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NA ÚVOD

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Ing. Jan Chromý, Ph.D.
šéfredaktor

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

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

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

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

Úvod

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

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

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

Teoretické vymezení

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

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

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

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

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

Netrpělivost a rozptýlení jako důsledek používání digitálních technologií

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

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

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

Uvedené umocňuje ten fakt, že lidé se obecně řečeno neradi nudí. Jak ukazuje kupříkladu experiment (Westgate, 2014) sledující chování osob ponechaných o samotě v místnosti bez jakýchkoliv předmětů, jež by mohly poskytovat rozptýlení (a kde „nemají na práci“ nic jiného než přemýšlení), až na přístroj na elektrošoky. Tímto přístrojem dostali všichni zúčastnění na začátku pokusu elektrošok a shodli se, že je tato zkušenost krajně nepříjemná a nechtěli by ji opakovat. I přesto si téměř polovina zúčastněných během patnácti minut „nicnedělání“ dopřála alespoň jeden elektrošok. Zdá se, že většina lidí dělá raději něco než nic (i v případě, kdy to „něco“ pro ně nepředstavuje příjemný zážitek). A tím se vracíme k digitálním technologiím, které nám

velice rychle pomohou instantně se zabavit a před nudou ochránit. Jedním z výsledků je kritika, se kterou se potýkají vyučující a obecně škola jako instituce, totiž že nedokáže své žáky zaujmout a nedokáže obstát v současném světě, který je doslova přeplněn spektakulárně prezentovaným „rychlým informačním obsahem“.

Závěr

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

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

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

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

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

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

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

Přidejme ještě jedno doporučení, kterým toto krátké pojednání zakončíme. Jak píše Spitzer

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

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

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

Klíčová slova: Online výuka, studenti, písemné metody.

Key words: Online teaching, Students, Writing methods,

Úvod

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

Ačkoli mnohé aspekty byly návratem k prezenční výuce vyřešeny, online výuka již získala své nezastupitelné místo, a možnostmi, jak ji ozvláštnit, je účelné se dále zabývat. I zde se nabízí možnost využití aktivizujících metod,

kteří mohou do jisté míry některá omezení online výuky překonat.

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

Přínosy písemného zachycení myšlenek

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

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

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

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

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

Aplikace vybraných metod písemného zachycení myšlenek

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

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

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

Postup brainstormingu je následující:

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

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

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

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

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

Ve všech případech brainwriting pokračuje obdobným způsobem jako brainstorming.

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

Složky argumentační eseje jsou následující:

- Tvrzení – jedná se o stanovisko studenta: Zastávám stanovisko ...
- Podpůrné argumenty: Které argumenty považuji za důležité pro mé stanovisko?
- Důkazy: Čím mohu podložit pádnost svých argumentů?
- Protiargumenty: Které protiargumenty považuji za silné a mohly by tedy ovlivnit mé stanovisko?
- Vyvracení protiargumentů: Proč nejsou protiargumenty tak pádné, aby mě přesvědčily změnit stanovisko?
- Závěr.

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

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

Pravidla:

- Psát k tématu vše, co studenty napadne.
- Psát po celý stanovený čas.
- Psát souvislý text, nikoli body.
- Nezastavovat se v psaní.
- Neplánovat psaní dopředu, nevracet se v něm, neškrtat, nepřepisovat.

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

Zkušenost s uplatněním metod v praxi

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

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

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

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

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

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

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

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

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

„To, že Pavel odejde z týmu, znamená pro vedení týmu...“

„To, že Pavel odejde z týmu, znamená pro ostatní členy týmu...“

„Kdyby z týmu odešel Honza, potom....“

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

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

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

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

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

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

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

Závěr

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

Uplatnění aktivizujících metod zaměřených na písemné zachycení myšlenek při výuce online může být účinným zpestřením probírané problematiky. Ačkoli metody je třeba danému prostředí přizpůsobit a počítat s jejich časovou náročností, mohou být nápomocné při překonávání některých limitů online výuky, jako je chybějící interakce mezi studenty, komunikační bariéry, limitovaná koncentrace či náročnější zapamatování informací. Co je třeba

mít na zřeteli, je zachování výukových cílů - je třeba, aby si studenti odnesli vše potřebné a metody se nestaly pouze vyplněním času, který je (při online výuce obzvlášť) cenný.

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

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CURRENT CONDITIONS FOR SUPPORTING PUPILS WITH SPECIFIC LEARNING DIFFICULTIES (SLD) IN INCLUSIVE EDUCATION IN GREAT BRITAIN

SOUČASNÉ PODMÍNKY PODPORY ŽÁKŮ SE SPECIFICKÝMI PORUCHAMI UČENÍ (SPU) V INKLUZIVNÍM VZDĚLÁVÁNÍ VE VELKÉ BRITÁNII

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

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

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

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

Introduction to Inclusive Education in Great Britain

The period 1944-1978 saw significant changes in the perception of special needs of pupils in Great Britain. The system of special education first began to take shape at the level of schools, classrooms and special support services, which led to its own development in teacher education. Parents of children with various types of special educational needs began to demand their rights to education. The government's response at the time was the Warnock Report of 1978 (DES, 1978) and the Special Educational Needs Act of 1981 (DES, 1981), which changed the definition of special educational needs in terms of assessment and definitions about disabilities and the resulting rights of children and their parents. Then, teachers in mainstream schools also began to realise that children with special educational needs (SEN) were also their responsibility. Many schools, as well as local education authorities (LEAs), embraced the vision that pupils with SEN should be included in mainstream schools. As stated by Letch in Docking, (2000) with the entry of the New Labour government in 1997, significant

policy changes were made which led to a better system of inclusion in mainstream schools. This included improved early intervention programmes that set targets for children with special needs and the importance of access to the National Curriculum. The Salamanca Declaration of 1994 (UNESCO, 1994) set up a new framework for action and legislation to create education for all children. However, Lindsay, 2003 in his article contradicts this recommendation and explains that these recommendations may not be suitable for all pupils and argues that the mainstream system may not be suitable and effective for all children. Wedell, 2005 also finds the movement towards inclusion problematic. Wedell, 2005 states that inclusion faces challenges; that not all mainstream schools are overcoming the barriers to inclusion in terms of providing the necessary requirements for children with special needs. Schools often struggled with the demands of the academic outcomes that SEN pupils had to achieve according to the demands of the curriculum. Teachers struggled to promote inclusion during this period. According to

Wedell's 2005 study, the effectiveness of teaching, and teaching in general, was a key element in keeping students as active participants in the educational process. The question, however, remained how to implement inclusion so that all students could be active participants in the process. A further step forward would be the 1994 Code of Principles for Special Educational Needs, which set out the approach to assessing children with SEN and support programmes and how their needs should be met. The Code details the procedures to be followed in assessing pupils with SEN needs through to their support arrangements and individual education plans. Individual Education Plans are presented with short term targets to be recorded and reviewed by school staff and then presented to the child's parents. The revised Code of Principles (DfES, 2001) set out a clear intention to make pupils with SEN integral participants in the decision-making process in planning their own learning objectives with reference to the National Curriculum. In their 2008 study, Pawley and Tennant found that most students were unaware of the content of their Individual Education Plan (IEP), and some were hearing the term for the first time. Their study identified the pressures that mainstream schools might have to develop substantial IEPs from the Office for Standards in Education, Children's Services and Skills (note OFSTED is the equivalent of the National Inspectorate of Schools) and the exam board, leading to the creation of IEPs for the purpose of inspection and not necessarily for the benefit of pupils with SEN. Derrington, Evans and Lee in a 1996 article, and also Clark et al, 1997 argued that the intention of the Code is to allocate responsibility between the different organisations or agencies that work with the Department for Pupils with SEN and school level Special Educational Needs Co-ordinators (SENCOs), school management but also local education departments. In addition to these rules, the Code has given space for parents of children to be consulted during the educational process on any decisions about their child's education and progress. In his 2001 study, Rose has affirmed that teachers must have the opportunity to discuss and suggest ways to better practice inclusion. Teachers themselves judge that inclusion can only be beneficial in supporting children with SEN in mainstream classroom settings if there is another person in the classroom to support these

pupils. Teachers also expressed concerns about their own training in terms of knowledge and understanding of different disabilities such as autism, intellectual disabilities and other disabilities. Another type of concern was the subsidy of time in preparing curriculum for children with SEN. Research carried out by Crowther, Dyson and Millward in 2001 gathered views from 141 Special Educational Needs Coordinators (SENCOs) and from three Local Education Agencies (LEAs) in the North East of England. The research described some of the issues that teachers in the role of coordinator may face in their job role. The findings published by the research team include concerns such as is the time taken for a coordinator to fulfil their role long enough, do coordinators have time to support other teachers in the school, do they have enough space to consult and support parents of children. Szwed, 2007 agrees and adds that if the coordinator has to spend all part of their time teaching or writing reports and preparing documentation, then they do not have the necessary time to invest in preparing differentiated curriculum and improving the learning conditions of pupils with SEN.

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

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

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

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

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

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

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

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

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

- What type of feedback would you give this child (very positive [+5] - [-5] very negative)?
- How much frustration would you feel towards this child (very little [0] - [6] very)?
- How much sympathy would you feel for this child (very little [0] - [6] very)?
- How likely is it that this child will fail (future test) again (very unlikely [0] - [6] very likely)?

Respondents' answers were rated on a Likert scale.

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

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

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

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

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

How might dyslexia affect success in medical school?

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion

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

preparation of future teachers at the University of Hradec Králové has been obtained. The information from the study programme has shown that according to study programme syllabus for the Primary teacher programme the subject of Specific Learning Disabilities is taught in 24 hours' allowance in the Master's degree programme and Teaching of English language (the optional subject of Specific Learning Disabilities is offered with the 13 hours' allowance as a part of Master's degree programme. For the other disciplines at the

primary and secondary education level, there was not found any subject of specific learning difficulties. In the context of the inclusion process, this is one of the challenges to which the current preparation of future teacher education should respond. Only in this way will teachers of all disciplines understand the needs of pupils. With regard to the support level of measures grade 1 and 2, which consists mainly of curriculum modification, future preparation is essential.

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

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

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

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

Introduction

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

of the Sharp's strategy, however, the production of separate contexts of the same models from 2016 onwards, especially in Georgia in 2020-2021, had different results.

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

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

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

Main Part

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

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

sharply reduced rating and election results in 2021.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(5, 101-102)

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

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

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

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

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

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

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

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

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

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

Gene Sharp is paying close attention to the idea of refusing to cooperate with the government. For political disobedience to a dictatorship to succeed, it is important that the people of the country accept the idea of refusing to cooperate. The idea, in turn, is simple - if a large part of the

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research Results

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

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

Conclusion

Based on the research conducted on the topic of Political Education and Policy Construction in Georgia in 2016-2022 - Gene Sharp's Political Production Concepts, I found that Gene Sharp's

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

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

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

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

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

Key words: provocation, instigator, convention, law.

Klíčová slova: *provokace, podněcovatel, konvence, zákon*

Introduction

Provocatio is a Latin word and means challenge. In essence, it means betraying behavior, encouraging someone to take action that will have dire consequences for them. Provocation of crime, as a relatively new criminal act, is a topic of discussion among scholars, law enforcement or the judiciary. It should be noted that in the process of litigation, by law enforcement agencies, crime The issue of provocation is a topical problem not only for Georgia, but also for many other states thus, we believe that the issue of qualification as provocation of a crime of crime needs further legal research and study. The Criminal Code of Georgia of 1960 did not provide for the provocation of a crime. As mentioned, crime provocation is a new norm in Georgian criminal law. Prior to that, the perpetrator of such an act was liable as the instigator of the crime. The number of cases with the qualification of provocation of a crime is not high, which negatively affects its legal-procedural or criminological study. It should be noted that when considering the issue of provocation of crime, there is some interest in implementing such operational measures as control procurement and

controlled delivery. Because it is during the implementation of this action that the issue of prosecuting agents-provocateurs is raised on the agenda. Because specific types of operational activities are classified information, it is natural that the planning process will not be able to discuss specific event planning. However, their general content will be characterized and the focus will be on the circumstances in which these legal measures differ from the provocation of crime.

1 Provocation of crime and incitement to crime

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

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

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

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

unlike the instigator, does not want to bring the crime to an end³. Therefore, both the provocation of a crime and the incitement of a crime are completed if the provoked person has prepared the punitive action provided for in the Criminal Code, or an attempt is still made and it is not obligatory to have the result of the criminal act completed. The difference also lies in the intent of the offender. The provocateur does not want to commit the same crime with the executor, he wants to prosecute the executor. For example, A. incited B. with the intent to prosecute. The judge was given a bribe to be acquitted. In this case, A.'s action is a provocation of crime, while B. Will be punished for preparing a bribe. If A's goal was to assist B and take a bribe from him to hand over to a judge, there would be complicity in bribery, as an instigator, as A and B commit one injustice with a single intent.

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

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

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

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

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

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

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

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

2 Provocation of crime and implementation of some operative measures

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

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

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

individuals have been prosecuted as a result of his cooperation.

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

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

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

operative measure on the process of its occurrence.

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

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

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

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

- If, in accordance with paragraphs 2, 160 and 160 of the Criminal Procedure Code of the Federal Republic of Germany, a person with a trust is used on the basis of sufficient suspicion;
- The person under investigation has already committed a crime or intends to commit a crime;
- The behavior of law enforcement agencies is aimed at concretizing the existing criminal intent and then at its suppression²⁴. Along with the provocation of permissible and inadmissible (unlawful) crime, the consequences of such a violation are debatable. Basically, partly in German literature, the prevailing view is that in this case the approach of obstructing the production process should be used⁸. In this regard, we share the views of Professor Bern Heinrich, who explains that, substantively, the possibility of using an approach that hinders the production process during an inadmissible provocation that would lead to the termination of the process is a step in the right direction.

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

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

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

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

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

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

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

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

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

The above examples unequivocally indicate the circumstance that in order to rule out provocation it is necessary to determine the following

circumstance: whether a criminal act was committed without the intervention of the provoked agent-provocateurs. Providing a negative answer to this question is a provocation of guilt

Conclusion

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

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

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

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

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

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

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

Úvod

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

1 Mechanizmy opotrebenia pri nástrojových materiáloch

Mechanizmus opotrebenia predstavuje súhrn príčin, ktoré vedú k zmene rozmeru a strate hmotnosti. Pomenovanie mechanizmov

opotrebenia je dané buď fyzikálnym javom (napr. adhézia), mechanickým účinkom (napr. kavitácia), prípadne chemickou reakciou (chemické rozpúšťanie).

Tribológia presne rozlišuje:

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

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

- abrázia
- adhézia
- únava povrchu
- tribochemická reakcia

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

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

Mechanizmus opotrebenia abráziou

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

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

Mechanizmus opotrebenia adhéziou

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

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

Mechanizmus opotrebenia únavou povrchu

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

trieskou a zaťaženú plochu predstavuje kontakt triesky s rezným klinom.

Únava povrchu pri opotrebení

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

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

Mechanizmus opotrebenia tribochemickou reakciou

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

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

2 Vplyv technológie obrábania na opotrebenie chrbtovej plochy VRP

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

Podmienky experimentu:

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

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

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

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

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

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

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

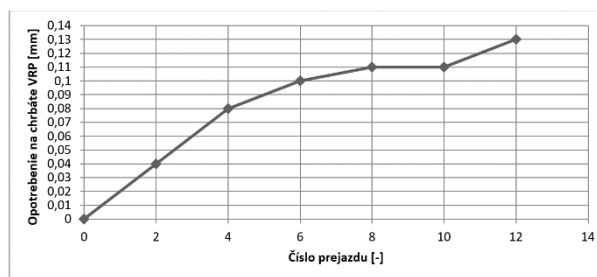


Obr.1 Optický dielenský mikroskop použitý v procese realizovaného experimentu

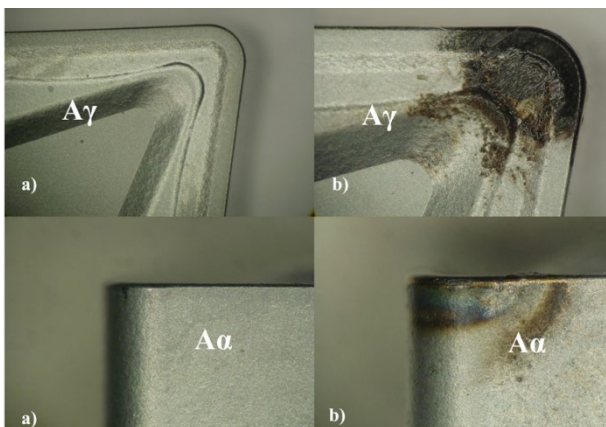
3 Výsledky experimentu a ich interpretácia

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

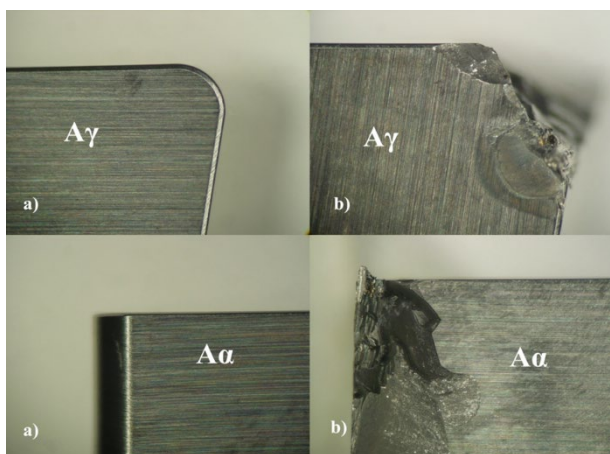
Na obr. 3 sú fotografie testovaných VRP s označením písmenom H a geometrie WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok, na obr. 4 sú zobrazené fotografie VRP s označením I z reznej keramiky a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.



Obr.2 Grafická závislosť procesu opotrebenia chrbtovej plochy u VRP s označením C a geometriou CNMG120408.



Obr.3 Pohľad na čelnú a chrbtovú plochu VRP s označením písmena H a geometriou WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.



Obr.4 Pohľad na čelnú a chrbtovú plochu testovaných VRP z reznej keramiky s označením písmena I a geometriou WNMG 080408 a) pred začiatkom rezných skúšok a b) po ukončení rezných skúšok.

4 Diskusia k dosiahnutým výsledkom

Interpretácia výsledkov experimentu:

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

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

A: CNMG120408 = 0,13 mm,

B: CNMG120412 = 0,12 mm,

C: NMG120408 = 0,13 mm,

D: CNMG120408 = 0,12 mm,

E: WNMG080408 = 0,13 mm,

F: WNMG080408 = 0,14 mm,

G: WNMG080412 = 0,12 mm,

H: WNMG080408 = 0,13 mm.

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

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

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

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

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

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

Záver

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

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

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

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

Použité zdroje

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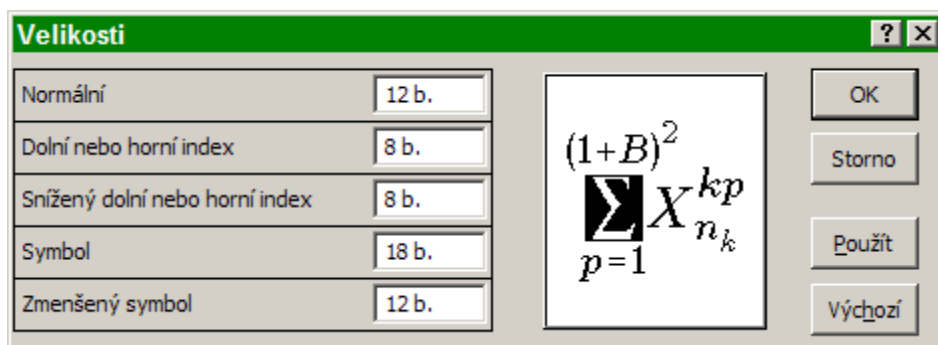
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- 3) dodání kompletních podkladů pro publikování článku (originály obrázků, zdrojová data...)**

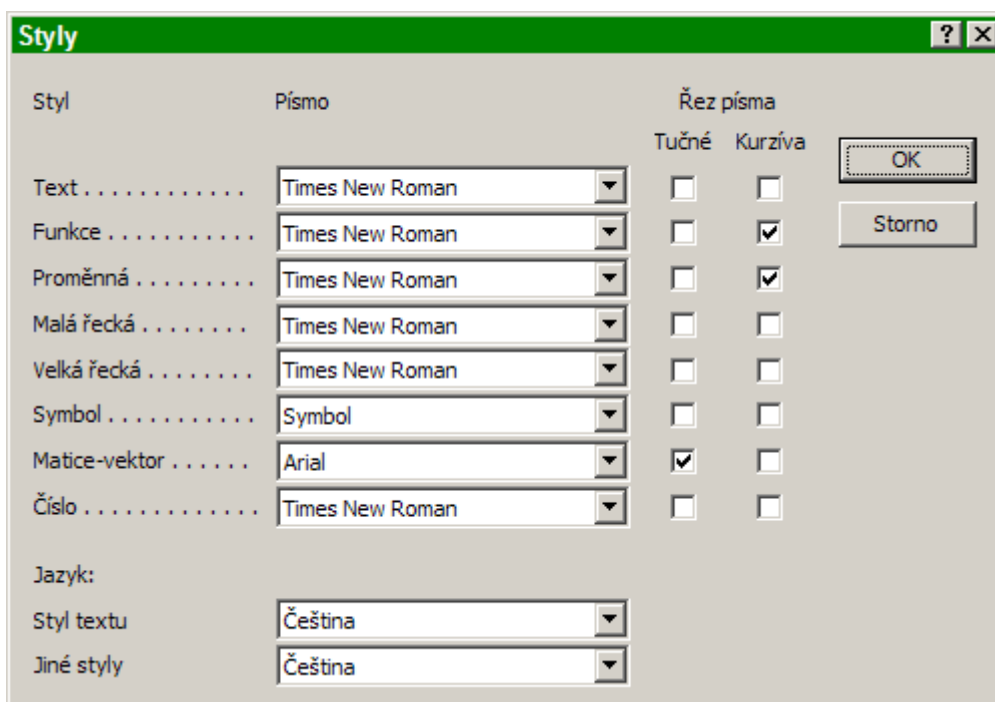
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Abstrakt a Abstract jsou omezeny na **maximální rozsah 350 znaků** (včetně mezer) - rozsah vymezuje rámeček šablony (Times New Roman, 12, obyčejně).

Klíčová slova a Key words jsou povinná, v maximálním rozsahu **70 znaků** (včetně mezer) - do konce daného řádku (Times New Roman, 12, obyčejně).



Obr.1 Nastavení velikostí v editoru rovnic



Obr.2 Nastavení písem v editoru rovnic

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

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

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

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

Grafy se vkládají přímo do textu jako obrázky (např. vyříznuté snímky obrazovky) v jednoduchém barevném provedení, ve velikosti 1:1 (100 %), výhradně ve formátu PNG.

Grafy se popisují stejně jako obrázky: Obr.XX Popisek. Popisek je stejně jako u obrázku pod grafem!

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

Citace musejí být dle ISO-690, a to ve formátu podle příkladu v šabloně.

Příjmení a iniciála(y) autora velkým písmem, mezi autory pomlčka. Název zdroje kurzívou. Má-li zdroj ISBN (ISSN), neuvádí se vydání ani počet stran. Všechny citace musejí mít jednotnou strukturu a jednotný styl.

U datovaných citací:

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

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

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

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

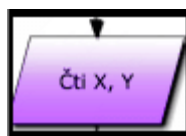
Automatické číslování nadpisů a citací, poznámky pod čarou, textová pole a aktivní hypertextové odkazy jsou zakázány, a to i v případě internetových adres (musejí být vloženy jako normální text) a obrázků stažených z internetu, které musejí být do textu vloženy jako nezávislá bitová mapa nebo obrázek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

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

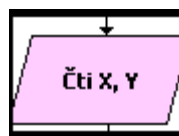
Příspěvek musí být zaslán výhradně ve formátu DOC - pro MS-Word 2000 (Word 97-2003) v měřítku 100 %. Při výchozím zpracování článků v MS-Word 2007, 2010, 2013, 2016 je nutné před uložením zvolit odpovídající formát. Nekompatibilní a nekorektně otevřené soubory budou autorům vráceny z formálních důvodů.

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

Pro tvorbu obrázků je k dispozici technická podpora v souboru šablon. Červený rámeček vyznačuje přípustnou šířku pro sloupec a stránku. Naleznete tam i ukázkou detailu obrázku tak, jak jej poslal autor, a ukázkou, jaký je požadavek časopisu.



Obr.3 Obrázek ve formátu JPG
nevyhovující pro publikování



Obr.4 Obrázek ve formátu PNG
obrázek v požadovaném provedení

Soubory není potřeba instalovat, pouze se rozbálí do libovolného adresáře.

Písmo v obrázcích přednostně Arial 8 Bold nebo Tahoma 8 Bold.

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

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

Základní nastavení MS-Excel pro graf je následující:

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

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

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

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

<http://www.media4u.cz/m4u-graf.xls>

<http://www.media4u.cz/m4u-tabulka.doc>

<http://www.media4u.cz/m4u-text.doc>

<http://www.media4u.cz/mm.zip>

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

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Redakční rada děkuje všem recenzentům za ochotu a za čas, který věnovali zpracování recenzních posudků.

Vydáno v Praze dne 15. 9. 2022,

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