

## **On the first issue...**

It may be said that it is extremely difficult to talk about the existence of a visible and concrete knowledge on behalf of “science” and “education” in the West, from the birth of Christ until the 13th century. Beginning from the 13th century, firstly the renaissance which means rebirth, then the reform which we can say it is against to the renaissance and later on, the positivism, at the very beginning, appear as the trends which effected the science, education, art and the whole life.

Another point to be stated compulsorily here is that the 17th century is the era which can be considered as the root of positivism. In the western world, this century has been called as the Age of Method. When the western world of 17th century is examined, it may also be said that one of the most remarkable characteristics of this era is the domination of methodology almost in every field.

As it is known, the method that is procedure in other words is defined as the shortest way that leads to the objective. Nevertheless the philosophy determines what the objective is and “why” and “for what reason” this objective has been chosen as a target. In other words, it can be told that the method and the philosophy are the ones within the other. It will not be wrong to say that the methodology of a branch or a field of science cannot be established without forming its philosophy or

contrarily, whether a branch or field of science has got a methodology it means that it has got also a philosophy.

Surely, existence of having a philosophy is very important for a branch of a science. This is extraordinarily praiseworthy. Because, according to today's perception, the science is only responding to the question of how,. It may be said that the question of "how" is concrete, objective and directed to the practical application. However the philosophy which covers the questions of "why" and "for what reason" determines the essence of the matter. In other words, the science is static and the philosophy is dynamic. The science is the response and the philosophy is the question itself and to ask questions. The definition of the philosophy that is as "the Philosophy means to ask questions" expresses the above mentioned reality. The responses to be given to these questions will open the way of a scientific future. As for the 17th century is said to be the age of method, in the meantime the existence of a philosophy as the source of method is obvious and we are needed to talk about this existence of philosophy.

Together with the 18th century, the West made a perception of positivist philosophy and science dominant over the life. Unfortunately, the concept of "positive" is misinterpreted in our country without taking care of the context where it is employed. It is derived from the word pause "pause" in Latin and its meaning in Turkish language is affirmative (pozitif), with a very correct expression. It means that a thing which its rules and principles are determined. In this context, the positive science means that it is firmly fixed, strengthened, its rightness is proved, its rules and principles are established and its standards are determined.

We can say that this became exactly a rightful definition on behalf of keeping away from falling into repetitions in science, being able to get improvement and getting rid of superstitions. Consequently, the quanti-

tative method became dominant in scientific researches.

As a result of the superiority of positivist philosophy and quantitative method in science, the West became dominant over the Man and the world of materials and then started to rule them. Due to this domination and ruling, the West started to perceive itself as the only clever and considered the other cultures and civilizations undeveloped, at least, behind itself. This perception produced two negative results. Firstly; it destroyed self-criticism in the West and made the West egocentric. Secondly; all cultures and civilizations bear a knowledge and experience with them and to deny them means to deny the world history. It can be said that this also means a betrayal to the world. May be it can be mentioned that this is one of the reasons which led to today's existing social, psychological and even political unrest, crisis, unbalance and depression in the world.

Therefore, all the words, concepts and rules of a cognitive structure which is constructed under the above mentioned perception, understanding, philosophy and methods are formed in the same sense. In other words, as for the cognitive background of the words, concepts and theories of the West are constructed by them, it is obligatory to take them into consideration in making translations. Otherwise, leaving aside making mistakes, it will be inevitable to make wrong translations.

In such a case, as we wanted to take the science of the West, we also took the perception of life, philosophy and methodology of the West. For this reason, when you are making translations from the West and translating the scientific words, concepts and theories related to the Man into Turkish language; the translations done without taking into consideration the differences between two cultures; in other words the differences in between the words, concepts as well as the perception of life which are constructed by Turkish culture and the background of the words, concepts as well as theories which are constructed by the West,

will establish a ground for a misunderstanding about the West, consequently for being not original in science at all on one hand and for a serious turmoil and collapse in our own life of thought on the other hand. When the last three hundred years are examined, this fact will clearly be seen: Trying to understand the Turkish culture and the Turks with the help of words, concepts and theories generated by the cognitive structure of the West!.

Therefore it is the result that we are always “reactive” and can never be “active”. We cannot think like ourselves and not become ourselves at all.

History forms our social memory both as the source of our strength and weakness. If we look back on our prosperous and wealthy days in the past with a proud and fall into a sluggishness, it forms the source of our weakness. But if we look at our history to accumulate power by remembering how we recovered and get out of the difficulties even at our worst times, it too forms the source of our strength.

What can we see if we look back briefly on our past without falling into the above mentioned weakness and refresh our memory?

Turkish nation that had showed a step by step improvement in science as in many other fields beginning from the 10th century and had reached at its peak in the 13th century, began slowly to leave its place at the peak to the West up to the 17th century and notice that it remained behind the West. On the other hand, the West together with its domination gained before learned to rule, analyse and command within this period and went on. After the 17th century, upon the beginning of backward steps, Turkish nation came into a situation to confess its weakness and defeat in front of this power. It was inevitable for a nation which created a global state that this sudden awareness of its new position in front of the

West would bring modernization efforts together with it in many fields. During the implementation of these modernization efforts, the biggest deficiency was being unable to notice that the real core of modernization was the change of mentality. This case formed the base of inconsistencies. Inconsistent approaches were valid in almost every field. For example, on the one hand, it was thought that the unfavourable fate of the nation would be overcome by astrologers from Austria through sending an envoy to Austria and asking them to send some of their astrologers who were seen that they brought the victory to Austria in the 7 Years War in Europe and on the other hand, modern scientific schools like “Mühendishane-i Bahr-i Hümayun” were established.

On the one hand, there was an absurd and superstitious belief such as hoping for help from astrologers and on the other hand, there was a realization for the need of modern sciences followed by establishment efforts to meet this need; this indicated existence of a contradiction. A severe conflict and contradiction were experienced in the world of mentality. Moreover, this conflict is not only limited to that time, it is also observed nowadays.

As a result of these facts, Turkish society was forced to accept the superiority of the West and a belief that they were obliged to think like the West was imposed on them.

It can be said that our continuing position of depending on the translations from the West and accepting the West as an arbitrator, as well as confusion of concepts we are facing in some fields of science such as psychology and sociology are all because of the above mentioned incorrect translations, our efforts to think with words, concepts and theories of the West and being unable to be original in all these fields.

This situation became an obstacle in front of the scientists stud-

ying in the fields of education and human sciences for being original in their efforts to offer solutions for needs of their own community. We can say that for this reason we have been experiencing difficulties today in tackling the problems we are facing related with the Man and education.

On the other hand, gifted students have been directed to science high schools in Turkey for many years as a strategy under the effects of the superiority of science and technology in the West. For today it is clearly understood that this is not a wrong but insufficient understanding and comprehension. It has been any longer known that Turkey's need in the 21st century is to progress in the fields of human sciences and education as well as in science. For instance; could it be possible to analyze the Arab Spring (also known as the Arab Awakening) without knowing about the culture of Berbers? Or could it be generated solutions for the outrageous attacks and turmoil in some parts of Turkey through taking into consideration the examples of England and Spain?

Main responsibility of scientists is to present the scientific results they gained from their studies with the support of their nation to the benefit service of their nation. With this understanding of responsibility and taking into consideration the reality that the most important psychological characteristic of a scientist who has his responsibilities is to be independent and free, it is as clear as sunlight that we are in need of today the scientists who are not alienated and aware of the value of their independency and freedom to come together and to generate solutions which are original and proper to our nation, to apply those solutions and to continue his advance towards his goals by ignoring the obstacles on his road more than in the past

Nowadays it is discussed about the existence of disadvantages of specialisation in just one field which is claimed to be causing problems such as cultural blindness as well as some of its advantages. As it seems

to be understood that it is a necessity for scientists to make interdisciplinary studies to eliminate their deficiencies in this respect, students are offered any more in universities the opportunity of making double major and in the meantime interdisciplinary studies are given more importance in postgraduate education. By the way, the Man and the education of the man are multi-sided as well, not one-sided. However the definition of education including its sociological, psychological and pedagogical aspects is called as modern education perspective. In the description of personality it is also expressed that the effects and contribution of our biological, physiological, sociological, psychological and pedagogical aspects.

Beyond all these facts, we can say that all the world takes into consideration today at least the cultural psychology in understanding the Man and the qualitative methodology in science as well humanitarian psychology (not humanistic), humanitarian values and full learning or all these subjects are completely taken place in its agenda.

As a summary of all these explanations, we want to state that we are happy to issue such an international scientific magazine in order to serve the needs of humanity and science, to support studies done in the fields of human sciences and education by the scientists who succeeded to construct their own terms, concepts and theories in science, and can generate original solutions for the problems of their nation, have known the Man with all aspects, can also benefit from the latest developments in the world and succeeded to work in the field of interdisciplinary studies which provide contributions to the developments in the world,

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