such rights are legally characterised as being of a property, obligational or other nature; and

(iii) it is capable of being transferred from one party to another, including by way of voluntary disposition.

Access approach provides certain persons with access to the account's content, but not to the account *per se*.

Legal title approach provides certain persons with access content and the account *per se*.

#### *Conclusions that could be drawn from this issue*

The question remains as to ownership v access: ownership on digital assets only which are legal things, right of access on digital assets which are a legal claim?

While the acknowledgement of digital assets as a form of property might make sense in certain jurisdictions that have a more functional understanding of the concept of property, i.e., things and legal rights, it might be in stark contrast to the current understanding and qualification of crypto assets as “crypto property” in other jurisdictions that only recognize physical objects as being subject to property rights.

Given the differences in different jurisdictions, the legal traditions of jurisdictions should be taken into account when recognizing virtual assets as property and legal titles to them.

### *3.3 Ownership and possession*

Full participation in the turnover of digital assets necessitates their recognition as objects of ownership and possession or their legal equivalent.

Generally, ownership is treated as the most comprehensive right a person over a thing that that are enforceable against the whole world. Possession is usually understood as the actual holding of a thing as one’s own. At the same time, the object of possession is usually a tangible thing. Therefore, the existing concept of possession do not meet the requirements for “possession” of digital assets.

Legal statement on cryptoassets and smart contracts of the UK Jurisdiction Taskforce (UKJT)<sup>7</sup> concludes that “A cryptoasset is not a thing in possession because it not tangible and so cannot be possessed.”<sup>8</sup>

In this regard, some authors note, that “While it is clear that the market expects the law to treat digital assets as objects of property rights – and it is common to speak about digital assets as objects of ownership and possession – it is not always straightforward that these concepts apply to digital assets.”<sup>9</sup>

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<sup>7</sup> Legal statement on cryptoassets and smart contracts. UK Jurisdiction Taskforce. The LawTech Delivery Panel, n. 67. November 2019. URL: [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.blockchain4europe.eu/wp-content/uploads/2021/05/6.6056\\_JO\\_Cryptocurrencies\\_Statement\\_FINAL\\_WEB\\_111119-1.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.blockchain4europe.eu/wp-content/uploads/2021/05/6.6056_JO_Cryptocurrencies_Statement_FINAL_WEB_111119-1.pdf).

<sup>8</sup> Of course, the keys to a cryptoasset can be stored on a physical medium, which can be possessed, such as a USB drive or even a piece of paper. But that does not mean that the cryptoasset itself can be possessed.

<sup>9</sup> Jason G. Allen, Michel Rauchs, Apolline Blandin, Keith Bear, Legal and regulatory considerations for digital assets. University of Cambridge. 2020. Access: <chrome->

Possession is actual dominance over a thing, which implies having physical control over that thing. The functional equivalent of the actual domination of a person over a digital asset confirms possession of the attributes of practical control over such asset (i.e., private key of the crypto-asset). A person who holds in his own interest such an instrument of practical control has control over a digital asset, which is functionally physical control over the thing that person owns.

However, UKJT believes that “It is not enough that the private key gives practical control. Possession “is concerned with the physical control of tangible objects; practical control is a broader concept, capable of extending to intangible assets and to things which the law would not regard as property at all.”<sup>10</sup>

One can agree with such an approach, if we proceed from the understanding of practical control, which is not created only by a tool of such control (for example, the private key of a crypto-asset). However, functionally physical control occurs in the event of practical control over digital assets that are recognized as property.

In this regard, two ways of development of the doctrine of control over digital assets could be assumed: (1) possession of digital assets, which involves practical control over appropriate digital assets which law treats as a property, or (2) control over digital assets that are property as a functional equivalent of possession, if domestic law does not recognize possession of digital assets, independent from possession.

In conclusion, it is possible to foresee the implementation of two main models of control over digital assets. First, the so-called digital possession and second, control of a digital asset as a legal equivalent of traditional possession. For this purpose of digital possession implementation, the law should provide for an expanded concept of possession by recognizing possession as both actual detention of a tangible thing and control over digital assets or by extending the provisions of the Laws on possession to “digital possession” (control) of digital assets. Other possible option for introducing “possession” of a digital assets is to introduce into law (the Civil Code, judiciary practice) provisions on control of digital assets.

### *3.4 Approaches to digital property law*

#### *State-based Approach: is it a way to breach crypto space?*

This approach is based on the idea of sovereignty: the legal system has the inherent de jure authority to regulate cyberspace and therefore has the legitimacy to regulate DLT and blockchain, which is true for any other “sphere,” physical or not. According to this approach, the legal principles on which the legal system is based are applicable to blockchain and DLT. In this case, the legal qualification of the nature of virtual assets is to recognize them as a form of property,<sup>11</sup> that is recognized as intangible property, property digital artifact,<sup>12</sup> digital things

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extension://efaidnbmnnnibpcajpeglclefindmkaj/https://www.jbs.cam.ac.uk/wp-content/uploads/2020/10/2020-ccaf-legal-regulatory-considerations-report.pdf.

<sup>10</sup> Your Response Ltd v Data Team Business Media Ltd [2014] EWCA Civ 281 (n 26). URL: <https://vlex.co.uk/vid/your-response-ltd-v-792620845>.

<sup>11</sup> Fox, David, Cryptocurrencies in the Common Law of Property (August 16, 2018). <http://dx.doi.org/10.2139/ssrn.3232501>

<sup>12</sup> Rhys Bollen, The Legal Status of Online Currencies Are Bitcoins the Future? [2016] Access: <https://ru.scribd.com/document/536348131/SSRN-id2285247>.



subject to the property law regime,<sup>13</sup> or they have the nature of obligatory rights<sup>14</sup>. Accordingly, in the future, we can expect the formation of virtual property rights as (1) quasi-property rights, or (2) obligatory rights, or (3) integrative (mixed) rights, or (4) *sui generis*, a new property right. In this regard, Finck Michèle concludes that “this approach ...is not useful for classifying the cryptos that have been classified as protocol cryptoassets, as in the case of decentralized applications or dapp, such as decentralized autonomous organizations (DAO).”<sup>15</sup>

This author’s conclusion has important role, as it draws attention to the existence of a broader understanding of cryptos that is not covered by the traditional concept of civil rights object and leaves the category of “protocol cryptoassets” outside the normatively recognized classification of cryptoassets. Such broader understanding of cryptoassets might be useful in the context of constant emergence of new types of cryptoassets and related legal categories, despite the absence in modern law of an independent legal status of “protocol cryptoassets” as a separate type of cryptoasset or related to it legal category. In fact, there is a certain probability that in the future “protocol cryptoassets” may be recognized as a *sui generis* cryptoasset or a separate legal category, combining elements of the object and subject of civil rights.

#### *Property Cyberlaw as a new paradigm*

Cyberlaw is a new paradigm, based on the idea that cryptolaw is outside of the law: it is a cloud of legal norms, processes, institutions, and vocabularies for governing inter-crypto, intra-crypto, and all other legal relations concerning crypto instruments, institutions, and markets.<sup>16</sup> The cryptolaw method of governance varies according to the kind of relation that exists between the law and code.

#### *Self-executing and regulatory organizations, Lex Cryptographica: Are they truly promoting crypto space autonomy?*

On the opposite side of the spectrum, another approach, which can be defined as cyber-separatism, extends to all kinds of cryptoassets and indicates that no regulation should be imposed and that DLT should remain self-driven<sup>17</sup>. Otherwise, regulations governed by the rule of law may be replaced by a system of algorithmic governance operated exclusively through the rule of code that both defines and enforces a *Lex Cryptographica*.

In any case, any solution must acknowledge that economic decisions and economic acts implemented through informatic systems such as blockchains are territorially neutral and are formed only virtually by a peer-to-peer network.

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<sup>13</sup> See: Nekt K. G. Virtual Assets as a Kind of Digital Things // Journal of Civil Law. August 2022. DOI: 10.32837/chc.voi45.466. Access: <http://chascyvil.onua.edu.ua/index.php/chc/article/view/466>; Nekt K. Social Media Account as an Object of Virtual Property. 2020. Access: <https://journals.muni.cz/mujlt/article/download/12298/11651/28166>.

<sup>14</sup> Cvetkova I. Cryptocurrencies legal regulation. *BRICS Law Journal*. 2018;5(2):128-153. <https://doi.org/10.21684/2412-2343-2018-5-2-128-153>

<sup>15</sup> Finck Michèle, ‘Blockchain Technology’, *Blockchain Regulation and Governance in Europe* (Cambridge University Press 2018), 22 et seq. Access: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.cambridge.org/97811084/74757/frontmatter/9781108474757\_frontmatter.pdf

<sup>16</sup> CleanApp, ‘Defining Cryptolaw’ (*Medium*, 28 September 2018) <https://medium.com/cryptolawreview/cryptolaw-9410cf7a8fd4>.

<sup>17</sup> Samuel Elliott, ‘Bitcoin: The First Self-Regulating Currency?’ (2018) 3 *LSE Law Review* 57 Access: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://storage.googleapis.com/jnl-lse-j-lselr-files/journals/1/articles/23/submission/proof/23-1-45-1-10-20191015.pdf



*Conclusion that could be drawn from this issue*

Law towards a three-layered Digital Property Law: State-based, supranational (Digital Lex Mercatoria) and intra-&inter-crypto (Law (Cyberlaw)?

Failure to take into account spontaneous transnationality inherent to DLT will create hurdles in the development of technologies and capital outflow from over-regulated jurisdictions.

4. General provisions categorizing of digital assets

4.1 *Approaches to categorizing digital assets*

Given the differences in the law of national jurisdictions, two main approaches to categorizing virtual assets as property are emerging: holistic and object-based.

The holistic approach provides for the recognition of digital assets, including cryptoassets and digital content:

- (1) a kind of things/tangibles (Moldova);
- (2) legal equivalent to a things / tangibles by extending the provisions on things to virtual assets (Ukraine)<sup>18</sup>;
- (3) type of proprietary rights (Russia, Serbia).

The object-based approach provides for separate legal regimes for different types of digital assets as property. In particular, cryptoassets are recognized as a movable property for secured cryptoassets (Germany),<sup>19</sup> “movable and immovable property of any kind” (Malta)<sup>20</sup> or sui generis, the third type of property (UK). Other digital assets (digital files, e-mail, domain names, carbon credits or European carbon dioxide emission permits) are usually recognized as property rights. Digital commercial papers (warehouse receipts, bills of lading, delivery orders) and in-game items are recognized as property rights or are not recognized as independent objects of civil rights depending on the laws of the relevant jurisdiction.

4.2 *Concept and test for categorizing digital assets*

The three-layered test for categorization a digital asset involves determining whether a certain digital asset meets the general concept of property, the concept of a certain type of digital property and for such the purpose of special interests such as the subject of legal title (ownership, access rights), control, security, remedies, bankruptcy.

5. Categorizing types of digital assets

5.1 *Categorizing cryptoassets. Heterogeneity of cryptoassets*

Different types of cryptoassets do not have equivalent content. Exchange tokens closely linked do not incorporate any right of an obligatory character and closely linked to in rem

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<sup>18</sup> Law of Ukraine dated 10.08.2023 N 3320-IX On Amendments to the Civil Code of Ukraine to Expand the Range of Civil Rights Objects. Access: <https://zakon.rada.gov.ua/laws/show/3320-IX#Text>.

<sup>19</sup> Fillmann A. German Law Aspects of Crypto Assets. The National Law Review. April 2, 2020. URL: <https://www.natlawreview.com/article/german-law-aspects-crypto-assets#:~:text=Under%20German%20civil%20law%2C%20it,of%20sections%20903%20et%20subq>.

<sup>20</sup> Malta Virtual Financial Assets Act 2018 (VFAA), pt I art. 2 (2). Electronic Resource – [Access Mode]: <https://legislation.mt/eli/cap/590/eng/pdf>.

rights, while utility tokens have a link to the holder's right to access goods or services linked to obligatory claims. Security tokens are equivalent of security closely linked to in rem or quasi in rem rights. NFT is separate cryptoassets structured to represent digital artworks, music works, collectables, baseball basketball cards, photo albums, etc. NT is closely linked to in rem rights. The ownership of NFT asset should depend on the structure and the underlying asset. For example, after a transfer of an NFT representing a digital artwork to the purchaser, the purchaser as the NFT owner has access to the underlying asset, but this does not mean that the purchaser automatically obtains ownership of the content of the underlying digital artwork. Depending on the terms and conditions, the NFT purchaser might only be entitled to view the digital artwork and does not acquire its ownership in any form (e.g., any electronic files of the artwork).<sup>21</sup>

There are a few approaches for categorizing of cryptoassets which provide for they are a form of property<sup>22</sup>, are private intangible property, are a valuable digital artefact,<sup>23</sup> are digital things on which extend in rem regime,<sup>24</sup> or have the nature of obligation rights.<sup>25</sup>

Taking into account the differences in the law of national jurisdictions, six approaches to the categorization of cryptoassets are formed, which are: (1) a kind of thing (Moldova), (2) equated to a thing by extending the provisions on things (tangibles) to digital assets (Ukraine), (3) equated to movable and immovable things of any kind (Malta)<sup>26</sup> ("movable and immovable property of any kind"),<sup>27</sup> (4) digital or property rights (Russia, Serbia),<sup>28</sup> (5) sui generis property (United Kingdom)<sup>29</sup> (5) crypto securities are equated to movable things, other crypto assets are recognized as property rights (Germany).<sup>30</sup>

However, a global trend is emerging to recognize cryptoassets as property.

In particular, in the Law of England and Wales crypto-tokens are already capable of qualifying as property, though the precise boundaries are unclear. We have no doubt that the English courts already recognise crypto-tokens (broadly, as described in Appendix 4 of the CP) as objects of property under English law. There will inevitably be boundary issues, and the property status of specific crypto-tokens will depend upon the particular features of the relevant system.

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<sup>21</sup> Chang R., Hsiung E. Taiwan Blockchain. URL: <https://www.legal500.com/guides/vhapter/taiwan-blockchain/?export-pdf>.

<sup>22</sup> Fox, David, Cryptocurrencies in the Common Law of Property (August 16, 2018). Available at SSRN: <https://ssrn.com/abstract=3232501> or <http://dx.doi.org/10.2139/ssrn.3232501>.

<sup>23</sup> Rhys Bollen, "The Legal Status of Online Currencies Are Bitcoins the Future?" [2016] Access: <https://ru.scribd.com/document/536348131/SSRN-id2285247>.

<sup>24</sup> See: Nekt K. G. Virtual Assets as a Kind of Digital Things // Journal of Civil Law. August 2022. DOI: 10.32837/chc.v0i45.466. Access: <http://chascyvil.onua.edu.ua/index.php/chc/article/view/466>; Nekt K. Social Media Account as an Object of Virtual Property. 2020. Access: <https://journals.muni.cz/mujlt/article/download/12298/11651/28166>.

<sup>25</sup> Cvetkova I. Cryptocurrencies Legal Regulation. *BRICS Law Journal*. 2018; 5(2):128-153. <https://doi.org/10.21684/2412-2343-2018-5-2-128-153>.

<sup>26</sup> Malta Virtual Financial Assets Act 2018 (VFAA), pt I art. 2 (2). Electronic Resource. – [Access Mode]: <https://legislation.mt/eli/cap/590/eng/pdf>.

<sup>27</sup> Ibid.

<sup>28</sup> Đ. Đurić, V. Jovanović, new regulation of digital assets for future business – Case of Serbia. *AGORA International Journal of Juridical Sciences*, <http://univagora.ro/jour/index.php/aijjs>, ISSN 1843-570X, E-ISSN 2067-7677 No. 1 (2023), pp. 7-16.

<sup>29</sup> Fox, David, Cryptocurrencies in the Common Law of Property (August 16, 2018). Available at SSRN: <https://ssrn.com/abstract=3232501> or <http://dx.doi.org/10.2139/ssrn.3232501>.

<sup>30</sup> German Law Aspects of Crypto Assets. *The National Law Review*. September 12, 2023. Volum XIII, Number 255. Access: <https://www.natlawreview.com/article/german-law-aspects-crypto-assets>.

Some of the Law Commission's proposals for statutory intervention (e.g., an innocent acquirer rule) could imply a need for a statutory definition of crypto-tokens.<sup>31</sup>

A similar tendency to recognize cryptoassets as property occurs in many other legal jurisdictions, despite the peculiarities of national traditions regarding the concept of property and the model of legal regulation of cryptoassets.

*Conclusions that could be drawn from this issue*

There is an obvious conflict between various legal approaches conditioned by legal traditions and readiness for private law reforms.

### 5.2 Categorizing digital commercial papers

The digital commercial paper (bill of exchange, promissory note, etc.) represents the goods, which exists as a record capable to be subject of access, control, enjoy or use, capable to be controllable and transferrable from one person to another by digital negotiation.

*Conclusions that could be drawn from this issue*

This indicated compliance of this digital assets all core criteria of property.

### 5.3 Categorizing digital files

Digital file is a digital asset capable to be subject to control, rights of store the file on a hard drive, physical deliver the hard drive to another person and tell her the password, able to be transferred, regardless that they would not be normally disposed, since it could be subject of property-like (quasi-property) claim and consequently would benefit from or involve the need for the in rem legal regime.

*Conclusions that could be drawn from this issue*

Strong case for extending property rights to digital files.

### 5.4 Categorizing domain names

Domain name exists as a digital account password-protected by act of registration of domain name's holder which is capable to be subject to control, rights to access, use and dispose, has monetary value, could be controllable by certain person and able to be transferred from one person to another.

*Conclusions that could be drawn from this issue*

It means that domain name meets all criteria required for property regardless of at which extent such property rights will have big or little character of obligation between digital services provider and holder (owner) of this domain name.

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<sup>31</sup> Michael Voisin, Richard Hay, Sophia Le Vesconte, Sam Quicke, Henry Wells, Digital assets and English private law: the highlights of our response to the Law Commission's consultation. Access: <https://www.linklaters.com/en/insights/blogs/fintechlinks/2022/october/digital-assets-and-english-private-law>.

### 5.5 *Categorizing emails*

Emails exist as a digital record which functions as a way to identify entity of its holder and a tool to send and to receive some digital information, which capable to be subject to control, rights to access, use and dispose, has monetary value, could be controllable by certain person and able to be transferred from one person to another.

#### *Conclusion that could be drawn from this issue*

It means that email meets all criteria for property and could be a digital asset and be recognized as property regardless of at which extent such property rights will have big or little character of obligation between digital services provider and holder of this email.

### 5.6 *Categorizing in-game digital assets*

In-game digital assets are type of digital assets, which are used to enrich a player's experience of a game, or to enable them to perform better within that game. Many in-game digital assets have marketable value. Examples of in-game digital assets include "skins" (avatar outfits), collectibles, weapons, and even virtual land and buildings.<sup>32</sup>

There are usually two main possible views as to what the thing that constitutes an in-game digital asset is:

- (1) Some form of reified, or independently existing, object which exists in a digital world.<sup>33</sup>
- (2) A mixture of information located on servers and computers, software, intellectual property rights and contractual rights.<sup>34</sup>

We agree with authors, which argue that "a players (as a landowners) actually 'owned' objects of property in the game,"<sup>35</sup> and "in-game digital assets acquire some proprietary nature and limitations of use of a thing provided by the terms of the license are not incompatible with ownership of a thing, especially considering the fact that provider's terms of service provided for a player's ability to control the land which they owned in the game. They were able to exclude others, to subdivide it, or sell the ingame land in question."<sup>36</sup>

At the same time, the opposite position taken by the UK Commission is not without logic, that "the ingame digital asset exists as the result of a combination of infrastructure, intellectual property, and servers which enable a network of players to play together in the same ecosystem. However, all of these things are themselves the objects of property rights held by, among others, the game developer, or of some platform that supplies its services to players."<sup>37</sup>

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<sup>32</sup> The Law Commission of England and Wales. Para 7.33 of Digital assets Consultation paper. No 256. 28 July 2022. Available at: <https://www.lawcom.gov.uk/project/digital-assets/>.

<sup>33</sup> See eg H Y-F Lim, "Virtual world, virtual land but real property" (2010) *Singapore Journal of Legal Studies* 304 and J Fairfield, "Virtual property" (2005) 85 *Boston University Law Review* 1047.

<sup>34</sup> See M Bridge, G McMeel, L Gullifer and K Low, *The Law of Personal Property* (3rd ed 2021) paras 8-059 to 8-062. 600 487 F. Supp. 2d 593 (United States District Court for the Eastern District of Pennsylvania).

<sup>35</sup> H Y-F Lim, "Virtual world, virtual land but real property" (2010) *Singapore Journal of Legal Studies* 304, 312, referring to Guardian Unlimited: Gameblog, "Second Life and the Virtual Property Boom" (14 June 2005).

<sup>36</sup> Above, 320 to 321.

<sup>37</sup> The Law Commission of England and Wales. Para 7.41 of Digital assets Consultation paper. No 256. 28 July 2022. Available at: <https://www.lawcom.gov.uk/project/digital-assets/>.

### *Conclusion*

If statutory law or court practice does not recognize in-game digital assets as an object of property rights held by, among others, the game developer or some platform that supplies its services to players, a player (as a landowner, etc.) could be treated as owner objects of property in the game, as in-game digital assets acquire some proprietary nature, taking into account that limitations of use of a thing provided by the terms of the license are not incompatible with ownership of a thing, especially considering the fact that provider's terms of service provide for a player's ability to control the land which they own in the game, and they are able to exclude others, to subdivide it, or sell the in-game land in question.

### *5.7 Categorizing carbon credits or European allowances to emit CO<sub>2</sub> ('EUAs')*

EUAs exist as an electronic record and title over allowances, which have no material form, capable to rights of enjoy and use, be controllable, transferrable, each allowance has a unique code that allows for identification and contributes to the permanence and stability of the allowance.

### *Conclusions that could be drawn from this issue*

From the perspective of English and Ukrainian laws, the proprietary status of the carbon allowances does not appear especially controversial and is enough likely.

### *6. Concluding remarks*

The formation of digital property law inherent in modern law is a global trend characterized by the gradual recognition of certain types of digital assets as property and the creation of functional equivalents of possession, legal titles and remedies that are inherent in traditional property law, taking into account the intangible nature of digital assets.

Most types of digital assets potentially capable to be a property as they meet key criteria of property, namely they exist as a digital account or representation, capable to be subject to control, rights to access, enjoy, use, have monetary value, capable to be controllable by certain person and able to be transferred from one person to another. If so, it means that mentioned digital assets could be treated as a property.

The question remains whether all digital assets are property? For example, whether the deceased's email addresses containing confidential information about the deceased or third parties are property? The legal status of In-game items is relevant.

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# Contemporary Approaches and Challenges in Classroom Management

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## *Abstract*

All teachers are confronted with the role of the class teacher. The class teacher is the person who observes, sanctions, and manages the group of pupils assigned to them at the beginning of the school year. The class teacher also must take on other important and responsible roles required by law and by the various daily situations that arise in the classroom. This study explored how teachers adapted to classroom tasks during the pandemic and the challenges they faced. It found that most teachers relied on virtual platforms such as WhatsApp and Zoom. A wider body of research highlights the challenges of distance learning, such as connectivity issues and infrastructure limitations. In addition, classroom management and human resource constraints emerged as significant barriers for teachers in this context. In this research, we also found that during study, teachers do not acquire sufficient knowledge for effective class management.

*Keywords:* classroom management, class meeting, classroom tasks, class teacher, distance learning.

## 1. Introduction

A class, in the context of education, is a group of pupils who require guidance and leadership. The person responsible for supervising and guiding this group is known as the class teacher. The class teacher's role is to manage the class, provide direction and maintain an overall view of the students' academic performance and behaviour. In addition, the class teacher plays a key role in fostering positive relationships among the pupils and in bridging the gap between the pupils and the other subject teachers who educate the class. This involves creating links and encouraging cooperation between pupils, which contributes to a harmonious classroom atmosphere. In addition, the class teacher acts as an important intermediary between the school administration and the parents of the students. Collaboration with parents is essential as the attitudes and behaviours pupils develop at home have a significant impact on their performance, interactions, and engagement in the school environment (Ažman, 2012).

The role of the class teacher is particularly influential in the classroom, where they are in a unique position to influence pupils in several ways. The class teacher acts as a role model and source of inspiration for the pupils, motivating them and setting an example through their words and actions. In situations where pupils display inappropriate behaviour, the class teacher may also take disciplinary and corrective action, thus playing an important role in maintaining order and

discipline in the classroom. In addition, the class teacher tends to develop a close and nurturing relationship with the pupils, fostering a strong teacher-pupil bond that may be different from that of other subject teachers. This bond enables the class teacher to better understand and relate to the pupils on a personal level. In addition, a key aim of the class teacher is to create a positive and inclusive classroom atmosphere. They aim to inculcate important values such as respect, tolerance, solidarity, and cooperation among the students, actively promoting these values and making them a fundamental aspect of the learning environment (Kalin, 2001).

- For distance learning, all classroom teachers used the Zoom platforms.
- The biggest problem that arose with distance learning was the connectivity issues and infrastructure limitations.
- Teachers do not acquire sufficient knowledge for effective class management during the study.

The class teacher is defined as a professional body with different competencies, sometimes making decisions, sometimes guiding, and discussing, and sometimes caring and collaborating. This depends on the role and tasks they perform (Pušnik, 2001).

In existing literature, there exist varying definitions of the roles and responsibilities of a class teacher. Žagar defines the role of the class teacher as (Žagar et al., 2001):

- the coordinator who links his or her departmental community with other systems within and outside the school,
- the educator plans and organises situations in which pupils take responsibility for their actions, develop basic human values, and can internalise ethical principles,
- the animator encourages and motivates both students and teachers to develop their skills and ideas or to assume their share of responsibility,
- the planner plans and evaluates the work and life of the departmental community with all the participants,
- the mediator in problematic situations ensures that the whole conflict resolution process is constructive,
- the informer ensures that all the necessary information reaches the people who need it (pupils, parents, members of the Teachers' Council, etc.), and
- the administrator handles the required documentation, i.e., takes minutes, writes reports, issues certificates.

Kalin offers a categorization that encompasses several distinct roles. These include educational functions, which entail addressing students' personal issues; administrative duties, focusing on the management of class-related documentation; acting as a liaison between parents, students, and the school; serving as an arbitrator and advocate, defending the rights of students; functioning as an animator, encouraging active student participation; and acting as an assistant and counsellor, providing guidance and assisting students in their learning endeavours (Kalin, 2001).

On the other hand, Ažman presents a classification that segments the class teacher's tasks into three major areas: leadership, fostering a classroom community, and promoting student achievement (Ažman, 2012). It's crucial to note that these various roles are inherently interconnected and cannot be distinctly isolated.

This article aims a holistic perspective on classroom management, highlighting its central role in education and drawing attention to the challenges it faces in an evolving educational

landscape. It signals the need for further research, support, and adaptation to keep pace with the ever-evolving field of education.

## 2. Methodology

In this literature review, we conducted a comprehensive search of peer-reviewed articles in reputable databases such as SpringerLink, Elsevier, MDPI, and Taylor Francis. Our main goal was to gain insight into classroom management and remote classroom management during the pandemic. To review the literature, we used simple keywords that are directly related to these areas, such as: classroom teaching, distance teaching, classroom teacher roles, classroom teacher tasks.

In our selection, we deliberately avoided including articles that mention specific levels of students (such as primary, middle, or upper secondary), specific age groups or specific types of educational institutions. Our main inclusion criteria were the presence of the exact term “classroom teacher’s role” in the article, the explicit mention of a specific country in the title of the article, and a publication date after 2000.

### 2.1 Purpose of the study

The purpose of this article is to provide a comprehensive review of the literature on classroom teaching and classroom teaching during a pandemic. Our goal is to review the extent to which classroom teaching is valued and respected and how classroom teaching was conducted during distance education. This review also describes the obstacles that classroom teachers encountered when working remotely.

### 2.2 Research questions

- (1) Do teachers gain enough knowledge during their studies to be able to lead a class effectively and to practise classroom management skills?
- (2) Were classroom teachers successful in managing distance learning?

## 3. Results

Authors have expanded the responsibilities of classroom teachers, which include, in addition to the already listed responsibilities, activities such as monitoring absences, accepting excuses, keeping records of absences, recommending, and recognizing student achievements, and communicating with parents about absences, inappropriate behaviour, medical examinations and other relevant information. In addition, class teachers conscientiously document their activities, including writing various opinions, notices, reports (Kalin, 2001). Other authors summarize the roles of the class teacher and interpret them as key tasks, so that they can be divided into four levels (Ažman, 2012):

- class management,
- managing individual students,
- connecting with various stakeholders inside and outside the school and
- concern for one’s own professional development.

Even though the class teacher is a very important part of the educational process, his or her work is undervalued. Researchers abroad also note that the work of the classroom teacher and classroom management has been devalued, although this is one of the essential tasks of teachers. This problem is addressed in American schools by organising different teaching programmes and methods (e.g., positive behaviour support) and by encouraging older and more experienced teachers to mentor younger ones (Stough & Montague, 2015; Gardner, 2019). In English schools, classroom teachers have 4 hours dedicated to classroom management (Fenkart, 2001).

Some authors argue that teacher education programmes are ineffective because they do not equip teachers with the skills and knowledge needed to teach effectively in modern classrooms. Many studies have highlighted this shortcoming, making a compelling case for educational reform (Berry et al., 2010; McMahon et al., 2015; Totto et al., 2016).

The field of education has undergone significant changes, creating new challenges for teachers. The impact of these challenges on teachers is increasing, as they are often caught between the demands of increasingly diverse and dynamic learning environments and the needs of students. Teachers are expected not only to impart knowledge, but also to address complex social-emotional and behavioural issues, while promoting inclusion and equity. Modern teaching requires a more inclusive and flexible approach to a diverse range of students. The situation has been exacerbated by the outbreak of the pandemic, which has presented unprecedented challenges. In this context, educators have had to fend for themselves by independently developing innovative strategies and approaches to adapt to rapidly changing classroom dynamics caused by distance and hybrid learning, online teaching, and diverse student needs. The authors emphasise the resilience, creativity, and dedication of teachers in the face of difficulties and recognise their key role in education. Educational institutions are being forced to innovate programmes and provide professional development initiatives. It appears that these reforms should address the complex and evolving demands of 21<sup>st</sup> century classrooms and ensure that teachers are well equipped to meet these challenges effectively (Li & Yu, 2022).

The teacher must perform pedagogical tasks at a sufficiently high level. For this work to be sufficiently professional, he/she must analyse the educational and learning results of the department's students, carry out developmental research tasks, and ensure the professional and consistent management of the department's pedagogical documentation. Such an approach leads to successful management of pedagogical work and solving educational problems (Žagar et al., 2001).

Conclusions and results of analyses, development and research tasks, observations and other events in the department show him/her the contents and goals to be realised (Žagar et al., 2001):

- leading, guiding and advising students and coordinating the pedagogical work in the department,
- leading the department's Teachers' Council,
- working with the parents of the department's students,
- liaising with the school's professional bodies,
- co-operation with the staff of the counselling service and the school management,
- cooperation with professional and other institutions dealing with children and young people.

Classroom management should include a variety of strategies that a teacher uses daily to create a positive classroom environment that is structured, engaging, productive, and promotes student learning and growth. These practices include setting expectations, monitoring student behaviour, and anticipating and responding to student needs. Effective classroom management techniques affect student achievement, productivity, and accuracy of student work, reduced disruptive behaviour, higher levels of classroom engagement and attention, and increased prosocial behaviour and positive peer relationships among students (Cho et al., 2020). These strategies include effective classroom management, whole-class goal setting, learning methods and behaviour.

These concepts are very important if we want students to acquire positive values. If this happens in all departments, these values will be transferred to the whole school and the whole environment. This can be achieved in several ways: by setting an example as a teacher, by a class teacher establishing norms, values, and appropriate communication in the class, by systematic problem solving (talking to the student, talking to the parents, counsellor, etc.), by creating a vision of work with the department (relationships between students, counsellor, etc.). by creating a vision of the work with the department (relationships between pupils, promotion of belonging, effective conflict resolution, etc.), by planning the work (objectives, methods, etc.).

### 3.1 *Distance classroom management*

Distance learning is not an innovation. Its origins go back to some of the earliest known applications when students in the United States received weekly lessons by mail. Similarly, countries such as England, Switzerland and Australia have long been involved in distance education through various means, including mail, radio, and television, to address the challenges posed by geographically dispersed and sparsely populated regions. This shows that the concept of distance education has been in practice for some time and has evolved in response to geographical and demographic needs. Within the field of education, there are several terms that, although often used interchangeably, have distinct nuances in their definitions and applications. Terms such as “open education,” “online education,” “virtual education,” “e-learning,” and “m-learning” are often used interchangeably. However, it’s important to recognise that each of these tools represents a different facet of distance learning, with different methods and systems (Burns, 2011).

For example, “m-learning” involves educational practices delivered via mobile phones or tablets, using wireless access for learning. On the other hand, “e-learning” uses similar tools but differs in that it provides greater access to learning materials and encourages collaborative interactions between participants (Ally, 2006). The distinction between these terms underlines the need to appreciate the subtle differences in their pedagogical mechanisms and functionalities.

Technological advances have facilitated the transformation of traditional channels of knowledge and information exchange, ushering in an era of dematerialisation. This phenomenon is evident in the transformation of printed books into digital e-books, the metamorphosis of newspapers and magazines into online websites, and the evolution of traditional bricks-and-mortar classrooms into dynamic e-learning environments (Heeks, 2020). Particularly in today's context, where periods of social isolation are increasingly common, m-learning stands out as a particularly advantageous educational approach. With its ability to provide both online and offline access to educational resources, m-learning has distinct advantages, a feature that distinguishes it from e-learning (Dahya, 2016; Korucu & Alkan, 2011).

While distance learning offers significant opportunities for expanding access to education, especially during a pandemic, it is not without its challenges. Relying solely on lecturing and teaching in distance learning does not guarantee a quality educational experience; it is only

one facet of the multifaceted task. In this online teaching environment, educators are required to model exemplary teaching practices to motivate and promote student success (Burns, 2023).

To meet this demand, teachers need to have a high level of technological knowledge and skills. Unfortunately, the number of teachers with these skills and abilities remains limited. Paradoxically, in the modern educational landscape, many students, from primary and secondary schools to universities, demonstrate a more robust grasp of technological literacy than some of their teachers teaching the same age group.

Conversely, recent research, such as that conducted during the pandemic by Gonzalez et al. (2020), suggests that distance learning, with its ability to allow teachers to objectively assess student performance, has positively impacted student success by introducing new learning methods. This suggests that while challenges exist, distance education also offers opportunities for innovative approaches to education (Gonzalez et al., 2020).

Some authors showed that the professional roles of teachers changed significantly during the pandemic. During online teaching, they were assigned more tasks, which also affected the decline in teacher satisfaction. In the article, the authors emphasize that a mixed teaching model should be implemented in educational institutions after the pandemic. Teachers should have adequate digital literacy to be able to meet the new needs of the currently innovative educational model in the future. In addition, the study reveals that teachers' level of digital literacy, career satisfaction and professional role are significantly related (Li & Yu, 2022).

The authors also report that during the pandemic, most teachers used WhatsApp messenger to monitor the learning process. Many of them also used apps like Google, YouTube, Zoom, etc. The problems that teachers and students faced were internet access and lack of infrastructure, slow Internet, the connection was often interrupted (Sari & Nayir, 2020).

In line with the broader societal shift towards technology integration, pedagogy must also evolve. The advent of the Internet has revolutionised access to vast information resources, contributing to greater efficiency and time savings. Online technologies have become particularly important in contemporary educational approaches, a facet that is of paramount importance for the younger cohorts who have grown up in the digital age and have a natural affinity with modern technology. This technological transition is closely linked to the changing preferences of these new generations. Today's students show a marked inclination towards learning through mobile applications and video-based content, which is a notable departure from traditional teaching formats. Authors have astutely observed that students often emulate their educators who have adopted modern technology as an integral part of their teaching methodology, even extending its application to home-based learning. This trend underlines the increasing importance of technology integration in both educational institutions and home-based learning environments (Szymkowiak et al., 2021).

#### 4. Discussion and conclusion

Teacher education programs are still outdated and therefore not as effective as they could be. In this context, programmes need to be supplemented with new approaches that include modern technology and, of course, the skills to use it effectively. Nevertheless, teachers have been successful with their innovative approaches during the pandemic.

This is the answer to the first research question, which was whether teachers acquire sufficient knowledge during their studies to be able to effectively manage a classroom effectively and practise classroom management skills.

The authors' research revealed certain challenges and limitations faced by teachers in distance learning. These challenges included issues related to internet connectivity and lack of

adequate infrastructure. However, it is important to recognise that the shift to distance learning has also brought many benefits. It has increased and accelerated the development of digital literacy among all participants in distance learning, including both students and teachers. And this is answer to second research question.

Most teachers managed the abrupt transition from traditional face-to-face teaching to the online teaching mode required by the pandemic. However, there were significant challenges to this adaptation. Teachers experienced increased stress and workload. As a result, the pandemic led to significant shifts in teachers' professional roles and reduced job satisfaction. In addition, teachers faced significant digital literacy hurdles as they attempted to juggle their multiple responsibilities spanning teaching, professional development, and personal life amidst the urgent demand to transition to online instruction. These increased responsibilities often led to increased psychological strain for teachers. Respondents also emphasised the need for greater respect for the role of the class teacher. They pointed out that a high-quality classroom community is one of the essential components in creating a more advanced, contemporary, and student-centred educational environment, which in turn benefits society.

Promoting student-centred leadership in schools requires school leaders to have a deep understanding of how students learn, to support teachers in creating supportive learning environments, to monitor and evaluate progress, and to foster collaboration and a sense of community within the school community. This involves creating the conditions for effective learning, monitoring educational progress, and fostering a culture of collaboration and community within educational institutions. To effectively address the challenges facing schools, teachers need to feel a sense of agency and empowerment that allows them to take initiative in their roles.

When you take on the role of class teacher, you don't know what kind of pupils you'll have in the classroom, whether they'll be clever or hardworking, or whether they'll seek attention in different ways, including ways that are distracting to the teacher. It doesn't matter what the pupils are like, what matters is that the class teacher accepts them for who they are and helps and counsels them when they are in trouble, liaising with the appropriate school staff. In this article we have outlined the roles and responsibilities of the class teacher. The class teacher faces various obstacles, the main ones being inexperience, ignorance, and workload. To ensure the quality of the class teacher's work, a systemic solution should be to give the class teacher more time for classroom work and to provide some kind of in-service training, workshops, or study groups. We have analysed the distance teaching in our institution. We agree with the respondents that the work of the class teacher should be more respected, because a quality classroom community is one of the most important keys to a better quality, modern and student-friendly school and thus society. Only in this way will we be able to educate critical, self-confident, original, and tolerant future intellectuals.

The article provides a comprehensive overview of the basic responsibilities and roles of classroom teachers to shed light on the multifaceted nature of classroom management. It offers a general definition of classroom management, emphasising the central role of the classroom teacher in creating a conducive and productive learning environment for students. This role extends beyond the academic to include mentoring and personal development guidance. The article also explores the various challenges and obstacles that classroom teachers face in fulfilling their demanding responsibilities. It highlights the need for a more nuanced understanding of the challenges associated with distance teaching, particularly when adapting to new and rapidly changing teaching environments. The article highlights the importance of recognising and addressing the difficulties that classroom teachers face in trying to manage their classrooms effectively. It also explores how the area of classroom management has been somewhat underemphasised in the wider educational context, often resulting in inadequate educational

content and training for teachers in this vital role. It reflects on the need for more comprehensive support and professional development opportunities for classroom teachers.

Looking to the future, the article points to the need for classroom teachers to adapt to modern educational trends, including the increasing integration of digital tools and content. This adaptation should include equipping teachers with the skills and resources needed to effectively integrate these digital tools into their classroom management strategies.

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## Case Study as a Method of Teaching and Diagnosing Future Teachers

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### *Abstract*

The objective of this paper is to present the results of piloting the educational and diagnostic capabilities of the case study method in the process of training future primary school teachers. The study was carried out using a set of methods: method of content analysis of pedagogical literature, survey of respondents using Google forms, qualitative and quantitative analysis of educational cases compiled by the respondents, mathematical and statistical processing of experimental results. The sample of the study consists of 225 bachelor students of the training direction Pedagogical Education, future primary school teachers, Southern Federal University, Russia. Students were asked to describe the educational problems they witnessed being a teacher or a pupil. They were also required to offer their own solutions to the problems. The educational cases described by the students were classified according to the multivariate typology of the conflict according to the type and the content of the conflict. The data obtained indicate an increased occurrence of nurturing situations in the professional activity of a teacher. According to the solutions of the educational cases proposed by the students, vectors of priority solutions were identified. Qualitative analysis of the answers revealed students' lack of ability to solve educational problems. The authors recommend an algorithm for solving an educational problem by students. The algorithm consists of eight consecutive steps based on the algorithm of scientific and cognitive activity. Such training, according to the authors, develops pedagogical improvisation and intuition, alternative pedagogical thinking, values, pedagogical skills of analysis, planning, reflection, etc.

*Keywords:* teacher training education, case study method, educational problems.

### 1. Introduction

The last decades in Russian education have been marked by systemic changes that have led to the alterations in the goals and values of education, its characteristic features. Among the most significant features of a new type of education are personal orientation, instability, innovation, continuity, creativity and uniqueness. Besides these are competence and self-reliance of students as the goal and the result of education. The rapidly changing modern world and education require a graduate of a pedagogical university to possess both the theoretical foundations of his/her vocation, and professionally applied skills, as well as experience in practical pedagogical activity. The training of future teachers is becoming more and more practice-oriented, which determines the choice of appropriate technologies and methods for pedagogical education.

Among them, the case study method occupies an important place (Guruzhapov, 2017; Guseva et al., 2015; Margolis, 2015; Tatarenko & Shatokhina, 2018; Tulepbergenova, 2013).

## 2. Method

The purpose of the study: piloting the educational and diagnostic capabilities of the case study method in the process of training future primary school teachers.

Research objectives:

- (1) To identify the specifics of the educational problematic situations that most often arise in the professional activity of primary school teachers.
- (2) To identify and analyze the vectors of students' solutions to the educational problematic situations.

The research was carried out using a set of methods: theoretical research (a method of content analysis of pedagogical literature devoted to the problem of using case study method for vocational pedagogical education); experimental research (survey of respondents using Google forms; qualitative and quantitative analysis of pedagogical cases compiled by the respondents; mathematical and statistical processing of experimental results).

The use of the theoretical method of content analysis allowed us to identify and summarize a number of important theoretical positions for our research. The priority of case study methods reflects a number of significant trends in the development of modern education, including: the transition to student-centered education; increased personalization of education; blurring the boundaries between formal and non-formal education; changing the ways of evaluation of educational results (Charles Fad, 2010).

Gerring analyzes approaches to the definition of “case study” and the study of cases, as well as case selection strategies. He stresses the possibility of their application in various fields (political science, medicine, education, sociology, etc.), the use of quantitative and qualitative methods of their analysis (Gerring, 2007).

The advantages and limitations of the case study method characterize certain variations of it used in the educational process: situations based on video materials, Internet materials, role-playing games, etc. (Shivakumar, 2012; Davis, 2009; Vega, 2022; Rosier, 2022).

Difficult unforeseen situations regularly arise in the teacher's activity, the solution of which does not fit into certain ready-made algorithms. They require professional intuition and improvisation of pedagogical actions from the teacher. Readiness to solve such situations largely depends on the creative orientation of the teacher's personality. According to the researcher, the formation of these qualities is facilitated by training future teachers' heuristic activities (pedagogical heuristics) related to the situations of a problematic nature. In fact, we are talking about organizing the training of a future teacher using case study method (Levina, 2001).

Case study method is the imitative one, pursuing a range of both pedagogical goals and additional personal-developmental effects. The development of creative skills of future professionals is facilitated by offering them cases that can be solved in alternative ways (from the standpoint of not only pedagogy, but also psychology, ethics, etc.) (Panfilova, 2006).

The analysis of a specific situation belongs to a group of non-gaming methods in the structure of simulation (modeling) learning technologies (SmLT), which are problematic in their nature, because they presuppose the identification and formulation of the problem by students, the justification of the conditions and means of its solution. It is noted that this method not only arouses students' interest in the learning process, but also has an essential, specific significance

for the holistic development of personality This method of teaching, as well as the SmLT technologies in general, contributes to the formation of students' value orientations, relationships, communication culture, culture of thinking, methods of activity (planning, forecasting, analysis, reflection) (Zagvyazinskij, 2001)

Case study as an educational method combines the features of various types of teaching. These are problem-based, research, project, individual, and group types of teaching. Among the advantages of the case method is that it is focused on posing questions, while other methods focus on ready-made solutions. The use of case method is associated with the disciplines, the content of which contains questions that require ambiguous and alternative answers, as well as with the ways of organizing the educational process, the emphasis in which is on the independent and creative search for knowledge by students, information analysis, joint activities of students and teachers. Thus, this method trains future teachers to make decisions based on pedagogical improvisation and intuition, thereby developing their ability to pedagogical creativity (Popova (Smolik) & Pronina, 2015; Strekalova & Belyakov, 2013; Radzhabaliev & Nurmagomedova, 2015; Kadrzhanova et al., 2018).

Case method aims the collection of information from various sources, including such means of communication as television, Internet resources, electronic publications (Gasanova, 2018; Velieva, 2016). Different types of cases in terms of their function are distinguished. It is noted that the scope of the case method is not limited to training, it is able to perform a diagnostic function and be used as a research method (Pyanzina, 2015; Simonova, 2019).

### 3. Results

The study was conducted with the use of the following research methods: the analysis of psychological and pedagogical methodological literature; the analysis of modern educational Internet resources; the survey of respondents using Google forms; comparative analysis of the results of experimental activity; statistical methods for processing the results of experimental activity.

The research was conducted in the Academy of Psychology and Pedagogy of the Southern Federal University, Rostov-on-Don (the region in Russia). Respondents were the bachelor students of the training direction 44.03.01 Pedagogical Education, training profile "Primary Education" and 44.03.05 Pedagogical Education (with two training profiles) "Primary Education and Foreign Language." 225 students were tested in the study: 1<sup>st</sup> year students (entered 2022, full-time education) – fifty-three respondents; 2<sup>nd</sup> year (entered 2021, full-time education) – forty-four respondents; 3<sup>rd</sup> year students (entered 2020) – forty-eight respondents; 4<sup>th</sup> year students (entered 2019) – fifty-three respondents; 5<sup>th</sup> year students (entered 2018) – twenty-seven respondents. Students' participation in the surveys was voluntary and anonymous. Before conducting the survey, the objectives of the study were explained to the participants.

The empirical part of our research was based on the use of the above-mentioned functional capabilities of the case study method: training and diagnostic ones. Students were asked to describe the educational cases (problems, conflicts), participants or witnesses of which they had to be in the role of a teacher or a student. In addition, respondents were required not only to describe the ways to solve the problem by the teacher they were watching, but also to offer their own solution to the problem.

Such training, according to the authors, develops pedagogical improvisation and intuition, alternative pedagogical thinking, forms the value orientations of future teachers, and also creates conditions for them to master important pedagogical skills of analysis, planning, reflection, etc. These professional abilities and personal qualities are the most important components of the teacher's pedagogical competence.

Case method as a diagnostic technology was associated with the analysis of the solutions offered by students to educational cases (problems). Depending on the vector of choosing priority solutions, it is possible, according to the authors of the study, to judge the formation of the components of pedagogical competence in future teachers. The results revealed by the case method can also indicate the directions of those changes that need to be carried into both the process and content of the vocational training of future primary school teachers.

### 3.1 *The analysis of diagnostics results*

The educational cases described by the students were classified according to the multivariate typology of the conflict according to the following criteria:

- (1) The type of the conflict: intrapersonal, interpersonal, between a person and a group, between groups;
- (2) The content of the conflict: didactic, nurturing, combined.

According to the respondents' answers, 210 educational cases were identified and distributed as a percentage as follows: (1) by the type of the conflict: intrapersonal – 30%, interpersonal – 32%, between a person and a group – 35%; between groups – 3%; (2) by the content of the conflict: didactic – 20%, nurturing – 62%, combined - 18%.

The data obtained indicate an increased occurrence of nurturing situations in the professional activity of a teacher.

The identification of the relationship between the types of conflicts and their content showed the results presented in Table 1.

Table 1. The relationship between the types of conflicts and their content (number / %)

Type of conflict	Content of conflict		
	didactic	nurturing	combined
intrapersonal	26 / 41	13 / 21	24 / 38
interpersonal	17 / 25	47 / 69	4 / 6
between a person and a group	3 / 4	60 / 82	10 / 14
between groups	0	6 / 100	0

The results obtained allow us to conclude that the intrapersonal nature of the conflict is more common in the didactic and combined content of events; the interpersonal level is more due to problems of a nurturing character; the conflict between a person and a group, between groups is also associated with the problems in the nurturing sphere.

Special attention should be paid to the causes of the conflictual educational situations. The analysis of the educational cases revealed the key problems causing the occurrence of conflict events in the educational process of primary school (Table 2).

Table 2. Causes of the educational situations in primary school

№	Type of pedagogical situation					
	didactic		nurturing		combined	
	problems	number	problems	number	problems	number
1.	fear of public speaking	7	random events	16	isolation, low self-esteem	7
2.	unknown intrapersonal cause	10	conflicts between students	19	school maladjustment	8
3.	difficulties in working with text (reading and writing)	9	bullying	20	bullying	4
4.	low learning motivation	4	emotional instability or hyperactivity	13	emotional instability or hyperactivity	9
5.	family trouble	5	low level of students' discipline	12	a sharp change in the child's behavior	4
6.	conflicts with the teacher	3	conflicts with the teacher	9	inappropriate behavior	2
7.	problems with attention concentration	3	student's obscene language	7	deceitfulness	2
8.			demonstrative behavior	6	bad habit	2
9.			theft	5	the others	1
10.			attracting attention	5		
11.			health status	6		
12.			dysfunctional parents	5		
13.			opposition to the group	4		
14.			the others	3		

A special group of problems caused by “random events” underlies the situations of a sudden or ordinary nature which create difficulties in organizing the educational process by the teacher (for example, “students stopped listening to the teacher in class”). Unknown reasons of an intrapersonal nature (for example, “the child refuses to read aloud”) are of significant importance in didactic problems.

Conflicts of students and bullying are leading in the content of the educational problems, which indicates the need for special training of a teacher to work in this direction. Most of the causes of the educational situations are associated with a low level of students' behavior culture and discipline, which, however, does not exclude conflicts with the teacher, in which the student is not always to blame.

Combined educational situations arise mainly for intrapersonal reasons, such as isolation, low self-esteem, adaptation problems, emotional instability and others. The difficulty of overcoming these problems is due to the complexity of their impact on the educational and personal spheres (for example, “the student is constantly alone, he has no friends, he is not

interested in anything, he is always detached in lessons; he tries to sit at the back desks and not participate in the lesson”).

Primary school teachers in their daily activities have to face a wide range of situations that require both operational and time-delayed informal decisions. After analyzing the solutions of the educational cases proposed by the students, we conditionally identified vectors of priority solutions (Figure 1). The diagram shows, that most students choose the following prevailing work strategies: conducting an individual conversation with a child; working with parents (parent meeting, conversation, etc.); class meeting; implementation of an individual approach to the student to overcome learning difficulties; directing the student’s energy in a positive direction (sports, leisure, social assignment, etc.); seeking help from a psychologist, etc.

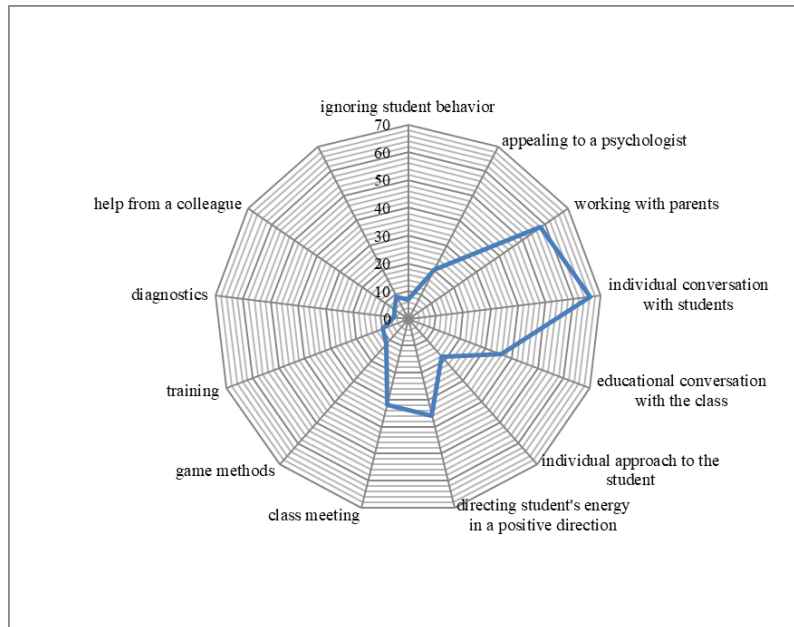


Figure 1. Vectors of solving pedagogical cases by students

A qualitative analysis of students’ decisions also showed the absence of specific proposals in the responses of some students to solve educational problems (36%). This was evidenced by the following formulations: “to work with parents,” “it is necessary to conduct special conversations,” “it is necessary to adjust the methodology of education.” Such proposals were formulated without explaining the purpose, specific steps or names of planned activities. These respondents did not offer scientifically-based solutions to the educational situation based on scientific concepts, approaches, methods or legal norms.

The most scientifically developed approach to solving problems and problematic situations is the algorithm of scientific and cognitive activity. According to A.A Frolov and Yu. N. Frolova the algorithm can be defined as an accurate description of a sequence of elementary operations interconnected by necessary, essential, stable and reproducible cause-and-effect relationships that systematically ensure the inevitable achievement of the goal [23].

### 3.2 Algorithm for solving an educational problem

We have developed and piloted an algorithm for solving an educational problem (task) by students. The term “educational problem (task)” is used by us, since the formulation of the task is an important stage of solving a problematic educational situation. The algorithm presented below consists of eight consecutive steps based on the algorithm of scientific and cognitive activity:



Step 1 – a detailed description of the situation, getting used to it. At this stage, it is important to imagine the situation as it really is and emotionally appropriate for it.

Step 2 – fixing the specific context of the educational situation. It is necessary to fix the context in writing (without fantasizing) in order to focus on the task as clearly as possible.

Step 3 – correlation of the context of the educational situation with the species classification. We used the above-mentioned classification in accordance with the multivariate typology of the conflict.

Step 4 – formulation of the probable causes of the situation. Identification and fixation of both known and unknown (supposed) causes.

Step 5 – determination of the leading contradiction(s) (the core of the conflict). We believe that the educational situation contains a conflict consisting of external and internal contradictions of the educational process. The identification and overcoming of the contradictions ensure both the solution of the educational problem (task) and the success of the educational process.

Step 6 – formulation of the educational problem as a question and the task to be solved. The educational problem is highlighted on the basis of the contradiction, and the formulation of the task is an important stage in solving a problematic situation (conflict).

Step 7 – substantiation and formulation of the law / scientific approach / scientific and methodological basis of solving the problem. A conscious solution to the problem is possible if only the necessary, substantial, stable and reproducible causal relationship between the phenomena under consideration is identified and established – the law according to which it is possible to influence the development of a problematic situation (Frolov, A.) [19]. At the same time, in the humanities, the task can also be solved on the basis of the law (legal, social, psychological, pedagogical, etc.)

Step 8 – making an action plan to solve the educational problem based on the chosen law, approach, etc. (for a teacher);

Step 9 – development of recommendations for parents / students and other participants of the educational process involved in the situation under consideration.

The presented algorithm was integrated into the process of students' studying such disciplines as "Pedagogy," "Module of Research Work," "Theories and Technologies of Primary Language Education," "Educational and Extracurricular Activities in Primary School," "Family Pedagogy," "Pedagogical Communications," and others. The options for using the algorithm depended on the content and type of the tasks that were solved (didactic, upbringing, socio-educational, intrapersonal, etc.)

#### 4. Discussion

The results obtained made it possible to identify and classify the range of problems arising in the professional activity of primary school teachers. The selected criteria for grouping cases can be expanded by students in the process of their professional development as future specialists in working with children of primary school age. Thus, the case study method is able to act as an effective tool for open education by creating a special matrix, the initial data of which can be constantly supplemented by the participants of the educational process, the most effective algorithms for solving complex pedagogical cases can be selected. The range of the educational problems identified in the course of empirical research, the solutions offered by students served as guidelines for the transformation of the content and methods of vocational training of future

primary school teachers at the Academy of Psychology and Pedagogy of the Southern Federal University.

## 5. Conclusions

The priority of case study among the methods of training future primary school teachers is associated with the changes taking place in modern pedagogical education. The case study method is aimed both at the formation of professionally significant knowledge and skills of future teachers, and at their professional and personal development. The educational potential of the method is not limited to its teaching and developing capabilities. Extensive diagnostic capabilities of the method allow to modify the content and technologies of vocational teacher training.

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# Karma and Reincarnation as Alternatives to the Risk Society

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## *Abstract*

The thesis of the article with the proposed title is that the knowledge and acceptance of the theosophical understanding of karma and reincarnation can be seen as an alternative to the risky reality in which modern human civilization lives. The alternative unfolds in two main directions – an explanation of individual, family, national and general human suffering on the one hand, and on the other hand, the possible result of this knowledge is indicated – an increase in personal and social responsibility towards life in all its manifestations. The proposed thesis is based on a comparison between German sociologist Ulrich Beck's research on risk society and the understanding of reincarnation and karma or the law of cause and effect in the theosophical doctrine of Helena Blavatsky. The thesis is dictated by the close-in-meaning conclusions that Ulrich Beck and Elena Blavatsky make about the fate of humanity, regardless of the different historical eras in which they both live and work.

**Keywords:** karma, reincarnation, risk society, theosophical doctrine, alternative, Beck, Blavatsky.

## 1. Introduction

The concepts of “karma” and Rebirth/Reincarnation are fundamental in Hinduism and Buddhism. Western science prefers not to deal with them. Bringing them to the fore in a topic related to the incessant and growing problems of humanity, which, according to the German sociologist Ulrich Beck, lives in a society of total risk, can to a certain extent explain the reasons for the risky nature of modern civilization and offer an alternative. The alternative is primarily associated with a change in the way of thinking, in the awareness of unity between all beings on the planet and hence the understanding of one's own existence as an opportunity for moral and spiritual improvement as a part of the whole – in the name of peace, love and mutual assistance between people.

“Karma”, also known as the law of cause and effect, means every action and thought that becomes the cause of the next action and thought – both in a personal aspect and in a wider – familial, ancestral, national, planetary.

“Reincarnation” means the succession of multiple births and physical lives of the immortal human spirit, of the immortal triad according to theosophy – atma, buddhi and manas, or to put it another way – of the higher human essence as a triad of the immortal monad (atma), the Spirit Soul (buddhi) and the Human Soul (manas).

In the article, these concepts are used in sync with the definitions of modern human civilization as a Risk Society and the way in which each person relates and copes with the incessant risks in life – Ulrich Beck calls this coping Reflexive Modernity.

## 2. Karma in the risk society

The reflexive modernity of the risk society as an individual process reveals how the global risks created by humanity as a whole change the life of the individual. Like the law of cause and effect common to Indian philosophy and to theosophy – karma – risks have an obligatory “future component” of which Beck speaks. That is, the results, the consequences are most often manifested and specified in the future – near or more distant, acquiring the character of absoluteness, of a mandatory result and consequence of previous actions and causes. Air pollution and deforestation is a cause-and-effect action that affects all people on the planet with a change in the Earth’s climate. And everyone suffers from this change. In the terms of theosophy, the karma of the risk situations created is borne by the collective humanity as a community of interconnected and interdependent individuals.

As already pointed out at the beginning of this chapter, “cause” and “effect” are among the fundamental concepts in theosophical doctrine and risk society. Risk society is an accelerated illustration of the theosophical law of cause and effect, called the law of karma. If the law of karma says that you will reap what you sow, then Beck speaks of a “boomerang effect” from the risks created, an effect that inevitably reaches every member of society: “Where everything becomes a threat, nothing is dangerous anymore. Where there is no escape, risks may not be thought of. Environmental fatalism about the end of the world swings the pendulum of private and political sentiment in all possible directions (...) Sooner or later the risks also affect those who produce them or profit from them” (Beck, 2013: 57).

In the concepts of “cause” and “effect”, the German sociologist collects and summarizes the essence of the risk society as a unity of universal and individual actions and irresponsibility regarding the creation of a diverse risk reality in modern times. This reality integrates the behavior of the individual and the society in an inseparable connection and wholeness in a process of co-creation – co-creation in the generation of dangers for life on Earth. The community in the creation of risks blurs the responsibilities, as a result of which the risky reality becomes everyday and acquires the contours of “normality” in which all humanity is immersed. The consequences are again for the entire population of the planet, which as a whole suffers from universal irresponsibility and co-creation in the generation of risky situations: “To the highly differentiated division of labor corresponds universal complicity, and to it universal irresponsibility. Each is both cause and effect and in this way is uncaused. Causes disappear imperceptibly in the general flow of a continuous change of actors and conditions, reactions and counter-reactions” (Beck, 2013: 51), notes Beck and summarizes that “a person can do something and continue to do it without being personally responsible for it. Man acts in the conditions of his own absence. He acts physically without acting morally and politically” (Beck, 2013: 51).

The result of universal irresponsibility, Ulrich Beck points out with concrete dimensions: “In the water supply, all social classes draw water from the same tap; and on the other hand, at the sight of the bare forests in the ‘rural idylls’ far from the industrial centers, it finally becomes clear that all class-specific boundaries fall away before the content of poisons in the air we all breathe. Under these circumstances, the only really effective remedy that can protect us is not to eat, not to drink, or not to breathe” (Beck, 2013: 56). With its irresponsible actions, humanity as a community creates an absurd environment for its existence, affirms the German sociologist. In the last quarter of the 20th century, Beck makes a prediction that came true in the first decades of the 21<sup>st</sup> century: “Regardless of all the cosmetic fixes, the risks would actually increase, and with them the global threat to all. Thus, would arise a society in which the explosive

force of risk spoils and poisons the pleasure of everyone who profits from the risks” (Beck, 2013: 86).

### 3. E. P. Blavatsky about karma

From the point of view of theosophy, the conclusions of the German scientist so far advanced are a concrete illustration and proof of the law of cause and effect known as karma. According to the understanding of karma, the individual, the family, the nation, humanity create the causes that produce the effects. This is how the question of the origin of suffering in the life of the individual and in society is answered. Theosophy, like Indian philosophy, holds that however powerful and motivated the questions about suffering may be, such as “Why does this evil happen to me,” “What did I do to deserve it,” or “Where did I go wrong,” the explanation is one: The cause of suffering is created by man himself. Thus, the meaning of the proverb “No evil comes alone” becomes clear. It has causes, and consequences and is often accompanied by a combination of difficult situations. Blavatsky notes in this connection: “It is not the “Rector” or “Maharajah” who punishes or rewards, with or without “God’s” permission or order, but man himself – his deeds or Karma, attracting individually and collectively (as in the case of whole nations sometimes), every kind of evil and calamity. We produce causes, and these awaken the corresponding powers in the sidereal world; which powers are magnetically and irresistibly attracted to – and react upon – those who produced these causes; whether such persons are practically the evil-doers, or simply Thinkers who brood mischief” (Blavatsky, 2005, I-180).

From the quotation, it is clear that theosophy adheres to the understanding characteristic of Indian thought that not only actions but also thoughts produce an effect, i.e., one’s thoughts are also subject to the law of karma. “Our philosophy has as strict a doctrine of punishments as the most severe Calvinists, but much more philosophical and agreeable to absolute justice. No deed, not even a wrong thought, can go unpunished; the thought is punished even more severely than the action because the thought is potentially more dangerous than the actions” (Blavatskyia, 94), asserts: “And I tell you that everyone, whoever looks at a woman with lust has already committed adultery with her in his heart” (Bible, 1991: 1199).

Helena Blavatsky admits that she cannot name the reason for the existence of the law of karma. At the same time, she repeatedly emphasized the meaning and significance of this law: “No definition or limitation could describe that which is impersonal, appearing not as a being but as a universal working law. If you ask me about his reasons, I have to answer you: “I don’t know”. But if you ask me to define its results and tell you what they are according to our beliefs, I can say that the experience of thousands of centuries shows that it is absolute and faultless justice, infallibility and reason. In its results, Karma is that which corrects human injustice and all the defects of nature, a law of retribution that rewards and punishes equally impartially. Karma “does not care about ranks and titles” and cannot be appeased or repelled by prayer. This notion is common to Hindus and Buddhists who believe in Karma” (Blavatskyia, 131-132).

Blavatsky also emphasizes that karma affects not only the individual but also the family, the community, the nation and even the planet. This dependence stems from the Theosophical understanding that all human beings are manifestations of the One Absolute Reality and as such are interconnected and interdependent. “Among theosophists, it is held to be an axiom that the interdependence of Mankind is the cause of what is called Distributive Karma, and it is this Law which offers the solution of the great question of collective suffering and relief from it” (Blavatskyia, 135). Blavatsky relates what was said to an extremely strict moral position arising from the unity and connectedness of humanity: “No man can rise above his own weaknesses without raising the whole of which he is a constituent part. In reality, there is no such thing as “Separateness” (Blavatskyia, 135). From here, it can also be concluded that the good and moral

actions, thoughts and behavior of an individual influence and affect society, no matter how invisible this may seem. The same should apply to immoral behavior.

#### 4. About alternatives

If we look at the risky society from the standpoint of the theosophical understanding of personal and social suffering, the conclusion is forced that the problems of modern times are the result of the individual and collective actions of mankind throughout the known history of civilization. From the position of the scientist, Beck himself points out this dependence and consequences, making historical reminiscences that lead him to use metaphysical concepts such as “predestination” and “fate”. This is evident from the following quote: “Unlike fortunes, which attract but can also repel, in relation to which a choice, a decision is always possible and necessary, risks and damages creep in everywhere hidden and unhindered in relation to any free (!) decision. In this sense, they lead to the appearance of previously unknown predetermination, to a kind of “civilizational destiny of risks”. In some respects, it recalls the fate of the classes in the Middle Ages. Now in an advanced civilization, there is a kind of endangered fate that man is born with and cannot avoid as a result of any achievement – with this “small difference” (but of great importance) that we all face with her. Therefore, in the advanced civilization that comes to remove all predestination, to open opportunities for people to make their own decisions, to free them from the compulsions of nature, there arises a hitherto unknown, global, worldwide destiny of threats, in respect of which no there are almost no individual possibilities for decision-making – already only because harmful and poisonous substances are firmly connected with the natural base, with the elementary life processes in the industrial world” (Beck, 2013: 63-64).

#### 5. On the meaning of the term “reincarnation”

The knowledge of reincarnation as an element of the general knowledge of the theosophical alternatives of the risk society refers to the repeated passage of the septenary man through the phases of life and death. From the second chapter of the present study, it is clear that according to “The Secret Doctrine” planetary, cosmic and universal development is subordinated to the incessant alternation between birth and death. This matter has the character of law in theosophy, like some Eastern schools, and is directly related to the law of karma. The four noble truths taught by Gautama Buddha are aimed at overcoming samsara – the thirst for existence and the wheel of endless births and deaths that it creates for man, obtaining enlightenment and merging with nirvana (Benares Sermon, 1995). In the three volumes of “The Secret Doctrine” Helena Blavatsky refers to it as an a priori law. This is mainly manifested in the exposition of the general processes of cosmogenesis and anthropogenesis. In “The Secret Doctrine” Blavatsky emphasizes the evidence of reincarnation in ancient mythologies, as well as the connection between reincarnation and karma. In the much more practically oriented “The Key to Theosophy”, more extensive explanations of the nature of reincarnation and karma are given.

In “The Key to Theosophy” reincarnation is defined as a succession of births, thanks to which “the eternal development of countless millions of Egos towards perfection and well-deserved rest takes place” (Blavatskyia, 132). Reincarnation enables the Ego (manas) which attaches itself to the impersonal monad (atma-buddhi) to perfect itself with each birth and gradually acquire the spiritual and material perfection necessary for merging with the Absolute of theosophy or the nirvana of Eastern wisdom.

The question of reincarnation, as Blavatsky used the term in her English text of “The Secret Doctrine”, is related to the seven-fold division of man. As shown in the chapter “Philosophical Aspects of “The Secret Doctrine” in study “Theosophical alternatives to the risk society” (Kaltseva, 2023), the theosophical division of man is as follows: The densest, the physical



body, is called the sthula sharira; Less dense, but invisible to the human eye, is the astral body or linga sharira; The vital principle or prana, the etheric body, is the third human principle, considered from below – from the physical body upwards; The fourth principle – kama rupa is our animal soul, the receptacle of passions and desires, the lower manas or lower reason of man; The fifth principle, the higher manas, is the human soul, our Ego, which, together with the next two principles, is the immortal part of the personality. The sixth principle is buddhi or the spiritual soul, which, together with the seventh principle – atma, constitutes the impersonal monad, which emerged from the Absolute at the beginning of the manvantara, the period of wakefulness and action of the universe. This division results in the division of human bodies into four lower bodies – physical, astral, ethereal and mental or sthula sharira, linga sharira, prana and kama rupa. And on three higher ones – manas, buddhi and atma. The four lower bodies are the temporary mortal part which, according to theosophy, ceases to exist at the physical death of the personality. The best achieved as moral and spiritual qualities from the lower and higher manas, after physical death, merges with the atma-buddhi and forms the immortal part of the personality. It is this immortal part which reincarnates, i.e., receives a new body, brain, and memory after a certain period of rest, called by the theosophists Devachan. It corresponds to the Christian paradise or the Buddhist nirvana.

Blavatsky realized that issues like karma and reincarnation were hard to fathom and even harder to believe in her times, which she defined as an age of extreme materialism. The founder of the Theosophical society admits that the evidence for processes and laws, as she calls karma and reincarnation, can only be circumstantial, but this does not invalidate the theosophical proposition that these laws are immutable. As she repeatedly points out in “The Secret Doctrine” and “The Key to Theosophy” for unbelievers and extreme materialists the doctrine she presents can only remain “a working hypothesis”: “If men, even the most educated, believe in Gravity, the Ether, The Force and such non-Science abstractions and “working hypotheses” that they have never seen, touched, smelled, heard, tried – why can’t other people, on the same principle, to believe in their immortal Ego, a “working hypothesis” far more logical and important than any other” (Blavatskyia, 86-87). This quote is Blavatsky’s ironic rebuttal to her contemporary critics, and it is not the only reaction. Blavatsky repeatedly in *The Secret Doctrine* ironizes the approach of her contemporary scientists, who adjust the facts to their hypotheses and deny everything that does not fit into these hypotheses.

## 6. About alternatives again

From the perspective of possible alternatives to the risk society, the knowledge of reincarnation is related to the questions of suffering and karma. As the Buddha taught, and as Helena Blavatsky confirms in the quote above, it is only through pain and suffering that one learns love, charity and compassion – a fundamental aspiration of theosophists in fulfillment of the first goal of the Theosophical society – Universal Brotherhood. The concrete dimensions of these difficult lessons are manifested in overcoming the incessant desires for possessions – of objects, titles, people, and seeing life only as a series of personal pleasures. Every reincarnation is a kind of risk for the person, and this risk is related to the choices that the person makes during his life. Choosing to live according to the rules of high morality, striving for mutual help, charity, compassion and self-sacrifice brings the Ego closer to the One Reality, to the Absolute. A selfish, immoral and spiritless life guarantees the Ego a long series of rebirths because of attachment to base passions, feelings and desires. What has been said is nothing new both for the centuries-old human knowledge, ethics, aesthetics and philosophy and for the purposes of the religions of the world.

In the discourse of the world risk society, the thesis is that the more people live according to the rules of high morality and brotherhood, the faster the society in its world unity

and connectedness moves in the direction of liberation from the various types of risks and integration based on theosophical and eternal human principles that Theosophy also shares – love, charity, compassion. Related to what one must do in order to ascend with each new birth on Earth to absolute perfection is the question of Theosophical duty to society, which is dealt with in chapter under the heading “Alternatives, Politics and Duty” (Kaltseva, 2023).

If the theory of reincarnation is true, the question remains – “Why do people not remember their previous incarnations.” Blavatsky’s answer is again related to the septenary essence of man – to the multiple births and deaths of the four lower bodies that change in each life and to the immortal higher triad of atma, buddhi and manas. Here’s how Helena Blavatsky answers the question “Why don’t we remember” in “The Key to Theosophy”: “Very simply. For those principles which we call physical, none of which science denies, though it calls them by other names, are destroyed after the death of constituent elements. This also happens with memory along with its brain. And this vanished memory cannot remember nor fix anything in the next incarnation of the Ego. Reincarnation means that the Ego is given a new body, a new brain, and a new memory. So it is absurd to expect that this memory will contain what it never sealed” (Blavatskyia, 86). That is, the physical brain and its memory are part of the lower manas, of the animal soul of man, of kama rupa. As pointed out above, only the noblest experience gained from the lower manas is attached to the higher manas, the immortal part. Hence Blavatsky’s appeal: “To be convinced of the fact of reincarnation and past lives, one must come into contact with one’s real immortal Ego, not with the disappearing memory“ (Blavatskyia, 86).

## 7. Conclusion

It is a matter of choice whether Karma and Reincarnation as theosophical alternatives to risk society will be accepted, rejected, or whether there will be only partial agreement on some of the propositions in “The Secret Doctrine” and “Key to Theosophy”. The practical nature and focus of the knowledge presented by Blavatsky shapes its deep meaning for the individual and society. Theosophical views, which are also principles in Eastern philosophy, of karma and reincarnation, are easy to dismiss before they are studied. But when one penetrates into their infinite expanse of knowledge, nobility and humanity, it is possible to approve them, to accept them and through them to begin a change – initially personal, individual, which begins to influence and affect the surrounding world. Thus, this world with all its risky situations and challenges may begin to change. The hypothetical nature of this assumption is evolutionary, not revolutionary, in terms of consciousness, action, and behavior in life. In its essence, theosophy is an evolutionary theory, that bets on the gradual, but certain and categorical change – individual and social, in an upward direction by perfecting the unity of spirit and matter.

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# Bulgarian Scientific and Technical Intelligence in Japan during the Cold War

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## *Abstract*

Since Bulgaria-Japan relations have already been researched by Bulgarian scholar Evgeny Kandilarov, this study aims to approach very specific aspect of the interaction between the two states during the Cold War. Based on Bulgarian declassified documents of socialist secret services it attempts to supplement the Cold War studies and knowledge about Bulgaria-Japan relations as a part of Japan's relations with the Soviet Union and East European countries. It provides analysis regarding aims, methodology, expansion, cooperation, and results of the Bulgarian scientific and technological intelligence in Japan. This study proposes that since Western democracies restricted access of the socialist countries to high technologies by COCOM and since Japan achieved unimaginable economic and technological growth in the end of 1960s, KGB and all Eastern European secret services estimated Japan as destination with significant opportunities for scientific and technological intelligence. Bulgarian communist leader Todor Zhivkov was one of the greatest admirers of Japanese economic model. Therefore, this secret activity became a priority for Bulgarian residence in Japan. Scientific and technological intelligence was not only a countermeasure in view of COCOM restrictions but transformed into a crucial element of socialist strategy for modernization. Japan was not the only capitalist country – object of industrial espionage, but it took key place for completing important tasks in the field of electronics, robotics, chemical industry, equipment etc. This knowledge was more or less implemented in industry and contributed to the Bulgarian economic and technological modernization.

**Keywords:** scientific and technological intelligence, Bulgaria-Japan relations, Japan-Eastern Europe interaction, Japan-USSR interaction.

## 1. Introduction

Regardless of geographical distance, Bulgaria and Japan have long history of interaction (Kandilarov, 2009).<sup>1</sup> After the Second World War both countries underwent significant political transformations. Japan democratizes, while the Soviet state model was introduced in Bulgaria. The East-West confrontation at the beginning of the Cold War divided even more Sofia and Tokyo and hindered bilateral communication. Japan and Bulgaria were loyal partners of the United States in Asia and of the Soviet Union in Eastern Europe accordingly. Nevertheless, bipolar

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<sup>1</sup> Cultural, economic, and personal contacts between Bulgaria and Japan were registered at the end of XIX and the beginning of the XX century, but official diplomatic relations were established whit the organization of Japanese legation in Sofia in 1939 and Bulgarian legation in Tokyo in 1942.

relations were not constantly tense. Thus, global thaw during 1950s provided opportunity for Bulgaria and Japan to reestablish their official diplomatic relations in 1959.<sup>2</sup>

Prime sources regarding Bulgaria-Japan contacts can be found in various Bulgarian archives like the Diplomatic Archives of Ministry of Foreign Affairs and the Central State Archives. Many of those have already been used by the Bulgarian scholar Evgeny Kandilarov in his studies on Bulgarian-Japanese relations (Kandilarov, 2009, 2016, 2019). Therefore, current study focuses on very concrete and specific aspect of the Bulgarian-Japanese Cold War interaction. Based on declassified documents of socialist secret services it attempts to supplement the Cold War studies and knowledge about Bulgaria-Japan relations as a part of Japan's relations with the Soviet Union and East European socialist countries. In People's Republic of Bulgaria several structures within the Ministry of Internal Affairs and the Ministry of People's Defense were in charge of intelligence activities. The First Main Directorate of the Committee of State Security was responsible for foreign intelligence, but 7<sup>th</sup> Department for scientific and technical intelligence. Intelligence service of the General Staff of the Bulgarian National Army was responsible for military intelligence. Their work was assisted by many other ministries and state structures (Stanchev, Nikolov & Baev, 2017: 143-234, Baev, 2019, Metodiev, 2008). Documents of the Bulgarian secret services were arranged and publicly available due to efforts of the Committee for disclosing the documents and announcing affiliation of Bulgarian citizens to the State Security and intelligence services of the Bulgarian National Army (CDDAABCSSISBNA)<sup>3</sup>. This study implemented data from two documental collections – “State Security and intelligence service of the General Staff of the Bulgarian National Army in Asia (1944-1991)” and “State Security and scientific-technological intelligence.”

## 2. Aims and methodology of the Bulgarian scientific and technological intelligence in Japan

Sofia considered the opening of an embassy in Tokyo in 1960 as a good opportunity to extend intelligence activity in the Far East. Thus, almost immediately, efforts were made to lay the foundations of the Bulgarian residency in Japan. Under the cover of first secretary in the embassy a person with good professional knowledge and experience was sent. Colonel Tocho Kiryakov with pseudonym “Aleksandrov” spoke English fluently and before he came to Japan he worked in Israel and Turkey. Bulgarian officer was influential figure since he took the position of Deputy Chief of the 1<sup>st</sup> Main Directorate of the Committee of State Security. Initially his mission was limited. He was supposed to organize the Bulgarian residency, to establish contacts with his Soviet colleagues and with Japanese politicians, diplomats, journalists, academics, to get to know Japanese and the United States secret services and explore the opportunities for work in Japan. It seems that Soviet secret services had already made some contacts in Japan, because Bulgarian agent should contact them as well (CDDAABCSSISBNA, 2016, Document № 157, p. 55). Initially, the Bulgarian residence was given tasks only related with acquiring information for diplomatic and security initiatives, plans, capabilities, alliances of capitalist countries and discovering how the West could be discredited and divided (CDDAABCSSISBNA, 2016, Document № 196, pp. 191-192). More or less, he succeeded in these tasks as he established good connections with Japanese journalists, politicians, academics, and diplomats and acquired some information about Japan's political, socio-economic development, Japanese Self Defense Forces, US-Japanese foreign policy and security strategy in Asia, US-Japanese Chinese relations etc. Bulgarian resident worked closely

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<sup>2</sup> Normalization of relations between Japan and the USSR during 1955-1956 allowed Soviet satellites in Eastern Europe to follow Moscow's example.

<sup>3</sup> More information about the CDDAABCSSISBNA see at <https://www.comdos.bg/p/language/en/> [Accessed October 13, 2023].

with Soviet agents and in practice much in their favor. I believe much of the political and military information was more valuable for Moscow than for Sofia. For example, it is worth to note that during the Cold War Bulgaria did not have military attaché in Tokyo in comparison with Beijing and Pyongyang, where military attaches were in charge of military intelligence. In Tokyo a resident in the embassy was in charge of political and military intelligence until the end of the Cold war. In addition, various materials about Japanese political, socio-economic and security development were collected, as well as data regarding regional developments in North and South East Asia as a whole (CDDAABCSSISBNA, 2016: 1149-1384). Yet, much of the acquired information was not secret, but was provided by public sources. Besides, not every material was recognized as “valuable”. According to the prime sources, information that was actually used varied between 30% and 50%. In this spirit were the recommendations from Sofia for collection of “more valuable” (secret) information, establishment of “more valuable” contacts, and improvement of training for the Bulgarian agents (CDDAABCSSISBNA, 2016, Document N<sup>o</sup> 167, pp. 78-79, Document N<sup>o</sup> 204, pp. 8-10, Document N<sup>o</sup> 208, pp. 34-37, Document N<sup>o</sup> 213, pp. 1-2).

Almost a decade since the beginning of Bulgarian intelligence activity in Japan, Sofia and Moscow estimated Japan as perspective destination for scientific and technical intelligence. For example, according to the documents Soviet Committee of State Security (KGB) believed that “Japan provides colossal opportunities for scientific and technical intelligence activities” because “Japan recently has developed own army and military industry, especially rocket and shipbuilding,” “was well developed in chemical, electronic and transport industries” and “has joint ventures with Americans.” It was interesting detail that KGB estimated Japanese engineers and experts as worst paid in comparison with other capitalist countries and could be recruited “on a material base”. They also believed that Japanese counter intelligence was basically focused on embassies and to the great extent ignored trade offices (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 227, pp. 5-6, Document N<sup>o</sup> 229, p. 218).

Thus, since Western countries restricted import of high technology in socialist world through Coordinating Committee for Multilateral Export Controls (COCOM) and since Japan at the end of 1960s and the beginning of 1970s achieved spectacular economic and technical growth scientific and technical intelligence became a priority for Bulgarian secret services. Bulgarian Communist leader Todor Zhivkov was so significantly impressed by Japanese miracle during his visit of EXPRO 70 in Osaka that he strived to implement some elements of Japanese economic model in Bulgaria transforming it into “Japan on the Balkans” (Kandilarov, 2009). He even recognized “catastrophic falling out of socialist countries” for which was been criticized by Brezhnev. Zhivkov’s self-initiative continued during the 1980s to such extent that he again attracted criticism from Gorbachev for trying to transform Bulgaria into “mini-Japan” (Baev, 2010: 366). This shows strong political will for modernization. Therefore, tasks put to the scientific and technical intelligence were directed by communist political leadership and corresponded to the Five-year economic plans for development. A special structure for scientific and technical intelligence was established in 1964 – 7<sup>th</sup> Department in 1<sup>st</sup> Main Directorate of State Security, consisting of two main directions – European and non-European capitalist countries. Japan was positioned in the latter along with the US, Canada, the UK, and Israel (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 70, pp. 4-5, Document N<sup>o</sup> 58, p. 25, Document N<sup>o</sup> 59, p. 20, p. 42).

Key aims of scientific and technological intelligence were defined as acquiring secret information and items of the most contemporary scientific achievements for military or civil purposes. Priority was given to fields like electronics, electronic computing and radio communication equipment, means of automation and automated control systems, chemical and petrochemical industry, microbiology and medicine, military and operational equipment (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 70, pp. 3-4, Document N<sup>o</sup> 236, pp. 32-23). Since Japan was seen as one of the most developed capitalist countries, Bulgarian scientific and technological intelligence in Japan focused its activity on making contacts and collecting materials in

electronics, chemical industry, mechanical engineering and military equipment (CDDAABCSSISBNA, 2016, Document № 196, pp. 198-199, CDDAABCSSISBNA, 2013, Document № 54).

Main objects of penetration were “developed capitalist countries”, especially their scientific and research institutes, laboratories, manufactures, state institutions, formulating scientific policy, regional and international economic associations, scientific and research centers, companies having connections with the United States, NATO, and the People’s Republic of China (CDDAABCSSISBNA, 2013, Document № 236, pp. 32-34, Document № 243, pp. 39-44). It was not unexpected that most often Bulgarian trade offices and embassies were used for covering intelligence activity. In addition, Bulgarian secret services usually took advantage of bilateral cultural, scientific, and technological agreement and received assistance from Bulgarian citizens on long-term specializations or short-term internships. Initially bilateral joint ventures were used for cover as well. However, it was not recommended by the secret services because agents were too engaged with their official duties (CDDAABCSSISBNA, 2013, Document № 55, pp. 16-18). Until 1974 the Bulgarian residence in Japan had already used 20 contacts, 12 of them working at places “with concentrated valuable information for military and political intelligence” (CDDAABCSSISBNA, 2016, Document № 167, pp. 78-79). Bulgarian prime sources show also that the Bulgarian residence in Japan succeeded in creating “confidential connections” with Japanese companies like Fuji, Sato, Sumitomo, Taizo etc. (CDDAABCSSISBNA, 2016, Document № 196, p. 194).

### 3. Expansion, improvement and cooperation

Bulgarian scientific and technological intelligence expanded gradually. During the Cold War several times services were restructured as a result of more complicated activities, the increasing number of agents, assistants, objects for penetration and requirement for an effective coordination. Intelligence apparatus and activity in Japan were expanded and improved as well. During the second half of the 1960 new operatives with pseudonyms “Kostov,” “Zlatarev” and “Penev” were sent to Tokyo. They were tasked with acquiring information and recruiting associates (CDDAABCSSISBNA, 2016, Document № 196, p. 194, CDDAABCSSISBNA, 2013, Document № 54). Training of agents became a priority. Around 60% of Bulgarian agents graduated intelligence schools in the Soviet Union and other 40% special courses in Bulgaria. However, scientific and technological intelligence required additional knowledge and skills, especially activity in Japan (CDDAABCSSISBNA, 2013, Document № 70, pp. 3-4, Document № 54). Japan was perceived as one of the most difficult destinations to work in due to the language barrier and cultural differences. It was pointed that 80% of scientific and technological documentation was in Japanese language. Thus, intelligence activity in Japan required not only specific education in fields like electronics or chemistry, but also good knowledge of Japanese language. Therefore, Bulgarian secret services started to send agents and associates to study as students or specialists in Japanese universities and companies (CDDAABCSSISBNA, 2016, Document № 159, pp. 17-18).

Scientific and technical intelligence became a priority for the Soviet Union and socialist countries in Eastern Europe as a whole. It was evident by close cooperation and coordination between them. Bulgarian secret services signed the so-called perspective plans for cooperation with KGB which defined common aims and work for a period of several years. In addition, they held regular meetings for information and experience exchange, coordination of joint operations and discussion of a more concrete and short-term tasks (CDDAABCSSISBNA, 2016, Document № 232, p. 8, Document № 234, p. 108, CDDAABCSSISBNA, 2013, Document № 233, p. 14, Document № 234, p. 108, Document № 237, pp. 15-26, Document № 243, pp. 30-47, Document № 245, p. 210). Most wanted information from Moscow was military and



technological and sometimes KGB received data from Bulgarian secret services classified as “extremely valuable” (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 237, pp. 15-26).

Sofia has similar (yet not so close) contacts with all East European secret services. Most effective were said to be those with East Germany and Czechoslovakia (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 98, pp. 40-47, Document N<sup>o</sup> 70, p. 14, Document N<sup>o</sup> 217, pp. 39-41). All member-states of the Council for Mutual Economic Assistance had specific responsibilities to exploit concrete scientific and industrial issues. Documents evidenced that during the 1970s KGB prompted East European secret services to acquire not only military, but civil technologies as well. In addition, serious efforts were made for improvement of coordination, information exchange and implementation of acquired data in socialist economies (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 220, pp. 41-45, Document N<sup>o</sup> 216, pp. 1-3, Document N<sup>o</sup> 218, pp. 119-126). All East European secret services estimated the importance of Japan for scientific and technological intelligence but admitted the difficulties of their work there due to the language barrier and the small number of agents (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 222, pp. 110-111, Document N<sup>o</sup> 251, p. 27, Document N<sup>o</sup> 269, p. 49, Document N<sup>o</sup> 278, p. 130, Document N<sup>o</sup> 290, p. 12).

Nevertheless, collective efforts gave some results not only in quantity, but in quality of acquired data. For example, in 1966 materials received from the intelligence were 47, but in 1971 – 930. In the beginning of 1970s, the total number of materials was 2760 consisting of 232,599 pages and over 2000 samples of equipment. Besides, documents labeled as “extremely valuable” in 1967 were only 3, but in 1971 they were 104 (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 70, pp. 11-12). It is interesting to note that the information flow was not one-way from Sofia to Moscow. Bulgarian secret services reported that cooperation with their Soviet colleagues was beneficial for the “national economy and science” as well (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 246, pp. 163-180, Document N<sup>o</sup> 231, pp. 179-182). In reference to Japan prime sources mention that Bulgarian secret services acquired information about dosing device, manufactured in Japanese company and two-beam spectrometer for the analysis of radio transmissions (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 247, pp. 204-206). Despite the relative success there were still some issues. Intelligence services were often criticized for unsatisfactory results, especially in the field of military technology, for not completing the assign tasks, for not maintaining enough or “valuable” connections (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 237, p. 28).

#### 4. Results

In the beginning of 1980s Bulgarian political leadership headed by Todor Zhivkov estimated that scientific and technological intelligence achieved “very good results”. Management of the secret services also pointed that “achievements of the scientific and technological intelligence were recognized in the country” and “it was now unthinkable to work and think without it” (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 98, pp. 43-44). Indeed, Bulgarian scientific and technical intelligence in Japan achieved some positive results. Over time the total number of collected materials has increased, and much more of it was appreciated as “valuable” or “especially valuable”. Political and intelligence leadership emphasized the significant importance of scientific and technological intelligence for the development of Bulgarian economy, industry, and science. It contributed to the realization of national programs and five-year economic plans. It was believed that intelligence activity was one of the main reasons for Bulgaria’s leading position in electronics and electronic computing within the Council for Mutual Economic Assistance. Intelligence information was applied in other spheres as well. These were biology, medicine, engineering, robotics, energetics, agriculture, and defense (CDDAABCSSISBNA, 2013, Document N<sup>o</sup> 98, pp. 43-44).

Nevertheless, now we can conclude that intelligence activity was only partially successful. There were various problems as well. For example, documents clearly show unsatisfactory results in acquiring military information. Much of the collected information was not valuable as it was public. Secret services themselves complained of a waste of time and a lack of various and valuable contacts, objects for penetration that were not of interest and not providing opportunities for intelligence. Thus, often acquired information did not correspond entirely with the initial tasks (CDDAABCSSISBNA, 2013, Document № 70, pp. 8-16). Many organizational, operational and coordination problems arose as well. Sometimes secret services were faced with more ambitious tasks than were realistic for them to complete. Global tensions complicated their situation as most of the time they had to work in a hostile environment and were obstructed by local counterintelligence. Thus, détente in the Cold War when cultural and economic interactions intensified was probably the most beneficial decade for Bulgarian scientific and technological intelligence in Japan.

## 5. Conclusion

Normalization of Japan's relations with socialist countries activated their intelligence activity on Japanese territory. Initially Bulgarian secret services lack special policy toward Japan, but mostly gathered military and political information in favor of KGB. Military information was vital for the Soviet Union, but in time scientific and technical intelligence took a significant place. For Bulgarian secret services it became a priority direction as well. Japan was estimated by the Soviet Union and all East European countries as destination provided significant opportunities. Therefore, intelligence activity has expanded and complicated. More and better trained agents and associates were sent to Tokyo. Cooperation between the Soviet Union and all East European countries was activated for regular communication, better coordination and exchange of information, collective tasks, and joint operations.

Bulgaria was part of these collective efforts. Nevertheless, documents clearly show that Bulgarian communist leadership had personal interest in Japanese economic model. Japan was one of many capitalist countries but received special attention as a destination for scientific and technical intelligence activity, especially in the field of electronics, robotics, chemical industry, equipment etc. It was not only a countermeasure in view of COCOM restrictions but transformed into a crucial element of socialist strategy for modernization.

However, not every task was completed entirely. Provided information was often not enough, not secret, not valuable, and not implemented in industry. Thus, results were partially successful. Nevertheless, it was enough to contribute significantly to the Bulgarian economic modernization. This fact per se put doubts regarding the capabilities of socialist countries to fully modernize on their own. The necessity to steal knowledge from the developed capitalist countries as they were called probably shows that real modernization and progress without freedom, initiative and competition are difficult to achieve.

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## Steps Towards the Adulthood of Students with Autism and Individual Sessions of Special Education and Training (SET) at the University

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### *Abstract*

On the theoretical basis, it is known that people with autism face more difficulties and the same is true among university students. Understanding the challenges faced by students with autism can help institutions better support this group, while allowing them to develop small steps towards adulthood through the opportunities offered by higher education. In the methodology, we met fifteen students with autism following the targeted individual structured integration interventions of special education they received at the University. They participated in semi-structured interviews and discussions about metacognitive skills and their support experiences in higher education. The interviews were subjected to fundamental thematic analysis. In the results of discussions and interviews with students with autism, three key themes were identified that were identified in this study as small steps towards adulthood. Relationships with others [1], independence in decision-making [2], and support for their individual method of study [3]. But when characterized by stigmatizing attitudes, students faced much greater difficulties at university.

*Keywords:* autism, special educational needs, transition to adulthood, ecosystem models.

### 1. Introduction

The transition to adulthood presents particular difficulties for young people on the autistic spectrum who are students at the University. This period is associated with a significant change framed by a decline in support, something that people on the autistic spectrum may find painful (Wong, Cohn, Coster & Orsmond, 2020). This situation puts significant pressure on families (Cheak-Zamora, Teti & First, 2014) who become the main support of young people as changes are underway. Challenges in moving to university include difficulties with changing places and faces, difficulties in dealing with mental health, managing social difficulties, difficulties in predicting possible future developments (American Psychiatric Association, 2013). These difficulties are characterized as complex cognitive, emotional and social and can have long-term consequences, such as dropping out of university and unemployment. The prevention in autism spectrum disorder [ASD]<sup>1</sup> (Francis, Karantanos, Al-Ozairi & AlKhadhari, 2021) focused on a lifelong approach does not negate difficulties encountered by students and their families at the

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<sup>1</sup> Autism Spectrum Disorder [ASD].

University. According to the researchers, developing practical life skills and dealing with stigma as well as lack of understanding by those around them are defined as difficult steps towards adulthood for students with autism (Griffiths, Giannantonio, Hurley-Hanson & Cardinal, 2016). When secure employment is associated with positive self-esteem and higher quality of life, this is not the case for students with ASD and many have negative effects on employment.

Usually, students with ASD arrive at tertiary education by following the route through the vocational gymnasiums and lyceums of special education and training [S.E.T.]<sup>2</sup>, the so-called Unified Special Vocational Lower and Upper Secondary Schools [U.S.V. L-U.S. Ss]<sup>3</sup> in Greek language named [ENEGUL]. In these special education schools [S.E. Ss]<sup>4</sup> the curricula include the provision of professional support to students with ASD. School staff prepare young people with ASD for employment by taking into account in SET the basic characteristics of autism in terms of social and communication difficulties and limited and repetitive behavior (American Psychiatric Association, 2013). Implementing the Declaration on the Rights of Persons with Disabilities in Education (United Nations, 2006), the Ministry of Education with certain normative texts and, defined the mission for the [U.S.V. L-U.S. Ss] in Greece. These operate as school units of the secondary SET and welcome students who are graduates of a primary school with disabilities and special educational needs, such as autism. It is noted that "students with ASD graduates of General or Special Primary Schools and of the first or second grade of the Laboratories may be enrolled in the first grade of Gymnasium, following an opinion from the relevant Centers for Interdisciplinary Evaluation. The Diagnostic, Evaluation, Counseling and Support Centers [D.E.C.S.Cs]<sup>5</sup> for people with special educational needs [S.E.Ns]<sup>6</sup> are decentralized public services of the Ministry of Education and are under the Regional Directorates of Education, in Greek called [KEDASY]. Also, counseling support accompanied from the Special Vocational Education and Training Workshops [S.V.E.T.Ws]<sup>7</sup> in Greek called [EEEEK]. In 2000, with Law 2817, the S.V.E.T.Ws began operating in Greece. To date, approximately 95 S.V.E.T.Ws have been established throughout the country and currently 84 are operating, making up approximately 75% of Secondary Education schools for the disabled (Law 2817, 2000). In addition, students with ASD may be enrolled directly in the first grade of SET gymnasium and grades A', B', C', D' Lyceum and provide special educational services to students with ASD who benefit from the timetables and curricula of this structure, and through academic and vocational education can be led to post-secondary education structures and independent or supervised work. From the Lyceum students with ASDs can pass in the universities. It is worth emphasizing the reverse educational path that leads to the employment of people with ASD, where they choose to study at Public Vocational Training Institutes [P.V.T.Is]<sup>8</sup> for adult graduates of compulsory education (Law 3699, 2018). According the researchers Lambe et al. (2019), Anderson et al. (2016), the post-secondary expectations of high school students, and the research (UNESCO, 2009) shows that this group has similar aspirations to their neurotypical peers. Although seem to be achieved in a limited proportion from the experiences of young people with ASD who talk for the transition to adulthood (Crompton & Bond, 2022). They describe less likely to live independently and are also less likely to access community and recreational activities or spend socializing time (Drossinou Korea, 2022; Drossinou Korea, 2018; Drossinou Korea, 2019; Drossinou-Korea, 2020).

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<sup>2</sup> Special Education and Training [S.E.T.].

<sup>3</sup> Unified Special Vocational Lower and Upper Secondary Schools [U.S.V. L-U.S. Ss].

<sup>4</sup> Special Education Schools [S.E. Ss].

<sup>5</sup> Diagnostic, Evaluation, Counseling and Support Centers [D.E.C.S.Cs].

<sup>6</sup> Special Educational Needs [S.E.Ns].

<sup>7</sup> Special Vocational Education and Training Workshops [S.V.E.T.Ws].

<sup>8</sup> Public Vocational Training Institutes [P.V.T.Is].



The problem of supporting students with autism remains another open research issue in adulthood. Although since 2014, the updated UK Code of Practice has outlined mentoring young people in line with their right to participate in education, health and care projects, the transition to adulthood with some steps including support for university attendance seems to encounter several obstacles. According to researchers who studied the experience of transition to adulthood for young people on the autism spectrum in the UK, the ecosystem model is being put forward in an attempt to synthesize the framework with enough evidence (Care, Ministry of Education and Department of Health and Social Affairs, 2022) (Crompton & Bond, 2022; Bronfenbrenner, 1979). The ecosystem model and some steps of educational interventions that lead students with autism to adulthood is listed in the chart in the Grapheme 1.

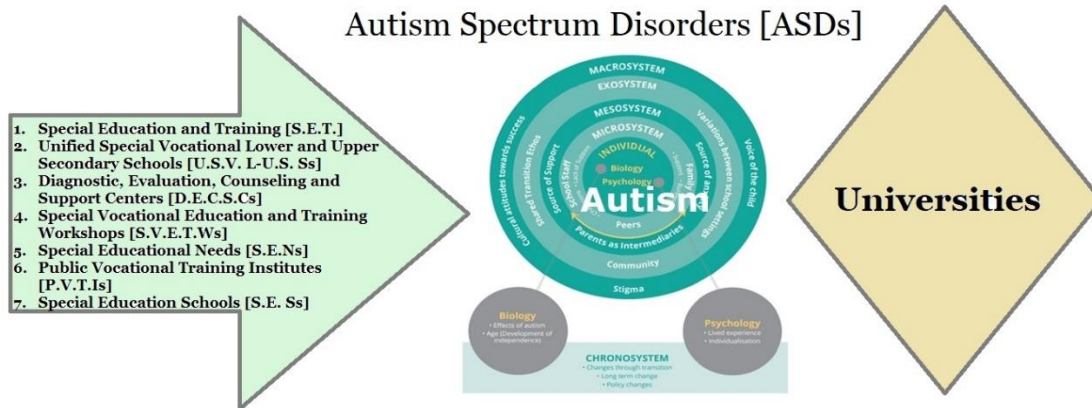
According to the theory, the term “autism” comes etymologically from the Greek word “self” and denotes the isolation of a person to himself (Synodinou, 2007). Originally, this term was used by Swiss psychiatrist Eugen Bleuler in 1911 to describe people with schizophrenia who had lost touch with reality. Then, in the early 1940s, other psychiatrists such as Leo Konner and Hans Asperger described cases of children showing deficits in social development, peculiar language development, and limited stereotyped interests. According to the researchers, Austrian psychiatrist Leo Kanner for the first time in 1943 introduced the term “childhood autism” into medicine, contributing with their published studies in 11 cases of autistic children to the causal attribution and understanding that it is an intrinsic disorder. He was the first doctor to emphasize the importance of the diagnostic process with specific tests to explain it. According to the In the context of this disorder is prevented or difficult to develop certain skills, which are vital for the mental and social competence of the human being. These skills are related to social exchange, reciprocity, communication and the organization of appropriate and purposeful activity. According to her, education in these areas for autistic people presents significant difficulties and characteristic deviations (Hellenic Association for the Protection of Autistic Persons (H.A. f P.A.Ps., 2023)).<sup>9</sup>

These characteristics refer to verbal or non-verbal communication (delay or absence of speech, echolalia talking and stopping or talking non-stop about a topic). The range of speech difficulties associated with autism is wide; some individuals have problems with aspects of communication, such as understanding and using facial expressions and gestures: [a] social interaction (absence of eye contact and imitation, inability to play in groups); [b] difficulties especially in interpersonal development, and [c] in the development of imagination and thinking accompanied by obsessive, ritualistic engagement with objects or situations, repetitive behaviors, reaction to change and the like. In the majority of cases, there is some degree of mental retardation. Autism and mental retardation often coexist, but the two conditions are not identical. To date, it cannot be cured. The enormous impact on individual, family and social levels is great, according to the Autism Europe, 375 million inhabitants it is estimated that 1.6 million belong to the autistic spectrum (Drossinou Korea, 2016).

The ecosystem model, in an attempt to synthesize the linear continuum, the educational framework and the interventions that the person with autism has received from an early age in the family, helps to understand the path to adulthood with enough evidence (Bronfenbrenner, 1979). According to Notas (2006) parents and siblings with autism participate in the microsystem, defined as individual, recording the child’s voice from an early age, fluctuations between school settings and integration achievements, sources of stress, family, support weight, contribution to knowledge from biology and psychology around pervasive developmental disorders.

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<sup>9</sup> Hellenic Society for the Protection of Autistic People (H.S.f P.A.P).



Grapheme 1.

The macrosystem as a wider circle is given meaning in continuation of the mesosystem with parents who face a series of difficulties and remain in supporting the person with autism. The exosystem identifies the individual's transactions in the community, small steps towards adulthood, with an emphasis on developing independence by interacting with others, despite the biological age-related effects of autism. Education is reflected in the culture of the family and school in all the superpositions of the ecosystem framed by parents, siblings, peers and lived experiences (Drossinou Korea, 2022).

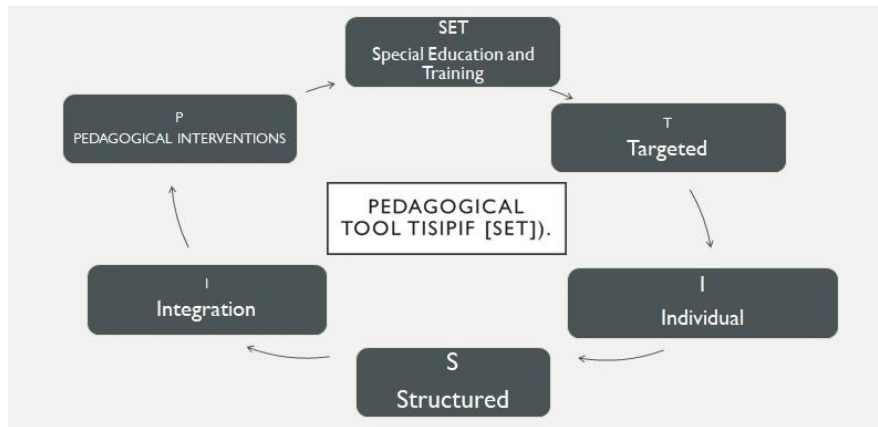
The feasibility of this study focuses on steps of educational interventions that lead students with autism to adulthood. It seeks to understand the challenges faced by students with autism and hypothesizes that it can help institutions better support this group. At the same time, it seeks in students with autism themselves the individual plan to develop small steps towards adulthood through the opportunities offered by higher education. For this reason, the relevant views of students with or without autism on the path to adulthood were explored through their participation in the academic curriculum, individualizing relevant aspects of this transition period towards adulthood.

## 2. Methods

The methodology of observations and interventions are focused in SET, for students with ASD following the Targeted Individual Structured Integration Interventions of Special Education and Training (TISIPIf [SET]).<sup>10</sup> This pedagogical tool was using according to the Targeted, Individual, Structured, Integrated Program for Students with Autism [(TISIPfS)-A]<sup>11</sup> criteria. The theory based on the pedagogical principles governing Targeted, Individual Structured and Differentiated Inclusive Special Education interventions takes into account psychological changes through the transition to the time system. The empirical observations are represented on the linear continuum of the typical educational interventions from nursery until the university. At every step towards adulthood, cultural attitudes towards success, a common ethos of transition as a key source of support, and any policy changes that reduce stigma and exclusion are utilized. The main goal of TISIPfS-A remains the long-term change of the person with autism in order to achieve expanded levels of individual and community autonomy (Drossinou-Korea, 2020c) (Drossinou Korea, 2020a).

<sup>10</sup> Targeted Individual Structured Integration Interventions of Special Education and Training (TISIPI f [SET]).

<sup>11</sup> Targeted, Individual, Structured, Integrated Program for Students with Autism [(TISIPfS)-A].



The methodology of applied pedagogy in special education in higher education is based on the theoretical framework (Avramidis & Kalyva, 2006) and the practice according to the guide for students and researchers of Social Sciences. The participants were fifteen students with autism following the pedagogical tool TISIPfS-A and they discussed the steps for adulthood at the University.

[a] Thirteen [13] response protocols were obtained from Agricultural University of Athens [AUA]<sup>12</sup> from [ten men and three women with MO aged 25.8 years]. These were supported in the framework of the implementation of the Act “Support of Social Welfare Interventions for Students of the AUA, with MIS Code 5045556.” Of these, 6 men and 2 women had additionally submitted a diagnosis from the Center for the Certification of Disability. They had additionally submitted a diagnosis from the Center for the Certification of Disability.

[b] Two protocols were completed by a man and a woman with a MO aged 23.2 years] from the University of Peloponnese.

All, the interviews were subjected to fundamental thematic analysis (Drossinou Korea, 2023) oriented towards the biopsychosocial ecological model. The data were drawn from the individualized discussions during the individual special education sessions focusing on two modules. The first sought data on metacognitive skills stated around the selection criteria for the specific department. In this section of the interview, the student with autism was asked to think and answer the question “With what criteria did he choose the specific department, faculty and University”. The second module sought data from their experiences of support in higher education regarding their individual method of study [1], relationships with others [2] and independence in decision-making [3]. In this section of the interview, the student with autism was asked to think and answer the questions “how does he study at home?”, “if he has friends from his fellow students?”, or “how does he imagine himself after the end of studies?” These modules gather students' views on the plan towards adulthood, but also reflect new contributions to knowledge of the path to adulthood of young people with autism. The data were productively encoded, adapting the topics to the student's chosen academic context in order to offer a realistic approach to their reflection on the path to adulthood in the discussions that followed. These topics were reflexively discussed with the individual study method because they were considered quite important and it was investigated whether it was possible to integrate them into a pre-existing topic such as the reason for choosing the specific studies.

<sup>12</sup> Agricultural University of Athens [AUA].

Table [1] Students with autism

N/A	University	Name	sex	age	diagnostic carrier	Disability certification-CEFR	Department of Studies	lessons owed	Therapies - Medication	medication
1	Agricultural University of Athens	Vasilis	man	20,4	University hospital clinic	NO	Department of Agricultural Economics and Development-School of Applied Economic and Social Sciences	[10]	In elementary school [I have done speech therapy, occupational therapy, special education], in high school [I have done speech therapy, occupational therapy, special education]-	1
2	Agricultural University of Athens	Michalis	man	22,6	Centers for Differential Diagnosis, Diagnosis and Support	NO	Department of Food Science and Human Nutrition- School of Food Sciences and Nutrition	[10]	In kindergarten [I have done speech therapy, occupational therapy, special education]	
3	Agricultural University of Athens	Apostolis	man	21,7	Centers for Differential Diagnosis, Diagnosis and Support	DISABILITY CERTIFICATION CENTER	Department of Crop Science - SCHOOL OF PLANT SCIENCES	[20]	In elementary school [I have done speech therapy, occupational therapy, special education], in high school [I have done speech therapy, occupational therapy, special education], in Ito high school my teachers discovered ], in University he sees a psychiatrist and psychologist	1
4	Agricultural University of Athens	Charalambos	man	23,3	Centers for Differential Diagnosis, Diagnosis and Support	DISABILITY CERTIFICATION CENTER (KEPA)   eEFKA	Department of Crop Science - SCHOOL OF PLANT SCIENCES	[20]	In high school [I have done speech therapy, occupational therapy, special education], at university he sees a psychiatrist and a psychologist	1
5	Agricultural University of Athens	Anargyros	man	21,4	Centers for Differential Diagnosis, Diagnosis and Support	DISABILITY CERTIFICATION CENTER	Department of Agricultural Economics and Development-School of Applied Economic and Social Sciences	[20]	In elementary school [I have done speech therapy, occupational therapy, special education], in high school [I have done speech therapy, occupational therapy, special education], in Ito high school my teachers discovered ]	1
6	Agricultural University of Athens	Peter	man	20,5	Centers for Diagnosis, Evaluation and Support	NO	Department of Crop Science - SCHOOL OF PLANT SCIENCES	[0]	In high school [I have done speech therapy, occupational therapy, special education]	
7	Agricultural University of Athens	Constantine	man	23,5	Centers for Differential Diagnosis, Diagnosis and Support	DISABILITY CERTIFICATION CENTER	Department of Crop Science - SCHOOL OF PLANT SCIENCES	[0]	In high school [I have done speech therapy, occupational therapy, special education], at university he sees a psychiatrist and a psychologist	1
8	Agricultural University of Athens	Vasos	man	22,3	Centers for Differential Diagnosis, Diagnosis and Support	DISABILITY CERTIFICATION CENTER	Department of Natural Resources and Agricultural Engineering-SCHOOL OF ENVIRONMENT & AGRICULTURAL ENGINEERING	[0]	In kindergarten [I have done speech therapy, occupational therapy, special education] at the University he sees a psychiatrist and a psychologist	1
9	Agricultural University of Athens	Leoniki	man	20,7	Mental Health Center	NO	Department of Crop Science - SCHOOL OF PLANT SCIENCES	[30]	In kindergarten [I have done speech therapy, occupational therapy, special education] at the University he sees a psychologist	1
10	Agricultural University of Athens	Themistoklis	man	24,5	Centers for Diagnosis, Evaluation and Support	DISABILITY CERTIFICATION CENTER	Department of Animal Science - SCHOOL OF ANIMAL SCIENCES	[20]	In kindergarten [I have done speech therapy, occupational therapy, special education] at the University he sees a psychiatrist and a psychologist	1
11	Agricultural University of Athens	Aspasia	women	21,4	Centers for Differential Diagnosis, Diagnosis and Support	NO	Department of Agricultural Economics and Development-School of Applied Economic and Social Sciences	[20]	In primary school [I have done speech therapy, occupational therapy, special education]	1
12	Agricultural University of Athens	Friday	women	24,8	University hospital clinic	DISABILITY CERTIFICATION CENTER	Department of Agricultural Business Administration and Supply Systems-School of Applied Economic and Social Sciences	[30]	In high school [I have done speech therapy, occupational therapy, special education] at the University he sees a psychiatrist and a psychologist	1
13	Agricultural University of Athens	Georgia	women	21,8	Mental Health Center	DISABILITY CERTIFICATION CENTER	Department of Biotechnology-School of Applied Biology and Biotechnology	[10]	In primary school [I have done speech therapy, occupational therapy, special education], at University he sees a psychologist	1
14	University of Peloponnese	Sophocles	man	24,8	Mental Health Center	DISABILITY CERTIFICATION CENTER	Department of Philology-School of Humanities and Cultural Studies	[13]	In primary school [I have done speech therapy, occupational therapy, special education], at University he sees a psychologist	1
15	University of Peloponnese	Aspasia	women	22,1	Panarcadian Hospital	DISABILITY CERTIFICATION CENTER	Department of History, School of Humanities and Cultural Studies	[10]	In elementary school [I have done speech therapy, occupational therapy, special education], at the University he sees a psychiatrist and a psychologist	1

They participated in semi-structured interviews and discussions about metacognitive skills and their support experiences in higher education. Also, in this frame they were referred in the personal educational experiences and the specific learning difficulties.

The research limitations for the protocols referred to the individual special education sessions which did not include feedback from students' individual therapy sessions with private therapists. Also, the presence of parents in academic life at the University was limited in most cases of students. Any acquaintance and information of the parent with the academic staff stopped at the escort of the student to the student welfare office and the submission of the request for facilities in the examinations, presenting the certificates of diagnosis of autism or the certification of disability received by the administrative employees.

### 3. Results

A custom model was created to represent the findings of the research. In the results from the discussions and interviews of students with autism, three key themes were identified that were given meaning in this study describing some small steps towards adulthood. A first step towards adulthood was the decision to attend University, pointing out that faculty selection criteria and specific learning difficulties significantly affect the individual study method and the achievement of the graduation and degree goal. The desire to work and the description of the university were expressed equally with the specific learning difficulties that students stated in the interviews that they encounter in the individual study method. Excerpts are quoted.

1<sup>st</sup> student: *I want to work in food industries, I want to work in pharmaceutical companies, I want to work in agricultural cooperatives.... Agronomic for me is a place where we form and calm down. I have memory difficulties, spelling difficulties, difficulties writing assignments, I need more time to answer written exams, when I am in a hurry I make mistakes and forget everything.*

2<sup>nd</sup> student: *I want to work in food industries, I want to work in agricultural cooperatives, it's like a 2nd house 🏠 because I spend most of my time there and it's home and pleasant environment. I have memory difficulties, spelling difficulties, I have difficulty remembering chemical formulas, I need more time to answer written exams, when I am in a hurry I make mistakes and forget everything, I have difficulty with remote examination, I prefer physical presence.*

3<sup>rd</sup> student: *I love to take care of plants, for me studying at the Agricultural University is to become an important scientist who will deal with plant diseases [spelling mistakes were made by the student in his writing].....I have difficulties with spelling, difficulties in writing assignments, I need more time to answer the oral exams, I need more time to answer the written exams, I have difficulty writing, I have difficulty with remote examination, I prefer physical presence, I have difficulty taking handwritten notes, I take from other students.*

4<sup>th</sup> student: *I wish to work in food industries, ..... I don't know what to do. I find it difficult to sit down to read...*

5<sup>th</sup> student: *I love to take care of plants. I came to agronomic because I like the Nature. Yes, I find it difficult to concentrate for an hour and read undistracted.*

6<sup>th</sup> student: *I want to take care of gardens, I don't know what will I do.... I need more time to answer the speaking exams*

7<sup>th</sup> student: *My parents are farmers, I love to take care of plants, I want to work in agricultural cooperatives, I want to take care of gardens. I came to agronomy because my grandfather has olives and oranges on our island. I have difficulties with memory, difficulties with spelling, I find it difficult to sit down to read, I find it difficult to concentrate for an hour and read undistracted, I need more time to answer the oral exams, when I am in a hurry, I make mistakes and forget everything, I find it difficult to take handwritten notes, I take notes from other students, but I do not understand them.*

8<sup>th</sup> student: *I want to take care of gardens. I came to agronomic because I like the nature. I have difficulties with spelling, difficulties with writing assignments, I find it difficult to concentrate for an hour and read undistracted, I confuse hours with exam days, I need more time to answer the oral exams, I need more time to answer the written exams, when I am in a hurry, I make mistakes and forget everything, I find it difficult to write.*

9<sup>th</sup> student: *I want to live in the countryside, I want to build my own greenhouses, I want to take care of gardens I came to agronomic because my grandfather has fields in our village. .... I find it difficult to hang out, I am alone, I find it difficult to attend classes at school.*

10<sup>th</sup> student: *I love taking care of animals. I came to agronomic because my grandmother lives in the countryside and has chickens. I have memory difficulties, difficulties writing assignments, I have difficulty sitting down to read, .... I find it difficult to concentrate for an hour and read undistracted, I find it difficult to remember chemical formulas, when I am in a hurry, I make mistakes and forget everything, I find it difficult to take handwritten notes, I take from other students.*

11<sup>th</sup> student: *I want to live in the countryside. FOR ME, STUDYING AGRICULTURE MEANS PASSING ON MORE KNOWLEDGE [The students wrote the capitals on her paper]. Yes, I have memory difficulties, I need more time to answer written exams—I read parrots. I don't sleep well at night. I am anxious about exams.*

12<sup>th</sup> student: *I want to work in food industries. I like microscopes and analyses. Since primary school I have had difficulties with spelling, difficulties writing assignments, I find it difficult to sit down to read, I find it difficult to concentrate for an hour and read undistracted, I find it difficult to do arithmetic operations, I have difficulty remembering chemical formulas, I need more time to answer written exams.*

13<sup>th</sup> student: *It's close to my home, I want to work in pharmaceutical companies, .... My parents are farmers and I know somehow .... I have memory difficulties, spelling difficulties, I have difficulty concentrating for an hour and reading undistracted, I have difficulty hanging out, I am alone, I have no friends, I have difficulty remembering chemical formulas, I need more time to answer the oral exams, I need more time to answer the written exams, when I am in a hurry I make mistakes and forget everything, I find it difficult to take handwritten notes, I take from other students, I find it difficult to attend classes at the school*

14<sup>th</sup> student: *I like to take the bus every day from autobuses and come to the University School. When I finish I will work in the municipality, .... I like folk songs. Since elementary school, my father used to say that I had memory difficulties, I have difficulty sitting down to read, I have difficulty concentrating for an hour and reading undistracted, I cannot do arithmetic operations.*

15<sup>th</sup> student: *It is close to my home and I wish to work in the library. I like to arrange watermelons in crates. I want to do the same with books. Since sixth grade I have memory difficulties, I need more time to answer written exams – I read parrots.*



Table [2] The factors that lead to adulthood in students with autism

n/a	relations with others[1]	independence in decision-making[2]	Support for their individual method of study[3]
1	<i>I don't have any friends from the school</i>	<i>My mother counts the money I get for school</i>	<i>I read in the library of the school</i>
2	<i>I only talk to my brother</i>	<i>My mother drives me back and forth. I refuse to get on the subway.</i>	<i>I don't read at home, I prefer to watch movies</i>
3	<i>I get angry when they look at me strangely</i>	<i>My mother pays teachers to help me with tutoring.</i>	<i>I only read with my mother next to me</i>
4	<i>Professors are critical</i>	<i>Sometimes I feel useless and let others decide for me....</i>	<i>I study at the weekend because I don't have time for the other days with the school</i>
5	<i>.. He threw me out of class because I was making a fuss</i>	<i>I can't live without the mobile. I always have it on me.</i>	<i>I read when I am in high spirits, that is, rarely</i>
6	<i>I'm bored of answering when asked</i>	<i>I can't decide which courses to leave for the September exam</i>	<i>When I sit down to read, I get the picture of the professor in the lab and I think about throwing the scrub on his head next time</i>
7	<i>They don't take me into their company</i>	<i>My father says I have to study to get my degree, but I understand that. What will I do when I get it... It doesn't tell me anything about it...</i>	<i>I only read when the caregiver comes to my house</i>
8	<i>I go to the cinema on my own</i>	<i>My grandfather has decided at Easter to go to the island to prune our trees.</i>	<i>My mother worries me when she says to me every now and then, "You read, when are you going to read? Etc."</i>
9	<i>My father me off, I want to break his face</i>	<i>I want to go on holiday alone, but my parents don't trust me</i>	<i>I prefer to read from eklas most of the time</i>
10	<i>I speak for myself</i>	<i>I want to stay alone in Athens in the summer and do the internship but my family pressures me to go to the village where everyone is waiting for me there.</i>	<i>I read from the notes I find online from old topics</i>
11	<i>I don't have any friends from school</i>	<i>My sister decides for me most of the time where we go when we go out</i>	<i>I find it difficult to organize my study</i>
12	<i>My sister is a lesbian and brings her friends to our room</i>	<i>I have decided to stop taking the drugs because they put me to sleep and my mother rushes me to the psychologist</i>	<i>I can't read because I don't sleep well at night. I go to a psychologist and psychiatrist secretly from my mother because she is critical.</i>
13	<i>I listen to music alone with my mobile phone, in front of others</i>	<i>I have decided to stop school and go to work in a cafeteria.....</i>	<i>I can't go to morning classes because I fall asleep and lose it</i>
14	<i>I sing when I'm bored so I don't fall asleep while the professor speaks.</i>	<i>My father would beat me and say I am.</i>	<i>I can't take notes of deliveries. I leave the classroom when I'm hungry at noon</i>
15	<i>I don't have any friends from school</i>	<i>I never decide on my own. Mom does it all. She knows.</i>	<i>I ask to be examined orally because I cannot write and read normally like others</i>

The factors that emerged regarding relationships with others [1], independence in decision-making [2] and support for their individual method of study [3] were included in the next steps towards adulthood. A general finding from the interviews was that when relationships with professors and fellow students were supportive, complex cognitive, emotional and social difficulties as reported by students with autism “did not exist”. But when characterized by stigmatizing attitudes, students faced much greater difficulties at university.

#### 4. Discussion

In recent years, a series of questions have arisen regarding research results in scientific areas related to autism and its better understanding such as biology, psychocognitive peculiarities, language, behavior. They state that the question around “What is Autism? “Paraphrasing we discuss “ What means Autism in the university?” The executives of the multidisciplinary mental health team, teachers, parents, people with autism, students and the general public interested in developments regarding ASD express strong questions about the path of people with autism to adulthood. Despite the possibilities of recognizing the autistic condition early, increasingly at younger ages and with more and more experienced and qualified specialists, questions remain. These focus both on the adequate understanding of autism based on psychocognitive and

psychopedagogical theories and applied treatment programs and on the effectiveness of these interventions in the path of people with ASD to adulthood.

As we noted in our discussion with Irina Shatokhina (005) [17 September 2023, 17:02] the problem of paper entitled “Steps towards the adulthood of students with autism and individual sessions of special education and training (SET) at the University “has great interest. Sure, the issue of the organization of special higher education is very relevant today. Another interesting discussing issue is the ways of teaching students with autism at the university when the more of university teachers do not know about what does mean the autism. The way of teaching students with autism at the university differentiated according the scientific object and the individuals of ASD. Irina Shatokhina asked “How is the problem of training university teachers to work with students with autism solved?” and “How do you see the solution to the problem of overcoming stigmatizing attitudes towards students with autism at the university?”

So, regarding these questions, I can note the following:

[1] The problem of training university professors to work with students with autism is extremely difficult to generalize across all schools and departments. At the Agricultural University of Athens every academic year informative training sessions are held for teachers. These include topics related to the teaching and assessment of students with autism over the last 10 years. Also, upon the student’s request for exam facilitation, the student welfare office informs the professors. The University it is friendly and avoids stigmatizing tendencies in every way.

[2] At the University of Peloponnese [Kalamata], there is no specific educational procedure for professors who teach students with autism. Much remains to be done at this level of education and we are working towards it.

About the stigma, as reported by the Hellenic Scientific Network for Autism Spectrum Disorders (H.S.N. f A.S.D.s.) and the (H.S. f P.A.P), all these years of research and engagement we have understood: “that autism is a spectrum whose common characteristics differ in intensity and affect in different ways the functioning of individuals.” So, the stigma does not exist as a straight line in this spectrum and could be extend in multiple dimensions determined by the intensity of symptoms and the degree of functionality and/or any comorbidity that may exist, thus creating a multidimensional formation rather than a straight line on which people with ASD are placed in the university. Also, from the discussion points are understood that any deviations in communication concern social communication and social skills and we do not treat autistic disorder as merely a communication disorder. Also, the students with ASD through the individual sessions SET at the University give us the meaning that they grow up with autism and should be appropriately supported as adults with disabilities, recognizing the importance of neurobiological networks involved in the onset of autistic status.

## 5. Conclusion

The questions surrounding the adulthood of people with autism who arrive at university are open and require further research in order to provide some answers about ways we can support people with autism in their ongoing struggle for survival.

My personal observations as a special pedagogist, are that the more the emphasis on communication and social skills which reflect on the learning way of students at the University, they know better there are facilitated to follow of psych cognitive steps towards the adulthood.

Conclusions and confirmation of all the above:



*First conclusion point.* All, the staff in the universities have to be careful in the way we present information focuses on steps of educational interventions that lead students with autism to adulthood.

*Second conclusion point.* The special pedagogists are seeks to understand the challenges faced by students with autism and help institutions better support this group.

*Third conclusion point.* The students with autism themselves the individual plan to develop small steps towards adulthood through the opportunities offered by higher education by individual sessions of SET.

*Fourth conclusion point.* The ASDs students with complex cognitive, emotional, and social difficulties referred that they sometimes think that are “nonexistent” and lose their steps that they lead them to adulthood.

*Fifth conclusion point.* The relationships of the ASDs students were connecting with all data of metacognitive skills leading to adulthood. So, [a] in the cases that the exist positive relationships with the professors and the fellow students were supportive, they process without obstacles in the steps to adulthood, [b] in the cases that the relationships which characterized by stigmatizing attitudes, students faced much greater difficulties at university.

#### Abbreviations

1. Autism Spectrum Disorder [ASD]
2. Special Education and Training [S.E.T.]
3. Targeted Individual Structured Integration Interventions of Special Education and Training (TISIPI f [SET])
4. Unified Special Vocational Lower and Upper Secondary Schools [U.S.V. L-U.S. Ss]
5. Diagnostic, Evaluation, Counseling and Support Centers [D.E.C.S.Cs]
6. Special Vocational Education and Training Workshops [S.V.E.T.Ws]
7. Special Educational Needs [S.E.Ns]
8. Public Vocational Training Institutes [P.V.T.Is]
9. Special Education Schools [S.E. Ss]
10. Targeted, Individual, Structured, Integrated Program for Students with Autism [(TISIPfS)-A]
11. Agricultural University of Athens [AUA]
12. Hellenic Society for the Protection of Autistic People (H.S.f P.A.P)

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## Psychotherapy of Psychosomatics in Adolescents

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### *Abstract*

Psychotherapy is considered to be the most difficult and at the same time the most attractive manifestation of psychological competence, the pinnacle of psychological realization, the master profession. For the therapist, who aims to support the client's autonomy, art is key in the work process. This article discusses psychotherapeutic intervention for getting healthy after conditions that are caused by psychosomatic disturbances in adolescents. Psychotherapy contributes to healing in an emotional, mental and somatic aspect. The close relationship between them is the main topic of the present study.

*Keywords:* psychotherapy, psychosomatics, health, adolescents.

### 1. Introduction

Psychotherapy is considered to be the most difficult and at the same time the most attractive manifestation of psychological competence, the pinnacle of psychological realization, the master profession. For the therapist, who aims to support the client's autonomy, art is key in the work process. This article discusses psychotherapeutic intervention for getting healthy after conditions that are caused by psychosomatic disturbances in adolescents. Psychotherapy contributes to healing in an emotional, mental and somatic aspect. The close relationship between them is the main topic of the present study.

### 2. Methods

In my psychotherapy practice, for the past 6 years, I have worked with hundreds of children with psychosomatic symptoms, coming from disharmonious families (families with dominant only primary or only secondary abilities; with the inability to integrate a balance between them in the conceptual framework of the family environment). My observations date back to January 2016 up to date.

The growing trend of physical suffering caused by mental discomfort in preschool-age adolescents in itself determines the relevance of the problem under consideration. It is this fact that sparked my research interest, the purpose of which is to trace the psychosomatic manifestation of family conflict within the disharmonic climate in the family, as well as to investigate and optimize the relationship between the functionality of the family and psychosomatic problems in the preschool child. Among the goals of this study is the development

of an author's methodology for reducing the child's anxiety during therapy, as well as reducing the anxiety of the parental couple, who will be trained to integrate primary and secondary abilities in the family conceptual framework.

Mental health prevention is the foundation of modern man's awareness that physical and mental suffering circulates and actually makes a person sick, which is subsequently proven by medical screening, and treatment by medication alone is a kind of temporary suppression of the symptom. Psychotherapeutic intervention looks for the cause, the removal of which would bring the necessary balance to the affected individual, which is followed in detail in the theoretical overview chapter of the issue under consideration (Gieler, 1987).

The principles of treatment of somatic and mental diseases at different times were closely related to the corresponding idea of the human essence. The developing medicine of the West is the medicine of diseases: it studies the conditions for the development of a disease state, its regularities, as well as the possibilities for intervention. As a rule, they are considered abstractly, that is, independently of the individual and the specific disease picture.

### 3. Results

A transcultural model was put at the base, which categorically connects the individual; the familial and culturally determined forms of the phenomenon and requires unity in diversity. Disharmonious relationships in the family environment are based on this basis: from the conflict caused, the aim is to derive the possibility of personal development by finding an adequate solution for restoring the balance or creating one, if it was missing in the family environment until now.

Confrontation is considered to be valid for many other areas of human coexistence: the relationship of children to their parents; the relationship between the parents; parents' relationship with each other; parents' attitudes towards extended family members. To place an emphasis only on the suffering and danger of the conflict is a misunderstanding that could cause pathological consequences, especially in the youngest (adolescents from preschool age to 6 years old).

In this line of thought, it is important to note that it is not enough to ask the question "Why?", which by presumption automatically leads to the activation of the defense mechanisms of the other person. The emotional status of the parent and the child would change if the question took the following form: "For what?" For what purpose?", which implies reintegration and a tendency towards unity and further development and expansion of the goals in the direction of improving the family environment (Cobb, 1874).

### 4. Discussion

The possibility of applying the therapy in an outpatient and inpatient setting was also reported. In the conditions of the latter, one gradually moves to self-help, necessary in the post-hospital period. Psychotherapy is centered on the current conflict. The process shows that in a relatively short time (about 10-15 sessions) an improvement is achieved in the child's condition, and he testifies to a weaker or almost disappeared manifestation of psychosomatic symptoms. Control examinations after a year usually show permanent therapeutic success, which is proven by medical tests in the relevant laboratories, depending on the disease picture (Jores, 1981).

The effect is especially favorable for those who are anxious; neurotic and psychosomatic disorders. Partnership conflicts, depressions, phobias, psychopathies and

schizophrenia can be treated with equal success when the goal is not to eliminate the symptom, but the cause that led to it.

In some cases, the child finds himself in an environment that creates hostile impressions in him, which make him perceive the world as hostile to him. This impression is quite understandable, considering the dissatisfaction of the child's brain.

If upbringing does not act protectively here, the child's soul can develop in a way that later leads him to view the outside world as enemy territory. This impression of hostility is intensified when the child encounters greater difficulties in his life, something that is typical of children suffering from an inferiority complex. These children perceive their environment in a different way than those children who came into this world with relatively more capable organs. The inferiority of the organs can be expressed in a reduced immune capacity of the body, so that the child is more susceptible to psychosomatic illness (Kinzl, 1989).

The cause of difficulties does not always lie in the imperfection of the body. It is largely due to the difficult tasks that those around him do not understand, or to some imprudence in setting these tasks; some defect of the child's environment based on complications in the outside world. Because the child who wants to adapt to his environment, in this case to feel like a full-fledged member of the family environment, even if it is disharmonious, he suddenly encounters difficulties in this adaptation (Benedetti, 1983).

## 5. Conclusion

All manifestations of this kind, regardless of whether they are due to disharmony caused by excessive primacy or excessive secondaryness in the family conceptual framework, have one thing in common - the child becomes more or less isolated. Children who, for example, have psychosomatic symptoms related to the digestive system, react to food in a completely different way than children who grew up in a harmonious family environment of an integrated balance between primary and secondary abilities. Often these children do not feel part of a community, they even reject the world and others. Life does not present itself in a particularly favorable light for these adolescents. They either feel like martyrs or fighters. This is a picture of the extremes in which they were raised – excessive secondary or excessive primary.

These children often become adults who have a pessimistic worldview from which they spend their whole lives trying to break free, although they continue to carry with them the false life pattern of the disharmonious family in which they grew up.

Here we refer to the question of the psychohygiene of the family environment. Having her in the family unit would have prevented a number of current conflicts, which on your part had led to your processing to the body area in the balance pattern, and hence: I had brought an illness manifested through a psychosomatic symptom.

After clarifying the complaints and the physiology, we move on to the actuality of the conflict in the family environment, tracing the four forms of processing. It is here that psychosocial situations of overload on the part of the parental couple could be detected, in the course of which they missed the onset of the symptom in their child. The basis of the conflict situation carries with it the conditions of the early genesis of the disharmony, from which it follows that the current and basic concepts for both parents, in fairness and for the affected child who lived in this family climate, are determined.

Psychoprophylaxis aims to teach the individual to pay attention to his psyche; to observe changes in his moods; to observe his emotional reserve and its manifestation. On the contrary, more and more often people deal with the disease and its consequences, that is, with

psychosomatics, rather than with psychoprophylaxis, which would undoubtedly prevent a large part of the disease pictures already in early childhood.

What will develop in the child's soul and in his emotional world depends on the penetrating influences of the family environment, which prepares him for communication with other social groups.

In all its manifestations, our interpersonal relationships, partnerships, and child-rearing largely follow this idea. Even our language, the means by which we make ourselves understood by those around us, is based on this principle. Conflicts appear in the process of personality development in confrontation with our environment. They are inevitable whether the environment is disharmonious or not. The difference comes from the way these tasks are resolved.

Realizing that every single conflict has the potential of a certain ability to deal with it, embedded in man as a resource, provides a starting point for its resolution.

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## Geopolitical Challenges in the 21<sup>st</sup> Century – The Place of the EU in International Politics

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### *Abstract*

For the first time in Europe, until the start of the war in Ukraine by Russia in February 2022, there is such prosperity, such security and such freedom. A violence in the first half of the 20<sup>th</sup> century gave way to a period of peace and stability unprecedented in European history. The creation of the European Union was decisive for this development. It has changed the relationship between our countries and the lives of our citizens. European countries are determined to seek the peaceful resolution of disputes and to cooperate through common institutions. During this period, under the influence of the progressive spread of the rule of law and democracy, authoritarian regimes were transformed into secure, stable and dynamic democracies. The present study aims to present a political-philosophical view of the geopolitical challenges in the 21<sup>st</sup> century and the place of the EU in international politics. The main points of the article are: global challenges and main threats: security is a prerequisite for development; energy dependence; terrorism, etc.

*Keywords:* geopolitical challenges, international politics, EU.

### 1. Introduction

For the first time in the history of Europe, there was such prosperity, security and freedom. Violence in the first half of the 20<sup>th</sup> century gave way to a period of peace and stability unprecedented in European history.

The creation of the European Union was decisive for this development. It has changed the relationship between our countries and the lives of our citizens. European countries are determined to seek the peaceful resolution of disputes and to cooperate through common institutions. During this period, under the influence of the progressive spread of the rule of law and democracy, authoritarian regimes were transformed into secure, stable and dynamic democracies. Successive expansions make the idea of a united and peaceful continent a reality.

The USA has played an essential role in European integration and European security, in particular through NATO. After the end of the Cold War, the United States found itself in a dominant position as a military factor. However, no country is capable of dealing with the complex problems of today alone.

Europe still faces security threats and challenges. The outbreak of conflict in the Balkans in the 1990s, but the problems and the war that Russia started by invading Ukraine in February 2022 reminded us that war continues to threaten our continent. In the past decade, no region of the world remained untouched by armed conflict. Most of these conflicts were internal rather than interstate, and many of the victims were civilians.

As a union of 27 countries, uniting over 500 million people, contributing to a quarter of global gross national product (GNP), with a wide range of tools at its disposal, the European Union is an unavoidably global factor. In the last decade, European forces have been deployed beyond European borders, in remote areas such as Afghanistan, East Timor and DR Congo. The growing convergence of European interests and the strengthening of the EU's mutual solidarity make us a more reliable and effective factor. Europe should be ready to take its share of the responsibility for global security and for building a better world.

However, no country is capable of dealing with the complex problems of today alone. As a union of 27 countries, bringing together over 500 million people, contributing to a quarter of global gross national product (GNP), with a wide range of tools at its disposal, the European Union is an unavoidably global factor. It should be ready to assume its share of responsibility for global security and for building a better world.

## 2. Security landscape: Global challenges and major threats

The post-Cold War environment is characterized by increasingly open borders and an inextricable entanglement of internal and external aspects of security. Many people have known freedom and prosperity thanks to trade and investment flows, technological development and democratization. Others saw globalization as an obstacle and an injustice. These trends have also expanded the scope of activities of non-state associations, giving them the opportunity to participate in international relations. Moreover, they have led to an increase in European dependence – and hence vulnerability – on interconnected infrastructure in transport, energy, information technology and other areas.

Since 1990, 4 million people have died in wars, 90% of them civilians. Globally, over 18 million people have fled their homes due to conflict.

In most countries of the developing world, poverty and disease cause immense suffering and are serious security concerns. Approximately 3 billion people, or half the world's population, live on less than €2 a day. Every year 45 million people die of hunger and malnutrition. AIDS is currently one of the most devastating pandemics in human history and contributes to the decline of societies. New diseases can spread quickly and become a global threat. Sub-Saharan Africa is poorer than it was 10 years ago. In many cases, economic failure is linked to political problems and severe conflicts.

*Security is a prerequisite for development.* Conflicts not only destroy infrastructure, including the social infrastructure; they also encourage crime, hinder investment and make it impossible to carry out normal economic activity. Some countries and regions are caught in a cycle of conflict, insecurity and poverty.

Every year 45 million people die of hunger and malnutrition... AIDS contributes to the decline of societies... Security is a necessary condition for development. The competition for natural resources – mainly water – which will become even more fierce as a result of global warming in the coming decades, is likely to cause further upheaval and migration movements in various regions.

*Energy dependence is a serious concern in Europe.* Europe is the world's largest importer of oil and gas. Currently, 50% of energy consumption is met through imports. This figure will rise to 70% in 2030. Most imports come from the Persian Gulf, Russia and North Africa.

#### *Major threats*

Nowadays, it is unlikely that any member state will be the target of large-scale aggression. Instead, Europe is facing new threats that are different, less obvious and harder to predict.

*Terrorism.* Terrorism threatens people's lives; imposes large costs; is trying to undermine the openness and tolerance of our societies and is a growing strategic threat to all of Europe. Terrorist movements are becoming increasingly secure, connected to electronic networks and ready to use unrestricted violence to cause colossal material and human damage.

The latest wave of terrorism is a global problem and is linked to extreme religious extremism. It is based on a number of complex reasons. These include pressures on the cultural, social and political crises associated with modernization, as well as the alienation of young people who live in foreign societies. This phenomenon is also inherent in our society. "The rise of the Islamist movements as a leading social and political force in the Middle East is the result of the bankruptcy of nationalism, secularism and the left in the Arab world, which created an ideological vacuum, which is filled to a large extent by the fundamentalists, ensuring that Islam is the solution. It is not only about the extent of the return to religion, but about the transformation of religion into a major political factor both by the regimes and by the opposition. These are political movements that deal first and foremost with the social and political mobilization of the masses, and they exert pressure to apply the Islamic law as the law of the state instead of the legal systems taken from the Western model. The Islamic solution offered by these movements has several distinct advantages over others. First, Islam is presented as a comprehensive system that provides all solutions to the problem of this world and the next. Second, the Islamic solution is presented as an alternative to the realization of Arab and Islamic revival and power. Ideas of Islamic movements tend to be inclusive, which increases their attractiveness. They are radical in that they seek seemingly profound solutions to the fundamental problems of society. Third, it is not an imported solution. The Islamic solution is an authentic one, rooted in local culture and suited to local conditions" (Galily & Schwartz, 2021a: 52).

Europe is a single target and base for terrorism: European countries represent a whole and are already the target of terrorist attacks. In the United Kingdom, Italy, Germany, Spain and Belgium, logistical bases of al-Qaeda militant groups were discovered. Concerted European action is imperative.

*The proliferation of weapons of mass destruction represents the greatest potential threat to our security.* International treaty regimes and export control arrangements have slowed the proliferation of weapons of mass destruction and delivery systems. However, we are currently entering a new and dangerous period in which the possibility of an arms race with weapons of mass destruction, specifically in the Middle East, is increasing. In the coming years, the potential of biological weapons may increase as a result of advances in the development of the biological sciences; weapons of mass destruction are also a tangible possibility.

The last time weapons of mass destruction were used was in 1995 by the terrorist sect Aum Supreme Truth in a sarin attack on the Tokyo subway that killed 12 people and injured several thousand. Two years earlier, the same sect spread anthrax spores on a Tokyo Street.

*Attacks with chemical and radioactive substances.* The proliferation of missile technology adds an additional element of instability and could *put Europe at increasing risk.*

The worst-case scenario is the acquisition of WMD by terrorist groups. Under such circumstances, a small group could wreak havoc on a scale previously only possible with the participation of states and armies.

*Regional conflicts.* Issues such as those in Kashmir, the Great Lakes region and the Korean Peninsula have direct and indirect impacts on European interests, as do conflicts closer to Europe, above all those in the Middle East. In addition, the serious or “frozen” conflicts that persist along our borders threaten the stability of the region. They take lives, destroy social and physical infrastructure; and endanger minorities, fundamental freedoms and human rights. Conflicts can lead to extremism, terrorism, and statelessness; they provide an opportunity for organized crime. Regional insecurity may lead to greater demand for WMD. In practice, the best way to deal with new, often elusive threats is sometimes to resolve older issues related to regional conflicts.

*Absence of statehood.* Poor governance – corruption, abuse of power, weak institutions, and lack of accountability – and civil strife eat away at states from within. In some cases, this causes the collapse of state institutions. Somalia, Liberia and Afghanistan under the Taliban regime are among the best-known recent examples. The collapse of statehood can be linked to obvious threats such as organized crime and terrorism. Statelessness is an alarming phenomenon that undermines governance on a global scale and contributes to regional instability.

*Organized crime.* Europe is a major target for organized crime. This internal threat to our security has an important external dimension: the cross-border trafficking of drugs, women, illegal migrants and weapons constitutes a significant part of the activities of criminal groups. He may be connected to terrorism.

These criminal activities are often associated with weak or absent statehood. Drug revenues have contributed to the weakening of state structures in a number of drug-producing countries. Revenue from trade in gems, timber and small arms fuels conflicts in other parts of the world. All these activities undermine both the legal order and the social order itself. In extreme cases, organized crime can span the state. 90% of Europe’s heroin is produced from poppy plantations in Afghanistan, where the drug trade funds private armies. Much of the drugs are distributed through criminal networks in the Balkans, which are also responsible for 200,000 of the 700,000 women victims of sex trafficking worldwide. A new dimension of organized crime that needs further attention is the increasing incidence of maritime piracy.

By bringing together these various elements – terrorism seeking maximum violence, the availability of weapons of mass destruction, organized crime, the weakening of the state system, and the “privatization of force” – we may in fact be facing a very serious threat.

We live in a world that offers better prospects but also hides greater threats than before. The future will depend to some extent on our actions. We must simultaneously think globally and act locally. In defense of security and to assert its values, the EU has three strategic objectives.

### 2.1 Taking action against threats

The European Union has taken active action in response to the main threats. In response to the events of 9/11, the EU took measures including the European Arrest Warrant, actions to combat the financing of terrorism and a mutual legal assistance agreement with the US. The EU continues to develop cooperation in this area and improve its defense capabilities.

For years, the EU has pursued a policy of combating the proliferation of weapons. The Union recently agreed on a further action program, which envisages measures to strengthen the International Atomic Energy Agency, measures to tighten export controls and to combat illegal shipments and illegal supplies. The EU is determined to achieve universal compliance with the

regimes established in multilateral treaties and to endorse treaties and their verification provisions.

The European Union and Member States have taken measures to contribute to the resolution of regional conflicts and to support the recovery of countries with missing statehood, including in the Balkans, in Afghanistan and the DRC. Restoring good governance in the Balkans, strengthening democracy and enabling the authorities in this region to tackle organized crime is one of the most effective ways to tackle the problem of organized crime within the EU.

In the age of globalization, threats in geographically distant places can be just as serious as those in close proximity. Nuclear tests in North Korea, nuclear risks in South Asia and the proliferation of weapons of mass destruction in the Middle East are causing concern in Europe.

In the era of globalization, geographically distant threats can be just as serious as those in close proximity. The first line of defense will often be outside European borders. New threats are dynamic. Too early does not apply to conflict prevention and threat prevention. Central or Southeast Asia could become a threat to European countries or their citizens. At the same time, through global communications, greater awareness is achieved in Europe regarding regional conflicts or humanitarian tragedies elsewhere in the world.

Our traditional concept of self-defense – up to and during the Cold War – was based on the threat of attack. In the context of new threats, the first line of defense will often be outside European borders. New threats are dynamic in nature. Over time, the risk of proliferation of weapons of mass destruction increases; unless action is taken, terrorist networks will become increasingly dangerous. Neglecting them leads to growing statelessness and organized crime, as evidenced by events in West Africa. This means that we should be ready to act before we face a crisis situation. The concept of “too early” does not apply to conflict prevention and threat prevention.

Unlike the massive, visible threat of the Cold War, none of the new threats are purely military; nor can it be removed by purely military means. Each threat requires the complex use of different tools. The proliferation of weapons of mass destruction can be contained through export controls and through the application of political, economic and other pressures, in addition to addressing the underlying political causes. Preventing terrorism may require a range of intelligence, police, judicial, military and other means. In countries with missing statehood, it may be necessary to use military means to restore order and humanitarian means to overcome the immediate consequences of the crisis. Regional conflicts require political solutions, but the post-conflict phase may require the use of military means and effective policing. Economic instruments are used for recovery, and civilian crisis management facilitates the return of civilian governance. The European Union is well prepared to respond to situations with such different aspects.

## *2.2 Building security in our neighboring regions*

Even in the era of globalization, the geographical aspect remains relevant. It is of common European interest to have good governance in the countries we border. Neighboring countries with serious conflicts, weak states where organized crime thrives, troubled societies, or excessively high population growth near the EU's borders pose a problem for Europe.

Enlargement should not create new dividing lines in Europe. Resolving the Arab-Israeli conflict is a strategic priority for Europe.

The integration of the acceding countries increases our security, but at the same time increases the proximity between Europe and troubled regions. Our task is to contribute to the construction of a “ring” of well-governed countries to the east of the European Union and on the borders with the Mediterranean region, with which we maintain close cooperative relations.

The importance of all this is best illustrated in the Balkan region. Thanks to our joint efforts with the US, Russia, NATO and other international partners, stability in the region is no longer threatened by the outbreak of a major conflict. Confidence in our foreign policy depends on consolidating our achievements in this region. The European perspective represents both a strategic goal and an incentive for reform.

It is not in our interest that enlargement creates new dividing lines in Europe. We need to bring our neighbors to the east in the benefits of economic and political cooperation while solving the political problems in that region. It is now time to show a greater and more active interest in the problems of the South Caucasus, which in time will also become a neighboring region.

Resolving the Arab-Israeli conflict is a strategic priority for Europe. Without achieving this goal, the other problems in the Middle East are unlikely to be resolved. The European Union must maintain its commitment and readiness to allocate the necessary resources until the problem is resolved. The two-state solution, which Europe has long supported, is now widely supported. The implementation of this decision will require the united joint efforts of the European Union, the United States, the United Nations and Russia, as well as the countries of the region, but above all the Israelis and Palestinians themselves.

Serious problems of economic stagnation, social tension and unresolved conflicts persist in the Mediterranean region. The interests of the European Union require continuous ties with Mediterranean partners through more effective cooperation in the fields of economy, security and culture within the framework of the Barcelona Process. A broader engagement with the Arab world should be considered.

### *2.3 A global order based on an effective multilateral approach*

In a world of global threats, global markets and global means of information, security and prosperity in the EU increasingly depend on the establishment of an efficient multilateral system. Creating a stronger international community, well-functioning international institutions and a rules-based international order is our goal.

We support international law and its development. The main framework in the field of international relations is the Charter of the United Nations. The UN Security Council has the primary responsibility for maintaining international peace and security. Strengthening the UN, enabling it to fulfill its responsibilities and act efficiently is a European priority.

We want international organizations, regimes and treaties to deal effectively with threats to international peace and security, and therefore we must be ready to respond to violations of their rules.

Membership in key international system institutions such as the World Trade Organization (WTO) and international financial institutions has become more accessible. China is already a member of the WTO and Russia is negotiating its accession. We should aim to expand the membership of such organizations while maintaining their high standards.

One of the central elements of the international system is transatlantic relations. This is not only of bilateral interest but is for the benefit of the international community as a whole. NATO is largely an expression of this relationship.

Regional organizations also strengthen governance on a global scale. The influence and effectiveness of the OSCE and the Council of Europe are of particular importance to the European Union. Other regional organizations such as ASEAN, Mercosur and the African Union make important contributions to a more orderly world.

Our security and prosperity increasingly depend on the establishment of an efficient multilateral system. We support international law and its development. The main framework in the field of international relations is the Charter of the United Nations.

One of the conditions for a rules-based international order is that the legal order evolves in response to new aspects such as the proliferation of weapons of mass destruction, terrorism and global warming. It is in our interest to continue to develop existing institutions such as the World Trade Organization and to support new ones such as the International Criminal Court. Our own experience within Europe shows that security can be enhanced through confidence-building and arms control regimes. Such instruments can make a significant contribution to security and stability in our neighboring regions and beyond.

The quality of international society depends on the quality of the governments that underpin it. A world of well-governed democracies is the best defense for our security. Spreading good governance, supporting social and political reforms, tackling corruption and abuse of power, establishing the rule of law and protecting human rights are the best means of strengthening the international order.

Trade and development policies can be powerful tools for promoting reforms. As a major source of public aid worldwide and a major player in trade, the European Union and its Member States are well-placed to pursue these goals.

Promoting good governance through support programs, conditionality and targeted trade measures remains an essential element of our policy which should be further developed. A world that guarantees justice and opportunity for all will be safer for the European Union and its citizens.

A number of countries have positioned themselves outside the boundaries of international society. Some seek isolation; others continually violate international norms. It is desirable that these countries rejoin the international community and the EU should be ready to assist them. For those who do not wish to do so, it should be clear that this will have certain consequences, including and in their relations with the European Union.

### 3. Political implications for Europe

The low union offers progress in the conduct of a coherent foreign policy and effective crisis management. We have tools that can be used effectively, as is evident in the Balkans and other regions. But in order to make a contribution that corresponds to the activity of our full potential, it is necessary to show greater, greater coherence and use more fully your abilities. We need to work with the others.

We need to be more proactive in pursuing us strategic goals. This applies to the entire set of available tools for crisis management and conflict prevention, including political, diplomatic, military and civil activities, as well as those in the field of trade and development. To counter new dynamic threats, proactive policies are needed. A strategic culture must be developed that favors early, rapid and, if necessary, vigorous intervention.

As a Union of 27 Member States, whose defense expenditure exceeds EUR 160 billion, we should be able to conduct several operations at the same time. We could achieve better results by planning operations that combine military and civilian capabilities.

The EU should support the United Nations in responding to threats to international peace and security. The EU is committed to expanding its cooperation with the UN to assist countries emerging from conflict, as well as to provide greater support to the UN in situations requiring short-term crisis management.

We must be able to act before the situation in our surrounding countries deteriorates, at the first sign of the proliferation of weapons of mass destruction and before a humanitarian emergency arises. A preventive commitment can prevent more serious future problems. A European Union that assumes greater responsibility and shows greater activity will also have greater political weight.

A strategic culture must be developed that favors early, rapid and, if necessary, vigorous intervention.

#### 4. Greater coherence

The goal of a more capable Europe is achievable, although realizing our full potential will take time. Actions taken – specifically the creation of a defense agency – are steps in the right direction.

To make our forces more flexible and mobile, and to give them the ability to counter new threats, we need to invest more in defense and use it more effectively.

Systematic use of pooled common resources would reduce duplication, reduce overall costs and increase capabilities in the short term.

In almost all cases of serious intervention, efficient military operations are followed by public chaos. We need greater capacity to mobilize all necessary funds in crisis and post-crisis situations.

Greater diplomatic capabilities: we need a system pooling the resources of the Member States and those of the EU institutions. Solving more remote and nonspecific problems requires better understanding and communication

A common threat assessment is the best basis for joint action. This requires better intelligence sharing between Member States and between them and partner countries.

As we increase our capabilities in various areas, we should look at the possibility of a broader set of missions. This could include joint disarmament operations, support to third countries in the fight against terrorism and security reform. Security reform will be part of larger institution building.

Standing EU/NATO arrangements, specifically the Berlin Plus arrangements, strengthen the EU's operational capabilities and establish a framework for a strategic partnership between the two organizations in crisis management. This reflects the determination of both organizations to meet the challenges of the new century.

The essence of the common foreign and security policy, as well as the European security and defense policy, is that we are stronger when we act together. In recent years, we have created a number of different tools, each with its own structure and rationale.

The challenge now is to bring together the various instruments and capabilities: European aid programs and the European Development Fund, military and civilian capabilities of the Member States and other instruments. All of this can have an impact on our security and that of third parties. Security is the first necessary condition for development.

Diplomatic efforts, development, trade and environmental policies should pursue the same goals. In a crisis situation, there is no alternative but unity of command.

Better coordination between external action and justice and home affairs policies is essential for the fight against terrorism and organized crime.



Greater coordination is needed not only between EU instruments but also with regard to the external activities of individual Member States.

Policies at the regional level also need to be coordinated, particularly in conflict resolution. Problems are rarely solved by one country or without regional assistance, as the experience of the Balkans and West Africa testifies in different ways.

##### 5. Conclusion: Working in partnership

There are few, if any, problems that we can tackle alone. The above threats are general and affect us and our closest partners. International cooperation is a necessity. We must pursue our goals through multilateral cooperation within international organizations and through partnerships with key actors.

The transatlantic relationship is indispensable. Together, the European Union and the United States can become an outstanding force for good in the world. Our goal should be an effective and balanced partnership with the US. This is another reason for the EU to build up its capabilities and improve the coherence of its actions.

Together, the European Union and the United States can become an outstanding force for good in the world

We must continue to strive for a close relationship with Russia, a significant factor in our security and prosperity. Respect for common values will facilitate progress towards a strategic partnership.

Our history, geography and cultural ties bind us to all parts of the world: our neighbors in the Middle East, and our partners in Africa, Latin America and Asia. These relationships are an important advantage that should be exploited. In particular, we should seek to develop strategic partnerships with Japan, China, Canada and India, and with all other countries that share our goals and values, and stand ready to act in support of them.

We live in a world that presents us with new threats but also presents us with new opportunities. The European Union has the potential to make a significant contribution, helping both to overcome the threats and realize the opportunities. An active and capable European Union would have weight on a global scale. In this way, it would contribute to the establishment of an effective multilateral system to achieve a fairer, safer and more united world. "Therefore, in a future war, strong Western armies will need to understand that military strength is not sufficient to defeat the enemy. It is also necessary to develop the mental strength of the civilian community. Since the citizens of the state who did not serve in the military in most Western countries are not accustomed to military coping, the government system needs to develop a feeling that will avoid the losses of people in a continuous conflict and even military-operative harm on the part of the enemy (such as, for example, surface-to-surface missiles) from psychologically influencing them and encouraging them to continue to support the fighting and not to protest against it in different civilian-democratic forums" (Galily & Schwartz, 2021b: 92).

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## Reformation, Martin Luther (1483-154), Anti-Semitism and Islam

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### *Abstract*

This study aims to present the philosophical-religious and political-social theses of Martin Luther, as well as the time-specific social construction in which his concepts were born. The research methodology is philosophical-historical, implying the following content of the text: Introduction; Erasmus of Rotterdam and Thomas More – they are perceived as harbingers of free thought in Europe, but at the same time, in principle, both Erasmus and More remained to a greater or lesser extent convinced Catholics. It is no accident that most of their works are studies of religious texts; The Reformation was a consequence of violent socio-economic and political transformations; Martin Luther; A conclusion outlining the influence of Luther’s theses and how his teaching played an extremely important role in creating a paradigm in interfaith relations in the Middle Ages. The Reformation was not only the cause of the Western Schism (1374-1417), which modeled relations in Europe and the Christian world. It created a system of international relations, parts of whose profile leave imprints to this day.

*Keywords:* Reformation, Martin Luther, anti-Semitism, Islam.

### 1. Introduction

At the beginning of the 16<sup>th</sup> century, a new socio-political dynamic was noticed. The great geographical discoveries and the new manufacturing form of production strengthened the tendencies towards consolidation of the national territories and centralization of the state administration. This caused the change in Christian ideas about the state and law imposed by the Catholic Church. This is necessary since the last presented to Europeans dominated throughout the Middle Ages. The political conjuncture forms prerequisites for the creation and imposition of a new political-legal order. In this light, England, France and Spain created numerous feudal principalities with large centralized states. Germany alone, of the major European states, remains fragmented into about a thousand feudal units. This was the reason for a weaker opposition to the traditionally strong influence of the Holy Father North of the Alps.

However, before coming to the radical Reformation in Germany, it is necessary to note the stage of “Christian humanism.”<sup>1</sup> It is perceived as a kind of preparation for the final break with

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<sup>1</sup> Nay, O., Histoire des idées politiques, La pensée politique occidentale de l’Antiquité à nos jours, 2e édition, Arman Colin, 2016, p. 226-227.

the Catholic Church, represented by the Holy Father in the Vatican. This period is represented by the ideas and teachings of Desiderius Erasmus of Rotterdam (1466-1536) and Thomas More (1478-1535). Their views are an eclectic mix of politics, philosophy, pedagogy, theology, morality, and jurisprudence, presented through the author's parables, dialogues, and annotated collections of Greek and Latin proverbs. The main works of the first are the treatises "In Praise of Madness," "Adagia," "The Education of a Christian Prince," "On Free Will" and others. The political-legal model that is the object of analysis is that of the empire of Charlemagne (747 or 748-814).<sup>2</sup>

## 2. Erasmus of Rotterdam and Thomas More

Many modern experts perceive him as a harbinger of free thought in Europe. At the same time, in principle, Erasmus remained a convinced Catholic. It is no coincidence that most of his works are studies of religious texts, especially the Gospel. Erasmus' ideal state represents the ideal *Corpus Christianum*.<sup>3</sup> The statist organism is built around Christ, who is the sole bearer of power, and his subjects are divided into three concentric circles – one large and two smaller. Closest to God is the high Christian clergy, next to them – are the minor clergy, and finally – the people. Between the two zones, which represent the ruling stratum in the state and the people, are the secular rulers. The latter, however, must rule according to God's norms. According to Erasmus, they are temporary, and the clergy – eternal. The two components of the elite (religious and secular) obey Christian morals and laws. "If the ruler is a Christian, he must follow the ideal of the Bible. In other words, he must imitate God and bear his cross first, and not aspire to the crown and the globe."<sup>4</sup>

Moreover, Erasmus questions the unquestioned authority of the secular leader. He challenged the principle that by submitting to the ruler, one submits to God: "Omnis potestas a Deo."<sup>5</sup> Such a formula is inadmissible since it refers to the Roman rulers, and they are pagans. Along with this, concepts such as empire, kingdom, majesty, power and a number of other state-political terms were derived from the pagan vocabulary. Adequate terms in the Christian state are "administration," "prosperity," "loyal rule," and others.<sup>6</sup>

The Dutch philosopher categorically rejected war as a means of resolving disputes between nations. He criticizes Niccolò Machiavelli's thesis that the natural state of man and nations is war, as it contradicts the Bible. The best regulator of human collective relationships remains Christian values. In this regard, Erasmus ignored Machiavelli's opinion that a dividing line should be drawn between politics and religion. On the contrary, he believes that politics and morality should be mixed and become one substance. In this regard, the Dutchman is of the

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[https://www.researchgate.net/publication/313188474\\_Histoire\\_des\\_idees\\_politiques\\_La\\_pensee\\_politique\\_occidentale\\_de\\_l'Antiquite\\_greco-romaine\\_a\\_nos\\_jours](https://www.researchgate.net/publication/313188474_Histoire_des_idees_politiques_La_pensee_politique_occidentale_de_l'Antiquite_greco-romaine_a_nos_jours). 03.03.2023.

<sup>2</sup> Galily, D., The Humanism of the Renaissance as the Source of the Freemason Order, *Imperial Journal of Interdisciplinary Research*, Vol. 2, Issue 8, 2016.

<sup>3</sup> The term *corpus Christianum* refers to the medieval understanding of the unity of state and church, of spiritual and secular dominion. According to him, the empire and the papacy were two powers in a single republic *Christiana*, embracing all Christendom, whose membership was mediated by baptism. The invisible, unifying head of this *corpus mysticum* is Jesus Christ. It is ruled by an emperor and a pope as heads of state. For more information see: de Wall, H., *Corpus Christianum*, in *Religion Past and Present*, BRILL, 2006-2013, [https://referenceworks.brillonline.com/entries/religion-past-and-present/corpus-christianum-SIM\\_03244#](https://referenceworks.brillonline.com/entries/religion-past-and-present/corpus-christianum-SIM_03244#), 03.03.2023.

<sup>4</sup> Erasmus, D., *The Manual of Christian Knight*, <https://oll.libertyfund.org/titles/erasmus-the-manual-of-a-christian-knight>, 03.03.2023.

<sup>5</sup> Erasmus, D., *The Education of a Christian Prince*, Cambridge, UK: Cambridge University Press, 1997, p. 61.

<sup>6</sup> Op. cit.

opinion that power and the exercise of power are reduced to pedagogical functions and not to the search for specific material and social interests. The ruler rules by virtue, and his authority is legitimate when it is accepted by the subjects. According to Erasmus, the state is formed only when its ruler is educated and virtuous. The dominance of virtues and Christian culture constitute the basis of the necessity of the state-forming process. The relationship is two-way, namely, the state is proven through the Christian virtues, but the virtues also cannot exist without the state.<sup>7</sup>

His personal friend the Englishman Thomas More also left lasting traces in the pre-Reformation period. In his phenomenal treatise *Utopia*, he describes political schemes, governing structures and state institutions that do not actually exist. Entering into a sharp dispute with the authorities (King Henry VIII beheaded him), More brought to the fore the Neoplatonic dualism (bad-wrong-visible versus good-virtuous-invisible/heavenly) as the main approach in the state-forming process.

The English humanist raised the idea of a return to the Christian original sources. Inspired by them, the thinker reaches supreme erudition and succeeds in creating the perfect models of political governance and state administration. This brought the Utopians closer to the Epicureans, who believed that Christianity should return to its naturalistic foundations. More is convinced that in order to improve society, the state and the laws, first of all, man must make a revolution in his soul, since it is not subject to external pressure.<sup>8</sup>

Keywords for More's understanding of politics and jurisprudence are "family" and "property." In the initial stage, More, influenced by the ideas of Plato, allowed common ownership of women. Subsequently, however, he rejected the idea and raised the claim that society and the state he built was built on the family cell and traditional morality. Thus, the main unit in More's utopian state becomes the family. Most of a person's life takes place within it, and therefore the state can only intervene when an attack is made against it. All other crimes must be dealt with by a family tribunal. Thus, part of the criminal-legal functions of the state have been taken over by a family tribunal.

An important part of More's views and work is his negative attitude towards the Reformation. He found her ideas, as well as those of Martin Luther, too radical. According to him, the destruction of the Catholic Church is actually a "call for war."<sup>9</sup> Thus, in parallel with the strong desire to reform the Catholic Church, the Counter-Reformation also appeared. The powerful reformation movement that emerged in Germany later encountered a decisive resistance organized by the Holy Father himself.

### 3. The Reformation was a consequence of violent socio-economic and political transformations

The formal occasion of the Reformation itself was the sale of indulgences<sup>10</sup> and simony.<sup>11</sup>

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<sup>7</sup> Nay, O., *Histoire des idées politiques*, ... op. cit.

<sup>8</sup> Nay, O., *Histoire des idées politiques*, .... pp. 227-228.

<sup>9</sup> Wegemer, G., *Thomas More: A Portrait of Courage*, Scepter Pubs, 1996, p. 136.

<sup>10</sup> The forgiveness of sins for a fee.

<sup>11</sup> Buying and selling church offices. It comes from the name of Simon the Wise, who was a contemporary of the apostles. He is also called Simon the Magician or Simon the Magus. According to the "Acts of the Holy Apostles", a book of the New Testament, he lived in the 1<sup>st</sup> century in Samaria and tried to buy a church post. Thus he created a precedent that became a practice among the clergy. The ancient Christian thinkers Justin, Irenaeus, Hippolytus and others considered him to be the originator of all church

Such collection of money, resting on a deeply corrupt basis, was argued by Pope Leo X from the necessity of the reconstruction of the church “St. Peter” in Rome. People who wanted to reform the Catholic Church saw this as a deep crisis and found corruption permeating the entire Church hierarchy, including their own Holy Father.<sup>12</sup>

Attempts at reform fail. Her first acts like Jan Huss and John Wycliffe are either destroyed or humiliated. It reached the Western Schism (1378-1416), the consequences of which were clashes between individual rulers and social riots. In fact, the Reformation set the religious components of the emerging nation-states.

The Reformation is a consequence of burning socio-economic and political transformations in the bowels of European society. They are helped by an unprecedented global cataclysm; a pandemic called the Black Plague. The disease was first recorded in 1320 in China. The infestation is believed to be spread by oriental fleas that survive in the fur of black rats. The latter lived in the merchant ships that traveled over 6,000 km from Europe. The bacteria causing the Black (Bubonic) Plague were transmitted by the fleas in question.

Spreading along the Silk Road, it reached the Crimea, then Europe, especially the Mediterranean region. The plague arrived in Europe in 1347. The following year it was noted in Sicily and Venice. Then Italy, Spain and France quickly flare up. By 1349, the plague had spread to Western Europe, particularly Germany, and was rapidly engulfing the population of Central Europe. In 1350, the pandemic reached Eastern Europe, and in 1351-1353 it was already in Russia.

It is estimated that about 60% of Europeans died from the plague. By the time the disease reached Europe, the world’s population had dropped from 450 to 350 million. At the same time, 40% of the population of Egypt, 50% of Paris, and 60% of Germany met their demise. The statistics for England are similar. The plague kills one in three Englishmen. It took Europe 150 years to fully recover from the plague.

At first, many people believed that God sent the plague as a punishment for the sins of the people. Then they turn to the Catholic Church for protection, as it has been up to this point. Along with this, they accuse the Jews of being the cause of the misfortune and begin cruel persecutions of non-believers. Over time, however, the ecclesiastical institution began to lose public trust as the pandemic persisted. Up to this point, it has had a complete monopoly over public life and political processes, as it is the pillar of public trust. The Cleric can no longer explain the occurrence and cure of the plague. The priests form the so-called “front line” as they remain closest to the people. The church itself is losing its material and physical support and due to the fact that tens of thousands of its members are dying healing people.<sup>13</sup>

Thus, the Black Death became the cause of provoking two extremely important social consequences. First, a massive depopulation occurs, which directly reflects on the economic life of Europe. Second, a complete erosion of public loyalty to the centuries-old monopolist of European politics – the Catholic Church. Moreover, serious personnel changes are taking place in the clergy itself. The place of the deceased clerics is taken by their less educated and less prepared successors, who do not possess the moral qualities of the previous generation of representatives of the Holy See. In this way, a huge socio-political vacuum is created in Europe, the filling of which can only

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heresies. For more information see: Simon Magus, Catholic Encyclopedia, New Advent, <https://www.newadvent.org/cathen/13797b.htm>, 11.03.2021.

<sup>12</sup> Galily, Daniel. “THE APOSTLE PETER IN THE JEWISH SOURCES: ‘THE DOUBLE AGENT.’”, In: A COLLECTION OF SCHOLARLY PAPERS IN SOCIAL SCIENCE, University of National and World Economy (UNWE), 2019.

<sup>13</sup> The Reformation, <http://protestantreformationcs.weebly.com/the-black-death.html>, 03.03.2023.

be realized by a factor whose real political dimension is an alternative to the theocentric state institutionalized by the Vatican.

The alternative in question had to create first a new economic environment, and then a political construction. The latter cannot be a total denial of the theocentric state, but the formation of an ideology that is religious in nature, but with a strongly de-Catholicized and respectively centralized content. Thus, the new economic order based on industrialization and mechanization had to be argued by a new, “secular” religion, the core of which was the secularization and privatization of church orders, i.e., the abolition of the papal ritual and the creation of its familiar substitute.

Reasons for the emergence of the new socio-political-religious movement called the Reformation, as well as the specifics of the geographical spread of Protestantism, can be summarized as follows:

- The powerful wave of industrialization and mechanization created a number of industrial innovations that replaced the labor of the millions who died in the Black Death pandemic. One of these innovations is the Swedish Gutenberg’s printing press. It became the cause of a wide spread of knowledge, and from there the emergence of a strong middle class that opposed the clergy and the secular aristocracy. By 1530, more than 10,000 religious publications with over ten million copies flooded the book market in Germany. In them, the reformers strongly attacked the “bad” church and propagated the “good” church;<sup>14</sup>
- Reformation literature spread more actively in cities with large book markets, which were also more inclined to accept the Protestant denomination, at the expense of Catholicism;
- The Ottoman-Turkish raids in Western Europe during the period 1450-1700 became one of the regulators for the momentary blunting or sharpening of the confrontation between Reformation and Counter-Reformation. According to the Turkish researcher Murad Ligun, when there was a Turkish offensive against an object in Western Europe, 25% of the conflicts between the two Christian denominations decreased;<sup>15</sup>
- Protestants and Ottoman Turks, professing Islam, became de facto allies against the pillar of the Christian religion – the Vatican. The period in which the two sieges of Vienna took place (the first was 1529 and the second was 1683) was the period of active attacks by Protestants against their co-religionists – Catholics;
- Cities that were the center of a strong cult of individual Christian saints were less enthusiastic about accepting the ideas of the Reformation.<sup>16</sup>

The settlements in which the law or tradition was practiced, that the entire inheritance of the testator should be inherited by the first-born or the first-born daughter, were less receptive to the ideas of the Reformation.<sup>17</sup>

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<sup>14</sup> Dittmar, J., Media, Markets and Institutional Change: Evidence from the Protestant Reformation, CEP Discussion Paper № 1267, August 2015, <http://cep.lse.ac.uk/pubs/download/dp1367.pdf>, 27.3.2020.

<sup>15</sup> Iyigun, M., Luther and Suleyman, The Quarterly of Economics, Vol. 123, Issue 4, November 2008, p. 1465-1494, <https://academic.oup.com/qje/article/123/4/1465/1933179>, 03.03.2023.

<sup>16</sup> Ekelund, R., Hebert, R., R, Tollison, An Economic Analysis of the Protestant Reformation, 1.06.2002, Journal of Political Economy, [http://web.stanford.edu/~avner/Greif\\_228\\_2005/Ekelund%20et%20al%202002%20JPE%20Reformati on.pdf](http://web.stanford.edu/~avner/Greif_228_2005/Ekelund%20et%20al%202002%20JPE%20Reformati on.pdf), 03.03.2023.

<sup>17</sup> Curuc, M., S., Smulders, Malthus meets Luther: the Economics behind the German Reformation, September 30, 2019,



#### 4. Martin Luther

The undisputed leader of the Reformation is the German Augustinian monk Martin Luther (1483-1546). In 1510 he visited Rome and was shocked by the incredible corruption that had unfolded among the Catholic clergy in light of the reigns of Popes Sixtus IV (1471-1484) and Alexander VI (1492-1503).<sup>18</sup> Despite the reluctance of his middle-class father, Luther studied biblical studies and later became a professor of theology at the University of Wittenberg. He has a wonderful academic career.

Luther created the leading trend in the Reformation, called Magisterial, in contrast to the Radical, symbolized by his ideological opponent Thomas Münzer (1489-1525), Andreas Karlstadt (1486-1541), the Zwickau prophets and the Anabaptists. The main difference between the two schools was whether the corruption was only among the Catholic Church (Martin Luther) or it also covered the secular rulers, who were also subject to trial (Thomas Münzer).<sup>19</sup>

The work “95 Theses Against Indulgences,” written in 1517 by Luther, became a programmatic document of the Reformation. In it, he clearly states his fundamental disagreements with papal principles and practices. Its main points are:

- Forgiveness of sins is by faith, not by works. The church may not be the judge of man;
- People’s relationship with God is personal and the Church cannot be their Intermediary;
- The authority of faith is built on the word of God and the Holy Scriptures, not on papal practice;
- Man’s inner religiosity is achieved with secular orders. This means that secular authority is based on natural, not divine right.

According to Luther, the state must function on the rules of practical expediency and real interests, which are determined by reason. Along with this, the monarch is a servant and not a ruler of the people. In this way, Martin Luther calls for violence against the Church and submission to secular authority. He summarizes that, in fact, rebellion against the feudal lord is tantamount to rebellion against the Church, since the secular ruler has taken her place in the management of society and the state.<sup>20</sup>

Martin Luther’s aspirations were shaped into a complete philosophy, which was labeled “Lutheranism.” This designation was imposed by one of Luther’s opponents, namely the German scholastic theologian Dr. Johann Meyer von Eck. This happened in July 1519 during the debate in Leipzig. The latter uses it with an ironic connotation, in order to suggest that Luther’s teaching is heresy.<sup>21</sup> At this time Luther disliked the term “Lutheran,” preferring the term

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<https://docs.google.com/a/tilburguniversity.edu/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYWxpazN1cnVrfGd4OjUwMWYwNTkzMGM1MDcxNjE>, 03.03.2023.

<sup>18</sup> Brecht, M., J. F. Schaaf, Martin Luther, Fortress Press, 1993, p. 7.

<sup>19</sup> The first Anabaptist preachers in Germany – were Nikolaus Storch, Thomas Drechsel and Markus Thome. That’s what Martin Luther called them in December 1521. For more information see: Hughes O., O., The Shaping of the Baptismal Rite in the Sixteen Century, William Eardmans Publishing Company, Grand Rapids, Michigan, 1992, <https://books.google.bg/books?id=NooRWj1hXTEC&pg=P>, 03.03.2023.

<sup>20</sup> Wengert, T., Martin Luther’s Ninety-Five Theses: With Introduction, Commentary, and Study Guide, Augsburg Fortress Publishers, 2005.

<sup>21</sup> Espín, O., J., Nickoloff, An Introductory Dictionary of Theology and Religious Studies, Collegeville, Minnesota, Liturgical Press, 2003, p. 796.



“evangelical,” which is derived from εὐαγγέλιον (euangelion), a Greek word meaning “good news,” i.e. “Gospel.”<sup>22</sup>

Followers of John Calvin (1509-1564), Ulrich Zwingli (1484-1531) and other theologians associated with the Reformation tradition (Calvinism) also began to use this term. In this way, they begin to distinguish between the two evangelical groups. Other philosophers use the terms “Evangelical Lutheran” and “Evangelical Reformed” respectively. Gradually, the word “evangelical” dropped out, and from the middle of the 16th century, the Lutherans themselves began to use the term “Lutheran” for themselves. They aim to distinguish themselves from Calvinists or Anabaptists. In 1597 the Wittenberg theologians defined the term “Lutheran” as synonymous with the “true church.”

An extremely important nuance in Lutheran philosophy is its anti-Semitic focus. Parallel to this, a certain sympathy is felt for Muslims. The reasons for this type of distinction between the two non-Christian monotheistic religions are both objective and subjective in nature. Luther's initial views of the Jews were not hostile. He tries to win them over to the Christian religion and therefore has a very positive view of them. Luther wrote: “Absurd theologians defend hatred of the Jews. ... What Jew would agree to join our ranks when he sees the cruelty and enmity we display towards them, and that in our behavior towards them, we are less like Christians than beasts?”<sup>23</sup> Luther's anti-Semitism is expressed in two of his works. The first, the leading one, is the pamphlet entitled “On the Jews and Their Lies.” The second is “Of the Unknown Name and Generations of Christ,” which was reprinted five times during his lifetime. The two works were written in 1543, three years before his death. It is believed that Martin Luther was strongly influenced by the Hebraist Anton Margarita's book (1500-...) “The Whole Jewish Faith.” In fact, the latter is a former Jew whose father was a rabbi. He converted to Christianity and subsequently became a Lutheran. In her book, Margarita exposes the Jews and their manners, customs and beliefs. The influence of the work in question was an additional argument for Luther's preliminary anti-Semitic sentiments. The latter entered into a dispute with Rabbi Yosel of Rosenheim, who sought Luther's mediation before the Prince of Saxony Johann Frederick, but the Christian thinker refused him. The prince points to the fact that all his attempts to convert the Jews have failed.

In one of the paragraphs of “On the Jews and Their Lies” Luther suggests that they be expelled from Christendom since they cannot be converted.<sup>24</sup>

He openly says this: “We want to deal with them in a Christian way now. Offer them the Christian faith that they will accept the Messiah, who is even their cousin and born of their flesh and blood; and rightly, that he is of Abraham's seed, of whom they boast. However, I am concerned [that] the Jewish blood may now become watery and wild. First, you must offer them to turn to the Messiah and allow themselves to be baptized, so that one can see that this is a serious matter for them. If not, then we would not allow them [to live among us], for Christ commands us to be baptized and believe in Him, though now we cannot believe as strongly as we should, God is still patient with us. If, however, they turn, abandon their usury, and receive Christ, then we will

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<sup>22</sup> Op. cit., p. 362.

<sup>23</sup> Luther, M., That Jesus Christ was Born a Jew, Trans. Walter I. Brandt, in Luther's Works, Philadelphia: Fortress Press, 1962, pp. 200-201, 229.

<sup>24</sup> Deutsch, G., Martin Luther, Jewish Encyclopedia, St. Louis and Philadelphia: Concordia Publishing House and Fortress Press, 1955-86, <http://www.jewishencyclopedia.com/articles/10196-luther-martin>, 30.03.2020.

willingly count them as our brethren. Otherwise, nothing will come of it, because they do this with great desire.”<sup>25</sup>

The influence of Luther’s ideas remained too strong even after his death. Many of the German feudal lords imposed restrictions on Jews living in their principalities. In 1572 Lutherans attacked and looted the Berlin Synagogue. The following year, the Jews were expelled from the entire Margraviate of Brandenburg, which became the cause of anti-Jewish riots in a number of German Lutheran principalities.<sup>26</sup> According to the American scholar of Lutheranism, Robert Michael, the works of Martin Luther became a guide for public behavior and a textbook for administrative practices in Germany, although not all princes adopted them.<sup>27</sup>

In this light, in 1570, pastor Georg Nygrin published “The Enemy Jew,” which practically repeats Luther’s views, which he espoused in his *On the Jews and Their Lies*.

Undoubtedly, Martin Luther’s anti-Jewish rhetoric created an environment conducive to the spread of anti-Semitic sentiment throughout Germany. Lutheranism, which became the official Christian doctrine in most German regions, became a great public legitimization of the pogroms that the Nazi Party organized in the 1930s and 1940s against the Jews and their cult objects and properties. According to Michael, anyone who wrote against the Jews during the Third Reich always referred to the works of Luther.<sup>28</sup> English Christian Church scholar Diarmaid McCulloch argues that “Luther’s 1543 pamphlet was the Nazis’ operational plan for the Nazis’ bloody pogrom against the Jews called Kristallnacht.”<sup>29</sup>

Christopher Probst, in his book “Demonizing the Jews: Luther and the Protestant Church in Nazi Germany,” argues that a large number of German Protestant clergy and theologians during the Nazi Third Reich used Luther’s anti-Jewish writings to justify, at least in part, anti-Semitic policies and practices of the National Socialists.<sup>30</sup>

Still, differences remain between individual scholars of Lutheranism and Nazism regarding the roots of their anti-Semitism. If Martin Luther used purely religious arguments to condemn the Jews, the fascists of the Third Reich emphasized racial motives. Thus, at the genesis of this absentee controversy is posed a single question that many scholars of the Middle East hostile to Israel bring to the fore in their anti-Semitism, namely: “Are the Jews a confessional community or a distinct race?” According to scholars such as Roland Beighton, Paul Halsall, Heiko Obermann, and others advance the thesis of a “dull” Lutheran anti-Semitism that is not constructed in an imperative form, as the Nazis did. In reality, Lutheranism issued a conditional denial of the Jews, while the Third Reich physically exterminated them. Luther tries to fight for his “pure” Christianity, in which he sets his conditions for the Jews, namely conversion and the

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<sup>25</sup> Luther’s Works, Pelikan, J., Lehmann, H., T., C., B., Brown, B.T.G. Mayes, Digital Download, <https://www.fortresspress.com/store/product/9780800603595/Luther-Works-Digital-Download>, 31.3.2020.

<sup>26</sup> Michael, R., *Holy Hatred: Christianity, Antisemitism, and the Holocaust*, New York: Palgrave Macmillan, 2006, p. 117.

<sup>27</sup> Michael, R., *Luther, Luther Scholars and Antisemitism*, *Encounter* (Fall 1985), Vol. 46, Issue 4, pp. 339-356.

<sup>28</sup> Michael, R., *Holy Hatred: Christianity, Antisemitism*, ..... p. 57-60.

<sup>29</sup> MacCulloch, D., *Reformation: Europe’s House Divided, 1490-1700*, New York: Penguin Books Ltd, 2004, pp. 666–667.

<sup>30</sup> Probst, Ch., *Demonizing the Jews: Luther and the Protestant Church in Nazi Germany*, Indiana University Press in association with the United States Holocaust Memorial Museum, 2012.

recognition of the Christian Messiah. According to American researcher Graham Noble, Luther even “tried to save the Jews.”<sup>31</sup>

For Luther, salvation depended on the belief that Jesus was the son of God, a belief that the adherents of Judaism did not share. Early in his life, Luther claimed that the Jews were prevented from accepting Christianity by the proclamation of what he believed. The latter believes that the “impure” gospel of the Catholic Church has turned them away and that they will respond favorably to the gospel message if it is presented to them “gently.” Luther expressed concern about the poor conditions in which the Jews were forced to live and held that anyone who denied that Jesus was born a Jew was committing heresy.<sup>32</sup>

Martin Luther’s attitude towards the Islamic religion and the Turks is ambiguous. As if it remains conjectural, difficult to understand and even contradictory. On the one hand, the view of the ideologist of the Reformation was strongly influenced by the principles of the religious-ideological rejection of other believers. On the other hand, he probably realized clearly that the Ottoman Empire was the strongest opponent militarily of his enemy, the Pope, and thus, to some extent, solved an existential question for the new Christian denomination. It is possible that the instinct of self-preservation “The enemy of my enemy is my friend” has worked. Interpretations of Luther's assessment of Muslims also remain in this dichotomous light. If European and American researchers related to clerical circles (e.g., Michael Mullett, Martin Marty, Andrew Cunningham and others) who are close to Lutheranism maintain the first thesis, while Islamic scholars or those whose publications come out with the help of Islamic means (for example, Murad Igyun, Trevor Caster and others) emphasize the second. Perhaps Volker Greifenhagen’s analysis of Luther College at the University of Regina is a great attempt at mixing the two trends and finding the necessary realistic balance. The leading arguments for defending the first, anti-Islamic position of Luther are the two treatises “On the War against the Turks” (1529), “Military Oath against the Turks” (1530), and the beginning of the Lutheran hymn, which says: “Lord, keep us in Your Word and deed, restrain the murderous Pope and Turk.”<sup>33</sup>

Perhaps the duality of the attitude towards the Turks is evident even in Luther’s programmatic work, namely the “95 Theses”. During the Magbur colloquium, held in the period 1-4 October 1529 (dispute between Martin Luther and Ulrich Zwingli about the real presence of Christ in the Holy Communion) Luther questioned the need to resist the army of Sultan Suleiman the Magnificent, besieging Vienna. A number of Christian thinkers see in his position defeatism in front of fellow believers. Luther recognized “the Turks as a scourge sent by God to punish Christians, in their capacity as instruments of the biblical Apocalypse, which will destroy the Antichrist, and in the latter Luther recognized the papacy and the Church of Rome.”<sup>34</sup>

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<sup>31</sup> Noble, G., Martin Luther and German Anti-Semitism, History Today,

<https://www.questia.com/library/journal/1G1-83552696/martin-luther-and-german-anti-semitism-graham-noble>, 03.03.2023.

<sup>32</sup> Berenbaum, M., The World Must Know, United States Holocaust Memorial Museum, 1991, pp. 8-9.

<sup>33</sup> Greifenhagen, V., Why Did Luther Want the Qur’an to Be Published?, Luther College, University Regina, 5 March 2027, <https://www.luthercollege.edu/university/academics/impetus/winterspring-2017/table-talks/why-did-luther-want-the-quran-to-be-published/>, 1.04.2020.

<sup>34</sup> Cunningham, A., The Four Horsemen of the Apocalypse: Religion, War, Famine and Death, Cambridge: Cambridge University Press, 2000, p. 141, [https://books.google.bg/books?id=hLxDnAMaUgQC&pg=PA141&redir\\_esc=y#v=onepage&q&f=false](https://books.google.bg/books?id=hLxDnAMaUgQC&pg=PA141&redir_esc=y#v=onepage&q&f=false), 03.03.2023.

He consistently rejects the idea of a holy war, “as if our nation is an army of Christians against the Turks, who are enemies of Christ. This is absolutely contrary to Christ’s teaching and name.”<sup>35</sup>

On the other hand, maintaining his doctrine of the two kingdoms, Luther supported the irreligious war against the Turks. In 1529 he actively urged Emperor Charles V and the German people to wage a world war against the Turks. Luther makes it clear, however, that religious warfare against an unknown faith is separate and must be waged through prayer and repentance. At the time of the siege of Vienna, Luther wrote a prayer for national liberation from the Turks, asking God to “give our emperor eternal victory over our enemies.”<sup>36</sup>

In 1581 Luther wrote a treatise On the Religious Customs of the Turks. His authorship is essential since at that time a work with the content of a certain George of Hungary was published. The latter was captured by the Turks when he was 16 years old and spent 20 years in a Turkish prison. This work of Luther’s is both an apologetic of Islamic religious rites and customs and an attack on Roman Catholic religious rites and customs. The author even makes a direct comparison between the two rituals. He contrasts the religious emotion, discipline, and simplistic nature of Islam with the clumsiness and obscurity of the dead ritual practices of Catholicism. However, if we were to make an explicit comparison, we would see much more hatred for the Catholic Church than sympathy for Muslim traditions and cults.<sup>37</sup>

The openness of the founder of Lutheranism to Islam is also confirmed by the writing in 1543 of an introduction to a translation of the Koran into Latin. The thinker himself insisted that this version of the Qur’an be published, despite the troubles that its publisher Johannes Oporines (1507-1568) had with the city council of Basel. From his letter to the commoners, as well as from the preface to the Muslim holy book, it is clear that Luther wanted the Koran to be published in order to “expose” it. In his judgment as a work it is full of “lies, fables, and abominations compared to the Christian scriptures.”<sup>38</sup>

Along with this, he explains the advantages of studying non-Christian religions. According to Luther, this will only strengthen “the faith of Christians against the corruption of other religions, which all prejudice to be the work of Satan.”<sup>39</sup>

## 5. Conclusion

Luther and his teachings played an extremely important role in creating the paradigm of interfaith relations during the Middle Ages. The Reformation was not only the cause of the Western Schism (1374-1417), which modeled relations in Europe and the Christian world. She created a system of international relations, part of whose profile leaves traces to this day. The Protestant Lutherans became one of the strongest opponents of Catholicism, breaking the religious-political unity of the Western world. Logically, they ideologized and stated their doctrine, crafting their own ritualistic and theological principles that evolved from those of the Mother Church. A very valuable feature is the fragmenting of Protestantism into multiple currents that often have

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<sup>35</sup> Luther, M., On War against the Turk, 1529, cit. by Brown, W., The Ten Commandments: The Reciprocity of Faithfulness, Louisville, KY: Westminster John Knox Press, 2004, p. 258, [https://books.google.bg/books?id=87hQ2AjcttEC&pg=PA258&redir\\_esc=y#v=onepage&q&f=false](https://books.google.bg/books?id=87hQ2AjcttEC&pg=PA258&redir_esc=y#v=onepage&q&f=false), 03.03.2023.

<sup>36</sup> Op. cit., p. 142.

<sup>37</sup> Castor, T., Martin Luther on Islam and the “Turks”, Zwemer Center for Muslim Studies, <http://www.zwemercenter.com/martin-luther-on-islam-and-the-turks/>, 03.03.2023.

<sup>38</sup> Greifenhagen, V., Why did Luther, .... op. cit.

<sup>39</sup> Op. cit.

common components and flow into each other. An extremely important distinguishing mark between the individual currents is the interpretation of specific perceptions of messianism and millennialism. To some extent, they become a kind of distributive mechanism for relations with non-Christian denominations, and from there for the development of a paradigm of the state's foreign policy, in the foundation of which the specific Protestant denomination stands. A very important point in Protestantism is not only the pragmatization of religious customs but also their secularization based on the characteristics of individual European nations. This is true even of individual Protestant denominations. Such are the Lutherans in Europe and those in the United States. An example in this regard is the interrelationships with Jews and Muslims. Luther sets the following gradation of his religious dislike for other denominations: Catholicism-anti-Semitism-Islam. It is possible to hypothesize that in this way Luther set the future model of multiculturalism, based on the permissibility between Protestantism and Islam, at the expense of Judaism. Perhaps there is some grain of rationality in such a statement.

Luther's hatred of the Jews cannot serve as a model for relations between them and Christians. Moreover, Luther himself cannot be a good model even for building a successful paradigm of Christian-Muslim relations. In fact, Luther's approach to Islam serves more as a warning to the "others," i.e., the non-Lutherans. The German theologian shows what his followers can achieve if engagement and dialogue are not achieved with them and if their positions are not accepted. Irredentist tension and destructive stereotypes of behavior follow.

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## The Theory of Nineteenth-Century American Pragmatism

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### *Abstract*

The purpose of this overview is to give a short introduction to the ideas and activities of nineteenth-century American pragmatism theory. Pragmatism is a philosophical theory that sees thought as a tool and device for predicting, solving problems and planning action. The philosophy of pragmatism addresses the practical consequences of ideas by examining them in the light of human experience, so that the truth of a claim is determined by practical results and the utility it serves. Pragmatism began in the United States around 1870 by Charles S. Peirce. In addition to Peirce, philosophers such as William James and John Dewey who were members of the “Metaphysical Club” held at Cambridge University in the late 19th century (where the theory was formulated) helped to develop its principles. By reviewing the theory of pragmatism, we must concentrate on the Pragmatic Maxim, the rule for clarifying ideas, which for both Peirce and James, was the core of pragmatism. Another important idea in the theory is Skepticism and fallibilism. This idea claims, according to Peirce, that we should try to doubt propositions and keep them only if they are with absolutely certainty and there is no way to doubt them. The test of certainty, as Peirce points out, lies in the individual mind: trial by doubt is something each must do for himself, and the examination of our beliefs is guided by reflection on hypothetical possibilities: we cannot trust our perceptual beliefs. For example, because we cannot rule out the possibility that they were created by a dream or by evil scientists manipulating our minds. The more we try to avoid errors, the more likely we are to miss truths; And the more effort we put into searching for truths, the more likely we are to introduce errors. The doubt method may make sense in the special case where enormous weight is given to avoiding mistakes, even if it means losing truth. Once we recognize that we are making a practical decision about the relative importance of two good options, the Cartesian strategy no longer seems the only rational one. Inquiry, as already suggested, is pragmatic accounts of the normative standards to which we must act in arriving at beliefs about the world cast in terms of how we can conduct inquiries in a disciplined, self-controlled manner. That is, our ability to think about external things and constantly improve our understanding of them is based on our experience. It would be wrong to conclude that pragmatism is limited to the United States or that the only important pragmatist thinkers were Peirce, James, and Dewey. Richard Rorty has described his philosophy as “pragmatist” on several occasions – what pragmatists teach us about truth, he tells us, is that there is nothing very systematic or constructive to say about truth at all.

*Keywords:* American pragmatism, skepticism, fallibilism, other pragmatists.

## 1. Introduction: The pragmatist traditional school of thoughts

So far, we have concentrated on the pragmatist maxim, the rule for clarifying ideas that, for both Peirce and James, was the core of pragmatism. When we think of pragmatism as a philosophical *tradition* rather than as a maxim or principle, we can identify a set of philosophical views and attitudes which are characteristic of pragmatism, and which can lead us to identify as pragmatists many philosophers who are somewhat skeptical about the maxim and its applications. Some of these views *may* be closely related to the maxim and its defense, but we shall now explore them rather as distinctive characteristics of the pragmatist tradition. The first of the themes that we shall consider is epistemological, and it picks up on Hilary Putnam's claim that one mark of pragmatism is the combination of anti-skepticism and fallibilism.

### 1.1 *Skepticism and fallibilism*

The roots of the anti-skeptical strain can be found in an early paper of Peirce "Some Consequences of Four Incapacities" (EP1: 28-30). He identifies "Cartesianism" as a philosophical pathology that lost sight of the insights that were both fundamental to scholastic thought and also more suited than Cartesianism to the philosophical needs of his own time. The paper begins by identifying four characteristics of the sort of modern philosophy that is exemplified by Descartes' writings. In each case, Descartes self-consciously made a break with the scholastic tradition, and, in each case, the outlook that he rejected turns out to be the outlook of the successful sciences and to provide the perspective required for contemporary philosophy.

The first, and most important, of these characteristics was the "method of doubt": "Cartesianism teaches that philosophy must begin with universal doubt." We are to try to doubt propositions and we should retain them only if they are absolutely certain and we are unable to doubt them. The test of certainty, as Peirce next points out, lies in the individual consciousness: trial through doubt is something that everyone must do for him or herself. And the examination of our beliefs is guided by reflection on hypothetical possibilities: we cannot trust our perceptual beliefs, for example, because we cannot rule out the possibility that they are produced by a dream or by wicked scientists manipulating our brains (Hookway, 2012: chapters 2, 3). The initial pragmatist response to this strategy has several strands. It is a strategy that we cannot carry out effectively, and there is no reason to adopt it anyway. Peirce begins his response by claiming that any attempt to adopt the method of doubt will be an exercise in self-deception because we possess a variety of certainties which "it does not occur to us *can* be questioned."

What is produced will not be a "real doubt" and these beliefs will lurk in the background, influencing our reflection when we are supposed to be suspending judgment in them. Peirce urges that we should not "pretend to doubt in philosophy what we do not doubt in our hearts." We should doubt propositions only if we have a real reason to do so. It is necessary to separate some different threads here.

First, there is something unnatural about the Cartesian strategy. Inquiries normally occur within a context: we address particular issues, relying on a body of background certainties that it does not occur to us to question. The Cartesian suggestion that we should begin by trying to doubt everything appears to be an attempt to step outside this context, relying upon no beliefs that we have not ratified through reflective inquiry. Sometimes we may have to question some of our assumptions, but our practice is not to do so unless there is a positive reason for this. Second, the Cartesian strategy requires us to reflect upon each of our beliefs and ask what reason we have for holding it – the skeptical challenges are then used to question the adequacy of these reasons. This is at odds with our normal practice. Many of our familiar certainties are such that we cannot offer any concrete reason for believing them, certainly not one that is wholly convincing. We tend to treat our established beliefs as innocent until "proved guilty." We need reasons for our beliefs



when we propose to change them, or when they have been challenged. It is doubt that needs a reason, and we trust our everyday beliefs until given a positive reason for doubting them. The mere lack of a conclusive reason for belief does not itself provide us with a reason for doubt. The Cartesian strategy adopts an unorthodox, revisionary understanding of *reason for belief* and *reason for doubt*.

Descartes, of course, might have conceded this, but responded that the revision is required because, once we allow error to enter our corpus of beliefs, we may be unable to escape from its damaging effects. His was a time of controversy about how we should go about fixing our opinions, and he was sensitive to the number of false beliefs he had acquired from his teachers. The pragmatist response here is to question some of his assumptions about how we reason and form our beliefs. First, Descartes' picture is too individualist and "to make single individuals absolute judges of truth is most pernicious." In sciences in which men come to agreement, when a theory has been broached, it is considered to be on probation until this agreement has been reached. After it is reached, the question of certainty becomes an idle one, because there will be no one left who doubts it. We individually cannot reasonably hope to attain the ultimate philosophy which we pursue; we can only seek it, therefore, for the *community* of philosophers. (EP, 1: 29. Peirce also questions Descartes' understanding of reasoning, suggesting that he holds that we must rely on "a single thread of inference" that is no stronger than its weakest link: Philosophy ought to imitate the successful sciences in its methods, so far as to proceed only from tangible premises which can be subjected to careful scrutiny, and to trust rather to the multitude and variety of its arguments than to the conclusiveness of anyone. Its reasoning should not form a chain which is no stronger than its weakest link, but a cable whose fibers may be ever so slender, provided they are sufficiently numerous and intimately connected (EP, 1: 29). Where the Cartesian begins from the concern that unless we begin from premises of which we can be absolutely certain we may never reach the truth, the pragmatist emphasizes that, when we do go wrong, further discussion and investigation can hope to identify and eliminate errors.

The possibility of error provides us with reason to be "contrite fallibilists," aware that any of our opinions may, for all we know, require revision in the future, but it does not provide us with any reason for skepticism. The focus of epistemological inquiry should not be on showing how we can possess absolute certainty; instead, we need to understand how we can possess methods of inquiry that contribute to our making fallible progress. Inquiry is a community activity, and the method of science has a self-correcting character. Such are the checks and balances that we can be confident in our cognitive activities William James makes similar observations. In "The Will to Believe," he reminds us that we have two cognitive desiderata: we want to obtain truth; and we want to avoid error (James, 1897: 30). The desire for certainty is part of a perspective that gives little weight to the needs of practice. For the rationalist, "the operation of inquiry excludes any element of practical activity that enters into the construction of the object known." For the pragmatist, the needs of practice are allowed to contribute to the constitution of objects.

## 2. Inquiry

As has already been suggested, pragmatist accounts of the normative standards we should follow in arriving at beliefs about the world are cast in terms of how we can carry out inquiries in a disciplined, self-controlled way. They provide rich accounts of the capacities we must possess in order to inquire well and the rules, or guiding principles, that we should adopt. A canonical statement of this is found in Peirce's classic paper "The Fixation of Belief." Inquiry is a "struggle" to replace doubt with "settled belief" and Peirce argues that the only method of inquiry that can make sense of the fact that we are disturbed by inconsistent beliefs and that we should reflect upon which methods are *correct* is the "Method of Science." The method of science is an experimental method, and the application of the pragmatist maxim reveals how hypotheses can

be subject to experimental test. A knower is an agent, who obtains empirical support for her beliefs by making experimental interventions in her surroundings and learning from the experiences that her actions elicit. Peirce's writings provide a sophisticated and historically informed account of just how the method of science can work (Levi, 2012). Dewey's conception of inquiry, found in his *Logic: The Theory of Inquiry* is richer and more radical (Smith, 1978: 98). He sees inquiry as beginning with a problem; we are involved in "an indeterminate situation." And inquiry aims for "the controlled or directed transformation of an indeterminate situation into one that is so determinate in its constituent distinctions and relations as to convert the elements of the original situation into a unified whole" (Smith, 1978: 98). As John E Smith has put it, "Peirce aimed at 'fixing' belief, whereas Dewey aimed at 'fixing' the situation" (Smith, 1978: 98).

We begin in a situation where we don't know our way around, and inquiry comes to an end when we do. The "pattern of inquiry" that he describes is common to practical problem-solving, common-sense investigations of our surroundings, scientific inquiry, the information gathering of animals and so on. Dewey recognizes that when we first face a problem, our first task is to understand our problem through describing its elements and identifying their relations. Identifying a concrete question that we need to answer is a sign that we are already making progress. The continuities he finds between different kinds of inquiry is evidence of his naturalism and of his recognition that forms of scientific investigation can guide us in all areas of our lives. All the pragmatists, but most of all Dewey, challenge the sharp dichotomy that other philosophers draw between theoretical beliefs and practical deliberations. In some sense, all inquiry is practical, concerned with transforming and evaluating the features of the situations in which we find ourselves. Dewey's work developed these ideas about inquiry. Shared inquiry directed at resolving social and political problems or indeterminacies was central to his conception of the good life and to his account of the democratic ideal. Others, closer to Peirce than to Dewey, identify scientific inquiry as the model of democratic problem solving (Bernstein, 2010: chapter three; Talisse, 2008; Misak, 1999; Westbrook, 1991).

### 3. The pragmatist conception of experience

As is evident from the pragmatist maxim, pragmatism is a form of empiricism. Our ability to think about external things and to steadily improve our understanding of them rests upon our experience. However, the pragmatists all adopted accounts of experience and perception that were radically different from the views of earlier modern philosophers such as David Hume and Descartes (for example, Smith, 1978: chapter three). The established view linked experience to what is sometimes called "the given": we are the passive recipients of atomistic, determinate and singular sensory contents, the kinds of things that are sometimes called sense data. Experience provides the material for knowledge and conceptualization, but it does not itself have a content that is informed by concepts, practical needs, or anything else non-sensory.

### 4. Representations

Having discussed pragmatist emphases upon the activity of inquiry and the richness of experience, we should turn to their views about the nature of thought. It has been common for philosophers to assume that the content of a thought, judgment, or other mental state is a kind of intrinsic property that it possesses. Perhaps it offers a "picture" or "idea" of some state of affairs, and we can identify this content simply by reflecting upon the thought itself. All pragmatists have rejected this idea, and all have held that the content of a thought or judgment is a matter of the role it fills in our activities of inquiry. The content of a thought or belief is to be explained by reference to what we do with it or how we interpret it. I shall illustrate this by considering three particular pragmatist views.

First, all of the classic pragmatists identified beliefs and other mental states as *habits*. According to Peirce, our beliefs “Guide our desires and shape our actions” (EP, 1: 114). The content of a belief is not determined by its intrinsic phenomenal character; rather, it is determined by its role in determining our actions. This was reflected in Peirce’s formulations of his pragmatist maxim. In order to be clear about the content of a concept or hypothesis, we must reflect upon its role in determining what we should do in the light of our desires and our background knowledge. In Robert Brandom’s happy form of words, the philosopher “makes explicit” aspects of our practice that are implicit in our habits and dispositions. The role of tacit habits of reasoning and acting in fixing our beliefs and guiding our actions is a theme that recurs in the work of all of the pragmatists.

The second illustration concerns a passage in which James defended his account of truth by urging that it was the concept used in successful science. He identified the “traditional view” that, for early scientists, the “clearness, beauty and simplification” provided by their theories led them to think that they had deciphered authentically the eternal thoughts of the Almighty. By contrast, contemporary scientists held that “no theory is absolutely a transcript of reality, but that any of them may from some point of view be useful” (James, 1907: 33). A scientific theory was to be understood as “an instrument”: it is designed to achieve a purpose: “to facilitate action or increase understanding” (James, 1907: 33). For James and Dewey, this holds of all our concepts and theories: we treat them as instruments, as artefacts to be judged by how well they achieve their intended purpose. The content of a theory or concept is determined by what we should do with it.

The third illustration comes from Peirce’s general theory of signs, which offers an account of the contents of thoughts as well as of public signs and language. Peirce insisted that the sign-relation was *triadic*: a sign or thought is about some object because it is understood, in subsequent thought, as a sign of that object. The subsequent thought is its *interpretant*. In understanding or interpreting a sign, we will probably draw inferences from it, or undertake actions that are rational in the light of the sign and the other information we possess. Interpretation is generally a goal directed activity. In such cases, our action or the conclusion of our inference is the interpretant; interpretation is not primarily a matter of intellectual recognition of what a sign means. The theory is complex and I will not explore it further here, beyond emphasizing, once again, that the content of a thought is determined by the ways in which we can use it in inference and the planning of action.

## 5. Other pragmatists

It would be wrong to conclude that pragmatism was restricted to the United States or that the only important pragmatist thinkers were Peirce, James and Dewey. As is documented by Thayer, there were pragmatists in Oxford, in France and, especially, in Italy in the early years of the twentieth century (Thayer, 1968: part III; Baldwin, 2003: 88-89). Moreover, we can mention several other important American pragmatists, for example Josiah Royce. Commonly thought to be an idealist opponent of James and a critic of pragmatism, Royce increasingly came to be influenced by Peirce’s work on signs and on the community of inquirers and was acknowledged as a fellow pragmatist by Peirce himself. C. I. Lewis, the teacher of Quine and of several generations of Harvard philosophers developed a philosophy that was a sort of pragmatist Kantianism. Murray Murphey has identified him as “the last great pragmatist” (Murphey, 2005). In books such as *Mind and the World Order* (1929), he defended a pragmatist conception of the a priori, holding that our choices of laws of logic and systems of classification were to be determined by pragmatic criteria (Lewis, 1993; Murphey, 2005: chapters four and five). Of comparable importance was George Herbert Mead (Mead, 1934). Close to Dewey, Mead contributed to the social sciences, developing pragmatist perspectives upon the relations between the self and the community.

Dewey's longevity meant that pragmatism remained a philosophical force in the United States well into the twentieth century. The influx of philosophers from Europe in the late 1930s and early 1940s – logical empiricists, members of the Frankfurt School, and others – led to Pragmatist ideas becoming marginalized in the mid-century by providing new and exciting ideas when the pragmatist tradition may have begun to grow stale. Even then it retained some force. The work of Frank Ramsey at Cambridge (Ramsey, 1926) in the 1920s developed Peirce's views on statistical reasoning and on inquiry in ways that provided fertile research programmers through much of the century, for example in the work of Isaac Levi at Columbia (Levi, 1999). As Russell Goodman (2002) has documented, Wittgenstein's later thought acquired a pragmatist flavor though his reading of James's *Varieties of Religious Experience* (1902). And there was always a relatively small but lively group of scholars who strove to maintain the values of what was championed as a distinctive American philosophical tradition even when this tradition was largely ignored by the philosophical establishment. In the last few decades of the twentieth century, scholarly work on pragmatist philosophy increased in both quantity and quality, making possible an appreciation of the sophistication of the pragmatist philosophers and enabling readers to escape from the of familiar caricatures of the position. Lacking the space to discuss all aspects of these developments, I shall comment on just two or three leading philosophers who have allowed their reading of the pragmatists to shape their conception of philosophy (Misak (Ed.), 1999; Haack 1993; Kloppenber, 1996). Richard Rorty has described his philosophy as 'pragmatist' on a number of occasions. Where Peirce and Dewey – and even perhaps James – were engaged in working out systematic philosophical visions, Rorty treated "pragmatism" as something more negative. What pragmatists teach us about *truth*, he tells us, is that there is nothing very systematic or constructive to say about truth at all. In particular, this concept does not capture any systematic or metaphysical relation between our beliefs and utterances, on the one hand, and reality on the other. We can describe what we do with the word "true": we use it to express our endorsement of beliefs and sentences, and sometimes we might find it useful to express our fallibility by saying that some of our beliefs may not be true.

But, beyond talking about the rather trivial formal properties of the concept, there is nothing more to be said. He also uses what he describes as a "pragmatist" principle to show that the truth cannot be our aim when we inquire. This principle holds that we can only adopt something as an aim when we are able to recognize that it has been achieved: it must thus make a practical difference whether a proposition is true or not. And since we are fallible, we are never in a position to recognize that one of our beliefs is actually true – all we can recognize is that it meets standards of acceptance that are endorsed, for the time being, in our community (Rorty, 1991a: chapter one; 2000; Davidson, 2005: 7; Hookway, 2007). The consequentialist character of pragmatist ideas is also reflected in his account of how we can criticize and revise our view of the world. We should be free to propose new "vocabularies" – systems of classification and description. We do not test these vocabularies by seeing whether they enable us to discover *truths* or by showing that they can be read off the nature of reality. Instead, we evaluate them by seeing how they enable us to achieve our goals and formulate better and more satisfying goals (Rorty, 1995).

Hilary Putnam denies that he is a pragmatist because he does not think that a pragmatist account of truth can be sustained. Indeed, he shows little sympathy for the pragmatist maxim. However, he has written extensively on James, Peirce, and Dewey – often in collaboration with Ruth Anna Putnam – and he has provided insightful accounts of what is distinctive about pragmatism and about what can be learned from it (Putnam, 1994a). He has identified four characteristics of pragmatism: the rejection of skepticism; the willingness to embrace fallibilism; the rejection of sharp dichotomies such as those between fact and value, thought and experience, mind and body, analytic and synthetic etc.; and what he calls "the primacy of practice" (Putnam, 1994c). He appears to count as a pragmatist in the wider sense but not as a pragmatist in the narrow sense that requires acceptance of the pragmatist maxim. With the turn of the twenty first

century, he has made ambitious claims for the prospects of a pragmatist epistemology. After surveying the apparent failures of the original enlightenment project, and attributing them to the fact that enlightenment philosophers were unable to overcome the fundamental dichotomies mentioned above, he expresses the hope that the future might contain a “pragmatist enlightenment” (Putnam, 2004: 89-108). The rich understanding of experience and science offered by pragmatists may show how to find an objective basis for the evaluation and criticism of institutions and practices. He is particularly struck by the suggestion that pragmatist epistemology, by emphasizing the communal character of inquiry and the need to take account of the experiences and contributions of other inquirers, provides a basis for a defense of democratic values (Haack, 1993: 1180-202). This may be related to Rorty’s suggestion that pragmatists insist upon the priority of democracy over philosophy (Rorty, 1991b). Another symptom of a pragmatist revival is found in the work of Robert Brandom, in books such as *Making It Explicit*, and *Articulating Reasons*. Brandom’s philosophical interests are rather different from those of the classical pragmatists. Indeed, the classical pragmatists, of whom he is quite critical, do not evidently influence his work. The connection to pragmatism is that his approach to language is focused upon what we *do* with language, with our practices of making assertions and of challenging or evaluating the assertions of others. He joins the pragmatists in denying that *truth* is a substantial metaphysical property that can be possessed by some propositions and not by others, and in focusing upon how this kind of discourse has a role in our practices, upon how truth or reference makes a difference in practice.

## 6. Conclusion

Tatyana Petkova writes “How to live with the Other without any problems or contradictions? How does someone accept the Other – its religion, customs, culture without problems, and conflicts? Of course, the most tolerant is living on either side of a clearly marked line, but ... The idea of tolerance in both John Locke and Immanuel Kant is – to be able to accept the Other as it is. Against the backdrop of the globalizing world and all the challenges that arise from this process that led to the demolition of many of the boundaries typical of traditional societies, but also lead to the destruction of borders to the dangers of compelling modern human, placing him in a situation, living in a society labeled with a global risk. The idea that people living in Europe (and/or the greater part of the world), today after two world wars and a gradual global liberal democracy, are reasonable enough and is often refuted. Today we do not stop talking about pluralistic social spaces, civil society, modern democracies, but we often forget that in 1933 Adolf Hitler came to power, precisely through democratic elections. Today, with extreme we see factors, ideological waves and political factions, pushing for sharp manifestations of antisemitism, xenophobia, chauvinism, racism, sociopathism, etc. Tolerance – it is today one of the most problematic themes” (Petkova, 2019: 23-24).

During the last quarter of the twentieth century, more philosophers became ready to describe themselves as “pragmatists,” leading to new ways of articulating pragmatism and original ways in which philosophy can be shaped by pragmatist ideas. These “new pragmatists” include Huw Price (2013), Robert Brandom and Philip Kitcher. Their understanding of “pragmatism” is not always the same, but we shall describe some of the most important developments (Bacon, 2012: chapters 6, 7). First, what features do we look for in deciding whether a philosopher is a pragmatist? Most pragmatists embrace a form of naturalism, employing a methodology which uses the method of science and is open to exploring the different kinds of methods that are employed in different sciences. Although they are ready to move away from the views of the classical pragmatists, they will often be exploiting particular examples of pragmatic clarifications from Peirce, James, and Dewey. A good example of this is provided by Cheryl Misak’s use of what she calls “Peirce’s naturalist account of truth” (Misak, 2007: 69f). She insists that Peirce did not want to define pragmatism. Rather it is “the heart of pragmatism” that Peirce does not offer a

“transcendental” account of truth or a philosophical analysis. Rather than trying to identify the essence of truth, she claims, pragmatists try to describe the role of the concept in our practices. Thus, Peirce’s account of truth examines the relations between the concept of truth and notions such as belief, assertion, and inquiry. Her approach is thus naturalistic because it is a sort of anthropological investigation; and the result of the investigation is neither a necessary truth nor something that is established a priori. This adoption of pragmatism is accompanied by a rejection of a priori metaphysics and of intellectualist accounts of thought. Peirce grounds this on his pragmatic maxim, a logical rule that shows the emptiness of “concepts” which have no practical consequences. This rejection of a priori metaphysics is shared with Price, Brandom and other philosophers who embrace new forms of pragmatism. In similar vein, Kitcher’s “On the Role of Correspondence Truth” (Bacon, 2012: chapter 4) provides a clarification of truth which builds on William James’s view that true propositions are ones that enable us to function well, that function successfully as instruments. We have examined pragmatism in the narrow sense (the pragmatist maxim as a rule for clarifying concepts and hypotheses) and pragmatism in a wider sense. The latter involves a range of approaches to problems in epistemology, metaphysics and many other areas of philosophy that tend to display a broad common pattern. When pragmatism began, in the work of Peirce and James, pragmatism in the narrow sense was most important; while more recent manifestations of pragmatism have tended to give most weight to pragmatism in the wider sense. Many recent pragmatists are doubtful that a defensible form of the maxim can be found. However, the connections between the two are clear. The pragmatist maxim was first developed in the context of a fallibilist, broadly empiricist approach to the study of inquiry, and it is this approach to inquiry that is central to pragmatism in the wider sense. Brandom’s influential views introduce some different ideas. He focuses on the normative regulation of our practices, especially the practices involved in reasoning and cognitive activities. Rather than being influenced by the classical pragmatists, Brandom’s work shows the influence of his teacher Wilfrid Sellars and also his reading of Kant and some of the writings of Hegel. Rationality involves possessing the ability to recognize the force of reasons. The required connection with agency is manifested in the ways in which reasoning and deliberation are active activities PTER; and we can take responsibility for how well we deliberate and reason. In works like *Making It Explicit* (1994) he develops a systematic system of normative pragmatics which examines the rules that should guide the exercise of linguistic practices. His defense of naturalism resembles the anthropological approach of Misak: we understand our concepts by showing how they are used in our practices. Brandom also emphasizes the importance of the fact that we can adopt different vocabularies, adopting different ways of describing and reasoning in different contexts. This is reflected in Brandom’s distinct kind of naturalism. As well as forging a vocabulary for evaluating our reasons and participating in communal reasoning and discussion, he explores how one vocabulary can be understood as grounded in others, for example in the vocabulary of fundamental science. This does not conflict with our using other vocabularies, for different purposes. He follows Rorty in rejecting the aspiration to provide accurate representations of our surroundings. Ways of talking are not to be evaluated in terms of whether they accurately describe our surroundings; rather, they are evaluated by the by the virtues of the practices that are involved in our use of them.

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## E-Conference Discussion

#1

**[004](#): Contemporary approaches and challenges in classroom management**

Alenka Trpin

15 September 2023, 00:01 AM (GMT+01:00) - Presentation

[Presentation - PDF](#)

#2

**[005](#): Case study as a method of teaching and diagnosing future teachers**

Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova

15 September 2023, 00:01 AM (GMT+01:00) - Presentation

[Presentation - PDF](#)

#3

**[005](#): Case study as a method of teaching and diagnosing future teachers**

Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova

15 September 2023, 00:08 AM (GMT+01:00) - Description

The purpose of the study was piloting the educational and diagnostic capabilities of the case study method in the training of future primary school teachers. When empirical study students were asked to describe the educational problems, they witnessed as teachers or students. The respondents were also required to offer their own solutions to the problems. The educational cases were classified according to the multivariate typology of the conflict according to the type of the conflict and the content of the conflict. The data obtained indicate an increased occurrence of nurturing situations at primary school. Qualitative analysis showed the absence of scientifically-based students' solutions of educational problems. Authors developed and piloted an algorithm for solving educational problems by students. Thus, the diagnostic and educational capabilities of case study method served for the transformation of the content and methods of vocational training of future primary school teachers.

#4

**[008](#): Steps towards the adulthood of students with autism and individual sessions of special education and training (SET) at the University**

Maria Drossinou Korea

15 September 2023, 00:017 AM (GMT+01:00) - Presentation

[Presentation - PDF](#)

#5

**009: Psychotherapy of psychosomatics in adolescents**

Lubomira Dimitrova

**15 September 2023, 00:25 AM (GMT+01:00) - Comment made by Maria Drossinou Korea (008)**

The view on psychotherapy in adolescence as rightly pointed out in the present study, beyond any difficulties defends mental health.

Psychosomatic disorders make it difficult for teenagers to realize what is happening in and around them.

Psychosomatic health is positively commented upon, when teenagers are supported in time with psychotherapy on an emotional, mental and physical level.

#6

**003: Personal status of war-related migrants: Jurisdiction and applicable law**

Iryna Dikovska

**15 September 2023, 08:43 AM (GMT+01:00) - Presentation**

[Presentation - PDF](#)

#7

**003: Personal status of war-related migrants: Jurisdiction and applicable law**

Iryna Dikovska

**15 September 2023, 10:35 AM (GMT+01:00) - Description**

If a person is recognized as a refugee, the law applicable to his or her personal status will be determined on the basis of Article 12 of the Refugee Convention. In other words, in this case, the migration status will affect the determination of the applicable law. The question of whether the migration status of persons under subsidiary and temporary protection should affect the determination of the law applicable to their personal status is debatable. In our opinion, migration status alone cannot influence the determination of the applicable law in this case. It can only be taken into account together with other factors. The rules that determine international jurisdiction over cases involving personal status issues should be applied in such a way that war-related migrants do not lose access to justice.

#8

**007: Bulgarian scientific and technical intelligence in Japan during the Cold War**

Boryana Nikolaeva Miteva

**15 September 2023, 12:38 (GMT+01:00) - Presentation**

[Presentation - PDF](#)

#9

**009: Psychotherapy of psychosomatics in adolescents**

Lubomira Dimitrova

**15 September 2023, 12:45 (GMT+01:00) - Response to the comment made by Maria Drossinou Korea (008) - #5**

It was this desire to challenge parents of teenagers to pay attention to children's health that sparked my research interest. I'm glad you support my point.

#10

**004: Contemporary approaches and challenges in classroom management**

Alenka Trpin

15 September 2023, 14:15 AM (GMT+01:00) - Comment made by Boryana Nikolaeva Miteva (007)

Dear Ms Trpin, thank You for Your interesting presentation! Contemporary education and the place of a teacher in the educational system is an important topic everywhere. I would be glad if You share Your opinion regarding parents' role. Even though they usually do not appear in the classroom, could parents somehow assist the teacher in classroom management?

#11

**002: Concept of Digital Property Law: Categorization of digital assets**

Roman Maydanyk

15 September 2023, 14:23 (GMT+01:00) - Presentation

[Presentation - PDF](#)

#12

**008: Steps towards the adulthood of students with autism and individual sessions of special education and training (SET) at the University**

Maria Drossinou Korea

16 September 2023, 11:46 AM (GMT+01:00) - Comment made by Irina Shatokhina (005)

Dear Maria! Thank you for your research! The problem you are considering in your paper is of great interest. In my opinion, the issue of the organization of special higher education is very relevant today. Another interesting aspect of your study is teaching students with autism at the university. In this regard, I would like to ask you the following questions. How is the problem of training university teachers to work with students with autism solved? How do you see the solution to the problem of overcoming stigmatizing attitudes towards students with autism at the university?

#13

**005: Case study as a method of teaching and diagnosing future teachers**

Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova

16 September 2023, 17:25 (GMT+01:00) - Comment made by Boryana Nikolaeva Miteva (007)

Dear colleagues, thank you for your presentation! I would be glad to read your study and know the results of your important research. Could you please share what was the most common type of educational problem described by the students who participated in your research?

#14

**005: Case study as a method of teaching and diagnosing future teachers**

Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova

16 September 2023, 19:59 (GMT+01:00) - Comment made by Anna Kaltseva (006)

Dear Authors,

I am impressed by your intention to propose an algorithm for more active involvement of students in the learning process. The brief description you make in your resume shows that you are aiming for a more active and responsible participation of the students in the learning process as a kind of teachers. I think it is not an exaggeration to say that globally the role of educational

institutions in the coming of age of students is devalued. This leads to a lack of interest in learning on the part of children, to indifference and, accordingly, to the growth of personalities for whom ignorance is a defining feature. But apparently this does not worry the world society, in which it turns out that ignorance is a blessing. However, you are clearly guided by Plato's maxima that ignorance is a disease and with your work you try to educate active, thinking, creative individuals, who will always like to learn new and new things. I wish you success and I am glad that you are oriented towards developing the value system and intuition of children.

#15

**008: Steps towards the adulthood of students with autism and individual sessions of special education and training (SET) at the University**

Maria Drossinou Korea

**17 September 2023, 00:03 AM (GMT+01:00) - Response to the comment made by Irina Shatokhina (005)**

Regarding your pertinent questions, I can soon place myself with the following:

[1] The problem of training university professors to work with students with autism is extremely difficult to generalize across all schools and departments.

At the Agricultural University of Athens every academic year informative training sessions are held for teachers. These include topics related to the teaching and assessment of students with autism over the last 10 years.

Also, upon the student's request for exam facilitation, the student welfare office informs the professors. The University it is friendly and avoids stigmatizing tendencies in every way.

[2] At the University of Peloponnese [Kalamata], there is no specific educational procedure for professors who teach students with autism. Much remains to be done at this level of education and we are working towards it.

#16

**010: Methodological approaches in understanding the integration of preservice teachers in STEM education: A comprehensive review**

Alex Acquah

**17 September 2023, 17:02 (GMT+01:00) - Comment made by Irina Shatokhina (005)**

Dear Maria! Thank you for your research! The problem you are considering in your paper is of great interest. In my opinion, the issue of the organization of special higher education is very relevant today. Another interesting aspect of your study is teaching students with autism at the university. In this regard, I would like to ask you the following questions. How is the problem of training university teachers to work with students with autism solved? How do you see the solution to the problem of overcoming stigmatizing attitudes towards students with autism at the university?

#17

**004: Contemporary approaches and challenges in classroom management**

Alenka Trpin

**17 September 2023, 17:15 (GMT+01:00) - Comment made by Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova (005)**

Dear Alenka! Your research seems to us relevant and very interesting because of its appeal to the problem of the complexity of the work of a modern classroom teacher. It is important that you've

considered this problem from the viewpoint of such a science as educational management. Of particular interest are the results of the empirical part of your study demonstrating the urgency of training class teachers for the implementation of online education. We agree with you that online education at school has both positive and negative properties. Their study and solution in practice should become the subject of contemporary educational researches.

#18

**[001: Creating structured, differentiated mobile apps for a student with ASD](#)**

Maria Drossinou Korea & Panagiotis Alexopoulos

**17 September 2023, 17:18 (GMT+01:00) - Comment made by Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova (005)**

Dear Maria! We have read the abstract of your article with great interest. The interest is explained by the scientific and methodological problem that you are trying to solve with your research. This is the creation of differentiated mobile applications for students with ASD. At the same time, the issue of literature teacher's participation in this process is raised in your study. In this regard, we have the following question. Should a literature teacher use special technical skills to create a mobile application? Or does the teacher perform an advisory function, helping the developers of the application in creating the literary content of this application?

#19

**[006: Karma and reincarnation as alternatives to the risk society](#)**

Anna Kaltseva

**17 September 2023, 19:33 (GMT+01:00) - Comment made by Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova (005)**

Dear Anna! Thank you for your interest in our research and your comments. In turn, I want to note that I have read the abstract of your paper with great interest. I believe that your study is devoted to one of the urgent problems of present day - the existence of society and people in conditions of constant interaction with risks. In this regard, I have a question: does increasing flow of information, knowledge and advanced technologies lead to raising risks of society and people being?

#20

**[001: Creating structured, differentiated mobile apps for a student with ASD](#)**

Maria Drossinou Korea & Panagiotis Alexopoulos

**17 September 2023, 19:43 (GMT+01:00) - Presentation**

[Presentation - PDF](#)

#21

**[012: External debt and internal debt impact on the growth of the Nepalese economy](#)**

Abin Gurung & Dipak Rijal Prasad

**17 September 2023, 19:48 (GMT+01:00) - Presentation**

[Presentation - PDF](#)

#22

**001: Creating structured, differentiated mobile apps for a student with ASD**

Maria Drossinou Korea & Panagiotis Alexopoulos

**17 September 2023, 19:58 (GMT+01:00) - Response to the comment made by Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova (005)**

Good evening, thank you for the comment. We suggest that a literature teacher with basic STEM knowledge can differentiate the texts he or she teaches by using free, easy-to-use tools to build "mobile apps" - mobile friendly websites. We also make such a suggestion in our abstract.

#23

**005: Case study as a method of teaching and diagnosing future teachers**

Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova

**17 September 2023, 20:06 (GMT+01:00) - Response to the comment made by Boryana Nikolaeva Miteva (007) - #13**

Dear Boryana! We are very grateful to you for your interest in our research and your comments. We will be happy to answer your question concerning our research. First of all, we would like to note that the problems that the students witnessed and participated in were considered by us as educational conflicts. These conflicts were classified according to the multivariate typology of conflicts according to the following criteria: the type of conflict and the content of the conflict. According to the respondents' answers, educational conflicts were identified and distributed as a percentage as follows: 1) by the type of the conflict: intrapersonal – 30%, interpersonal – 32%, between a person and a group – 35%; between groups – 3%; 2) by the content of the conflict: didactic - 20%, nurturing - 62%, combined - 18%. Thus, it can be seen that in our days nurturing (up-bringing) problems prevail in Russian primary education. These are the problems related with the formation of personal values and relationships (relationships to another person, to one's own family, native region and the motherland as a whole).

#24

**006: Karma and reincarnation as alternatives to the risk society**

Anna Kaltseva

**17 September 2023, 20:58 (GMT+01:00) - Response to the comment made by Anna Astahova, Irina Shatokhina, Elena Shcherbina & Olesya Shestopalova (005)**

Dear girls!

I could immediately answer that "Yes", the risks become more with more information. But it will not be completely true, and the German sociologist Ulrich Beck nowhere dares to say such a thing. Because at the end of the day, it's important to help children and everyone around us to trust their hearts first and foremost. That is very generally speaking, but one of the directions is to develop intuition - and this is something I understand that you strive for! The whole truth about the universe, the world and all beings around is within ourselves. When we understand it and learn to ask our hearts, then no matter how much information there is, we will use only that which is poetic for us as good and honest people - therefore also for the people around us, for society.

#25

**004: Contemporary approaches and challenges in classroom management**

Alenka Trpin

**17 September 2023, 22:37 (GMT+01:00) - Comment made by Panagiotis Alexopoulos (001)**

This is an interesting abstract. Indeed, distance learning has contributed to the rapid digital transformation of education. It would also be interesting to know how teachers in Slovenia managed their classroom at a distance with students with special learning difficulties and the tools they used. We would also be happy to read a full text of the abstract.

#26

*COAS Editorial Office, Belgrade, SERBIA*

**17 September 2023, 24:00 (GMT+01:00): The end of the Conference**

Dear participants, we would like to inform you that the 9th COAS e-Conference is officially finished. We are so grateful to you for performing activities of posting presentations and comments in these 3 days, and we think that it contributed to the conference to be more successful. We thank you so much for all your efforts made in previous days.

The deadline for submission of the full texts is 5 November 2023, and the Conference Proceedings will be published with official ISBN and DOI for each article, to the end of 2023.

We announce now that we will organize the 10th International e-Conference on Studies in Humanities and Social Sciences (10IeCSHSS), in September 2024, as our next online conference.

Best regards from Belgrade.



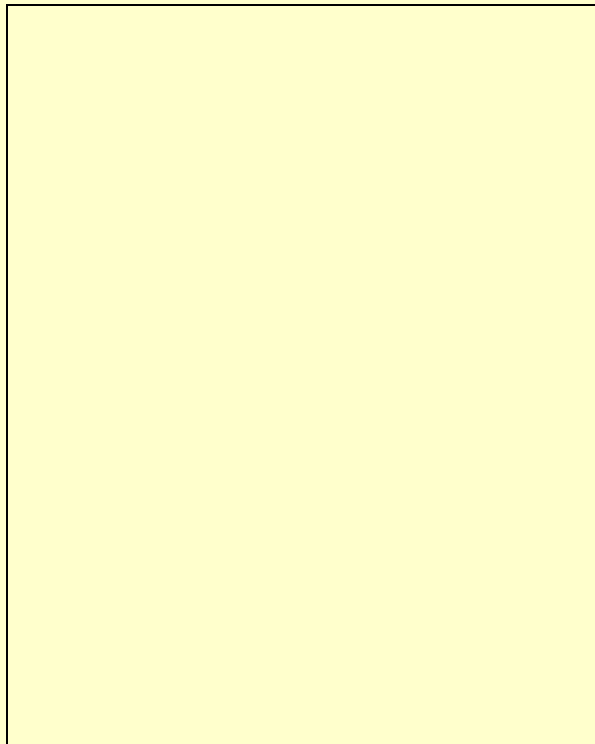




### Upcoming e-Conference

We are looking forward to the ***10<sup>th</sup> International e-Conference on Studies in Humanities and Social Sciences (10IeCSHSS)*** that will be held in September 2024, using the same online model. We hope that it will be an interesting and enjoying at least as the previous e-Conference.

<https://www.centerprode.com/conferences/10IeCSHSS.html>



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