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Popol Vuh y el humanismo en los pueblos amerindios

Popol Vuh and humanism in the Amerindian peoples

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RESUMEN

El presente artículo pretende realzar la antropología construida desde el pensar filosófico y la reflexión humanista de los pueblos originarios, fuente indispensable para la creación de sociedades más justas que tengan en cuenta, primeramente, no ya solo las ideas provenientes de lejanas tierras, sino aquellas generadas por las culturas auténticas americanas. El Popol Vuh sirve de texto básico para la búsqueda de dichos ideales humanistas desalienadores legadas por culturas amerindias, por cuanto el volumen maya constituye uno de los más encumbrados ejemplares de la forma de vivir, pensar y expresar de los pueblos que habitaron este continente antes de la llegada de Colón.

Así, a medida que se reivindique adecuadamente en las nuevas generaciones el pensamiento filosófico latinoamericano, de profunda raigambre humanista, como se intentará demostrar aquí, dichas generaciones contarán con referentes ejemplares para continuar su labor ininterrumpida en defensa de la soberanía cultural de los pueblos de este continente.

Palabras clave: Popol Vuh, humanismo, pueblos amerindios, hombre, maya-quiché.

ABSTRACT

This article aims to enhance anthropology built from philosophical thinking and humanist reflection of indigenous peoples, an indispensable source for the creation of more just societies that take into account, first, not only the ideas from distant lands, but those generated for authentic American cultures. The *Popol Vuh* serves as the basic text for the search for such humanist and desalienating ideals bequeathed by Amerindian cultures, as the Mayan volume constitutes one of the most exalted exemplars of the way of living, thinking and expressing the peoples that inhabited this continent before the arrival of Columbus.

Thus, as Latin American philosophical thought, deeply rooted in humanities, is adequately reclaimed by new generations, as will be demonstrated here, these generations will have exemplary references to continue their uninterrupted work in defense of the cultural sovereignty of the peoples of this continent.

Keywords: Popol Vuh, humanism, Amerindian peoples, man, Maya-Quiche.

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Introducción

El debate sobre la existencia o no de un auténtico pensar filosófico en las civilizaciones precolombinas ha sido extenso. Más allá de casos excepcionales, la generalidad de los estudios apunta hacia el reconocimiento de los aportes invaluable de la cultura grecolatina, pero soslaya, quizás intencionadamente, el saber producido por los pueblos amerindios o los orientales.

Lo cierto es que la existencia o no de filosofía en estas tierras no debe constituirse en obstáculo para profundizar en la cuestión del contenido humanista de las ideas de estos pueblos a través de las fuentes disponibles, si en realidad se aspira a hacer un análisis desprejuiciado del tema.

Tampoco las reflexiones acerca de qué se entiende como humanismo han escapado de la dispersión, pues el término aún encuentra innumerables definiciones. Usualmente se maneja en su expresión clásica histórica como ese movimiento cultural que se despliega en el período renacentista y que intenta el rescate de la cultura grecolatina y su trasfondo del realce de la dignidad humana, tan atrofiada por siglos de servidumbre y teocentrismo. Sin embargo, este concepto no resulta abarcador en cuanto el “humanismo no constituye una corriente filosófica o cultural homogénea” (Guadarrama, 2015: 142).

Por tal razón, sería más apropiado concebirlo según los términos aportados por el profesor de la Universidad Central “Marta Abreu” de Las Villas, Gaspar Jorge García Galló (1989) quien entiende el humanismo como “un conjunto de ideas que destacan la dignidad de la persona, la preocupación por su desarrollo armónico y la lucha por crear condiciones favorables al logro de tales fines” (como se citó en Guadarrama, 2015: 141-142). En este caso se acentúa el papel activo del hombre como sujeto transformador de sus condiciones de existencia, en correspondencia con ideales de vida dignos.

El interés que persigue el presente artículo consiste en realzar la antropología construida desde los pueblos originarios, fuente primaria para la construcción de sociedades más justas que tengan en cuenta no ya las ideas provenientes de lejanas tierras¹, sino aquellas generadas por las culturas auténticas. Así, a medida que se reivindique adecuadamente en las nuevas generaciones el pensamiento filosófico latinoamericano, de profunda raigambre humanista, como se intentará demostrar en estas páginas, dichas nuevas generaciones contarán con referentes ejemplares para continuar su labor ininterrumpida en defensa de la soberanía cultural de los pueblos de este continente.

El *Popol Vuh* sirve de texto básico para la búsqueda de dichos ideales humanistas desalienadores expresados en las culturas amerindias, por cuanto el texto maya se constituye como uno de los más encumbrados ejemplares de la forma de vivir, pensar y expresar de los pueblos que habitaron el continente americano antes de la llegada de Colón.

No debe pensarse que se olvida en estas páginas los enfrentamientos de historiadores sobre la originalidad y autenticidad del *Popol Vuh*, elemento ampliamente cuestionado en la literatura especializada. No obstante, se sigue aquí el criterio de que, en caso de resultar verdadero el influjo cristiano en el volumen maya, este no opaca la riqueza de los valores mitológicos e históricos de la que fue una de las más grandes civilizaciones de la América precolombina.

1. El *Popol Vuh*: polémicas teóricas vigentes

Las imprecisiones y desencuentros teóricos relevantes con respecto al *Popol Vuh* han girado en torno a dos cuestiones fundamentales que se complementan entre sí: origen y autenticidad, a su vez relacionadas con la influencia del cristianismo en el contenido del libro.

¹ No se trata de desechar el pensamiento griego, pues “no es menos cierto que es en la cultura griega donde el humanismo alcanza niveles descolantes” (Guadarrama, 2015; p: 144).

Ello está vinculado al hecho de que la primera versión escrita en castellano que se conoce y conserva es la transcripción y traducción hecha por el padre Francisco Ximénez, poco tiempo después del inicio de la conquista. Este simple particular llevó a los primeros estudiosos del *Popol Vuh* a la conclusión precipitada que plantea la supuesta inclusión de pasajes bíblicos con el fin de salvarlo de la furia destructora de los conquistadores².

Otros, como la Dra. Mercedes de la Garza (1992; como se citó en Herrera Salazar; 2012), José Antonio Villacorta (1927) y Rudolf Schuller (1929; como se citó en Cortez, 2008) aseguran que la escritura la llevó a cabo un indio convertido con el deseo de armonizar el pasado de su pueblo con el presente del mismo; dicho indio pudo haber sido Diego Reynoso.

Miguel Rivera Dorado (2000) indica que también está quien piensa que el relato pudo ser obra de un europeo, que recogió las noticias oídas aquí y allá durante su estancia en Centroamérica. “Por ejemplo (dice Rivera Dorado), René Acuña (1983: 7) propone el examen de la posibilidad de que el *Popol Vuh* sea uno de los trabajos perdidos de Fray Domingo de Vico” (p. 140).

Lo verídico dentro de todas las incertidumbres sobre el origen del volumen radica en que la versión más antigua que se conoce del *Popol Vuh* es la transcripción y traducción del Padre Francisco Ximénez, como ya se expresó anteriormente.

La versión de Ximénez, profundo conocedor del idioma de los aborígenes de la zona, no solo incluye una traducción al castellano, sino una transcripción del texto en quiché, cuestión esta que, a juicio de Fuentes Rivera (2014), es de gran valor, ya que da la certeza de su originalidad y legitimidad como un documento que contiene el pensamiento religioso y mitológico del pueblo maya. No obstante, parece ingenuo el criterio de Fuentes Rivera (2014), pues perfectamente el padre Ximénez pudo utilizar sus conocimientos del idioma maya-quiché para tergiversar, primero, la versión en quiché y luego su traducción al castellano, y salvar, así, ambos documentos.

A pesar de los intentos por demostrar la escasa o nula influencia cristiana en el *Popol Vuh*, aún hoy se mantiene viva la sospecha de que Ximénez introdujo algunas correcciones o añadidos para cristianizar el libro y evitar que fuera quemado. Sin embargo, dice Cortez (2008:9) que “esta actitud de apertura religiosa parece imposible dado el sistema religioso que se implantó en aquella época para hacer desaparecer todo vestigio pagano”.

Cualquiera que haya sido la motivación para escribir la versión más antigua que se conoce del *Popol Vuh*, cuestión que sobrepasa el objetivo de este artículo, es innegable la forma en la que opera la intertextualidad entre aquel y la *Biblia*. Amén de ello, no se puede desconocer el estimable valor histórico, literario, religioso y ético del primero, como fuente inagotable del conocimiento sobre el origen y las creencias de una de las más elevadas civilizaciones precolombinas; incluso de sus concepciones sobre el lugar del humano en la creación y su papel frente a ella.

2. Bases del pensamiento humanista en el *Popol Vuh*

Durante años, la visión imperialista de la historia universal, de corte eurocéntrico o norteamericano, ha dejado a las culturas no-occidentales fuera de la historia, por lo que los fermentos humanistas y desalienadores que existieron muchas veces fueron apagados y en su mayoría aun son subestimados por las distintas culturas dominantes.

Los argumentos que se enarbolan contra la producción espiritual de los pueblos originarios

² El profesor de la Universidad Pedagógica Nacional Francisco Morazán, José Francisco Fuentes Rivera (2014) indica que los esfuerzos coloniales para destruir las instituciones religiosas y culturales indígenas se extendieron también a los documentos escritos. No obstante, ante la destrucción de los códices y otros textos literarios de los aborígenes, estos se dieron a la tarea de escribir nuevas historias: aquellas que habían escuchado desde pequeños o que estaban pintadas en las paredes de cuevas o en los templos.

indican que el pensamiento llegó a estas tierras como dádiva del conquistador europeo. La posterior discusión en torno a la existencia de un alma en los aborígenes americanos y las afirmaciones acerca de la inferioridad del hombre del Nuevo Continente, se revelan como una muestra del ostracismo del que ha sido víctima Hispanoamérica.

Afortunadamente, hoy “muchos investigadores fundamentan la existencia de una producción de ideas filosóficas en los pueblos originarios más avanzado de lo que posteriormente se conocería como América” (Guadarrama, 2015: 45).

Sin dudas, en la reflexión filosófica latinoamericana, partiendo desde sus más profundas raíces, es posible desentrañar algunas de las expresiones desalienadoras aparecidas en las culturas originarias, profundamente vinculadas a la mitología en los primeros momentos.

Y es que el mito también fue en América cuna de reflexión filosófica (Guadarrama, 2015), primer intento de explicación racional del mundo, cuya importancia la expresa Enrique Dussel (2012) en los siguientes términos:

Los mitos, narraciones simbólicas entonces, no son irracionales, ni se refieren solo a fenómenos singulares. Son enunciados simbólicos, y por ello de doble sentido, que exige para su comprensión todo un proceso hermenéutico, que descubre razones, y en este sentido son racionales y contienen significados universales (...) y contruidos en base a conceptos. (como se citó en Herrera Salazar, 2012: 6)

Si bien es cierto que la reflexión del hombre sobre su origen, su papel en la tierra y su relación con respecto a la naturaleza estuvo presente en muchas de las culturas amerindias, independientemente de su grado de desarrollo socioeconómico, es innegable el hecho de que en aquellas en las que se apreciaba el surgimiento de la sociedad de clases, las capacidades del hombre para pensar sobre sí mismo fueron ligeramente superiores.

La civilización maya, a la que se debe el propio *Popol Vuh*, constituyó una de las tres grandes sociedades humanas anteriores a la llegada de Colón. Las ideas expuestas en el libro de los quichés aun sorprenden a los estudiosos, quizás no por lo avanzadas, aunque sí por la belleza que se entretreje en la fusión entre el mito, la magia y la aventura.

Antes de entrar en materia resulta necesario explicar que el manuscrito del *Popol Vuh* no incluye divisiones en partes ni capítulos. Sin embargo, algunos traductores y estudiosos, como Adrián Recinos (1947) y Fuentes Rivera (2014), acostumbran a dividir la obra en cuatro partes. Otros, entre los que se encuentran Miguel Rivera Dorado (2000) y Cortez (2008), aseveran que la obra “puede dividirse en tres partes claramente autónomas” (p. 140).

Lo cierto es que en la primera parte del *Popol Vuh* se describe el estado de cosas antes de la Creación, o sea, se trata de los ensayos que hacen los dioses para obtener un mundo con hombres que les sean devotos y los recuerden siempre como sus progenitores.

Esta es la relación de cómo todo estaba en suspenso, todo en calma, en silencio; todo inmóvil, callado, y vacía la extensión del cielo.

Ésta es la primera relación, el primer discurso. No había todavía un hombre, ni un animal, pájaros, peces, cangrejos, árboles, piedras, cuevas, barrancas, hierbas ni bosques: solo el cielo existía.

No se manifestaba la faz de la tierra. Solo estaban el mar en calma y el cielo en toda su extensión. No había nada junto, que hiciera ruido, ni cosa alguna que se

moviera, ni se agitara, ni hiciera ruido en el cielo. (p. 11)³

Cuando se describe el proceso de la creación en sí mismo, vale destacar una de las afirmaciones más explícitas que refiere la importancia concedida a la figura del ser humano: “No habrá gloria ni grandeza en nuestra creación y formación hasta que exista la criatura humana, el hombre formado” (p. 12). De lo que puede inferirse, si los textos son fidedignos, que el énfasis se añade, no en la creación del mundo, sino en la perfección que debe alcanzar el hombre como principal producto y valor de la creación.

El fragmento anterior deviene ejemplo de aquello que llama a recordar Guadarrama (2012) cuando afirma que entre los mayas prevalecía el criterio de que el hombre ocupaba el lugar central entre los tres mundos existentes: el cielo, la tierra y el inframundo; lo hace recordar, además, la clásica frase de Protágoras: “el hombre es la medida de todas las cosas”.

Papel importante adquiere en el texto maya el carácter activo del ser humano en su lucha contra los mecanismos alienadores que lo acechan. No por gusto son cuatro los caminos que, rumbo a Xibalbá⁴ (amarillo, blanco, rojo y negro), se dan a escoger, muestra alegórica al tema del libre albedrío. El humano en el *Popol Vuh* es el autor de su propio destino. No existe aquí predisposición divina a la fe. Como en otras culturas, la voluntad de los dioses es secundaria y muchas veces responde de algún modo a la actuación y exigencia del ser humano (Guadarrama, 2015).

Así, si la causa del mal radica en el mismo hombre, las moralejas de los mitos que se recogen en el *Popol Vuh* se orientan a reeducar permanentemente a los nuevos grupos humanos. De allí que, por ejemplo, Vucub-Caquix fuera muerto, esto es, castigado por orden divina, pues “su única aspiración era engrandecerse y dominar” (p. 24)⁵. También los soberbios Zipacná y Cabracán, hijos de Vucub-Caquix, murieron en manos de Hunahpú e Ixbalanqué, juzgados por sus comportamientos indignos puesto que “el hombre no debe envanecerse por el poder ni la riqueza” (p. 24).

Y aquí Vucub-Caquix encarna al estereotipo de gobernante quien, olvidándose de sus deberes, atendía solamente sus caprichos y ocupábase y enorgullecía de sus riquezas, corrompiendo las normas morales vigentes hasta el punto de alienarse en su pequeño mundo material.

La simple solución que se le ofrece en el libro al problema manifiesta que, de hecho, “los mecanismos de enajenación fueron percibidos de una forma muy ingenua desde las primeras relaciones antropológicas de los aborígenes americanos” (Guadarrama, 2012: 135). Ello demuestra que a pesar de su sencillez, los amerindios sabían enjuiciar la actividad humana desde posiciones muy definidas éticamente, basadas en valores como la abnegación ante el trabajo, la valentía, la bondad, el desinterés, el amor a la familia y a la comunidad, etc.

Otro de los cuestionamientos que formaron parte de la reflexión antropológica del aborígen amerindio lo constituye el lugar del hombre con respecto a la naturaleza. Como en muchas de las culturas de la antigüedad, los mayas concibieron al humano en una posición privilegiada con respecto al resto de las criaturas, fin último del proceso de creación de todo lo existente. No en vano los dioses Formadores y Progenitores hicieron varios intentos antes de dar por terminada su obra.

3 Todas las citas son tomadas de *Popol Vuh. Las antiguas historias del Quiché* (1979). Trad. A. Recinos. La Habana: Editorial Gente Nueva. A continuación, se pondrá solamente el número de la página consultada.

4 Xibalbá: representación maya del inframundo.

5 Recordar que Vucub-Caquix creíase sol, claridad y luna; amábase por sus ojos de plata, “resplandecientes como piedras preciosas”, por su trono de plata, porque su vista alcanzaba muy lejos. Tanto amor se profesaba que llegó a afirmar: “Así, pues, yo soy el sol, yo soy la luna, para el linaje humano” (p. 23).

A pesar de ello, el hombre no se alza como un extraterrestre en la tierra, forma parte intrínseca de ella. La similitud registrada en el *Popol Vuh* entre los monos y el ser humano dice más que el simple reconocimiento de la capacidad de observación de los mayas-quichés: el hombre ocupa un peldaño superior en la jerarquía creacionista. Aquí, como en la mayor parte de los mitos y leyendas de los pueblos precolombinos, “se consideraba al hombre como un ser devenido del mundo natural y emparentado, en cierto modo, con otros animales dada su semejanza con los simios, en especial” (Guadarrama, 2012: 136).

“De este modo, el hombre se manifiesta como un ser consustancial a todos los demás seres con los cuales coexistía y a cuyo estado incluso podía llegar a ser convertido en caso de cometer alguna acción incorrecta” (Guadarrama, 2012: 136). En efecto, en una de las historias del *Popol Vuh* se narran los avatares de Hunahpú e Ixbalanqué frente a la desatención y desafecto de sus hermanos Hunbatz y Hunchouén, quienes fueron convertidos en monos porque se ensoberbecieron y maltrataron a aquellos, lo que, por lo demás, habla sobre la importancia de las relaciones fraternales entre las personas.

Y es que la moralidad quiché repudiaba el maltrato a los semejantes, por considerarse la furia o la envidia comportamientos degenerativos del ser (o, lo que es lo mismo, alienante), que, en este caso, se evidencia en la metamorfosis hombre-simio.

Ese naturalismo antropológico resulta de gran valor por cuanto implica concebir al hombre como un ser orgánicamente imbricado a la existencia de todo el orbe. Esta última característica del humanismo amerindio se acrecienta en el hecho de que la materia prima que se utilizó para tallar a la criatura humana de la cuarta creación, la definitiva, haya sido el maíz: “únicamente masa de maíz entró en la carne de nuestros padres” (p. 113).

Es precisamente en este elemento donde se revela el núcleo ético-mítico de los mayas, donde se relata el sacrificio de la liberación que se tiene que enfrentar para el surgimiento del hombre actual.

Que el material final que conforma su cuerpo sea este cultivo adquiere una significación importantísima, porque la esencia misma del ser humano va a radicar en un alimento que es autóctono de las tierras americanas y que constituía (y constituye) dieta básica de muchos pueblos del continente. Y aún más, el propio hombre está hecho de un alimento sagrado, de la vida misma, por tanto, la vida será sagrada. “Dentro de su primitivismo, pocas veces se ha cantado con más belleza la gratitud del hombre hacia su sustento” (González Faus, 2006; p. 253).

La connotación de este particular no debe parecer fortuita. El hecho de que “se haya extendido la mítica visión de buscar en el maíz, fuente vital para la existencia de estos pueblos, la fuente primigenia de la creación humana constituye una muestra del gran valor que le otorgaban al hombre” (Guadarrama, 2015: 46).

Tampoco es casual el que los Progenitores, los Creadores y Formadores celebraran consejo para pensar, reflexionar y discutir sobre las características de quienes habrían de sustentarlos y nutrirlos, “los hijos esclarecidos, los vasallos civilizados” (p. 112).

Por otro lado, “El común afán por que el hombre cultivase la sabiduría y no se dejase cegar por los múltiples misterios del mundo estuvo por lo general presente en la mayoría de los mitos precolombinos” (Guadarrama, 2015: 46-47).

Como ejemplo de lo anterior podría citarse, *in extenso*, los fragmentos en los que se detallan las características primeras de la humanidad de maíz:

Fueron dotados de inteligencia; vieron y al punto se extendió su vista, alcanzaron a ver, alcanzaron a conocer todo lo que hay en el mundo.

Cuando miraban, al instante veían a su alrededor y contemplaban en torno a ellos la bóveda del cielo y la faz redonda de la tierra.

Las cosas ocultas (...) las veían todas, sin tener primero que moverse; en seguida veían el mundo y asimismo desde el lugar donde estaban lo veían.

Grande era su sabiduría⁶ (...) Acabaron de conocerlo todo y examinaron los cuatro rincones y los cuatro puntos de la bóveda del cielo y de la faz de la tierra (pp. 114-115).

Sabiduría de ser superior que se expresa, también, en el reconocimiento de los elementos alienadores que empequeñecen y limitan al hombre. Las casas de los señores de Xibalbá por las cuales tuvieron que traspasar Hunahpú e Ixbalanqué en su viaje al inframundo maya representan los defectos psicológicos e imperfecciones de la humanidad.

“La simple toma de conciencia de esos obstáculos no constituye la actitud decisiva para su superación, pero al menos se convierte en factor propicio para que otros pensadores, y sobre todos, líderes, políticos, funcionarios, etc., se esfuercen por realizarlas en sus respectivos radios de acción” (Guadarrama, 2015: 145).

La Casa Oscura, la Casa de las Navajas, la Casa del Frío, la Casa del Fuego, la Casa de los Tigres y la Casa de los Murciélagos servían a los de Xibalbá para castigar y vencer a sus enemigos. Sin embargo, Hunahpú e Ixbalanqué no pudieron ser vencidos en su periplo por las tierras del inframundo, descenso que no tiene nada que envidiarle al recorrido dantesco por los círculos del infierno cristiano. Incluso, la lógica que guía a ambos relatos podría ser la misma: purgarse del mal mediante su contemplación y comprensión; y todo ello en pro de un fin mayor.

Solo tinieblas hay en la Casa de la Oscuridad. La luz es la gnosis, la sabiduría; y, por extensión, la penumbra representa la oscuridad espiritual del hombre. Otra alegoría se encuentra en la Casa de las Navajas. “En el lenguaje quiché-maya, parte del nombre de esta casa se escribe *Cha*, que significa lanza, navaja, vidrio, pero también puede traducirse como hablar y decir (p. 170). De ello se deduce, entonces, otra de las formas mediante las que el hombre se aleja del camino de la autorrealización: el mal uso de la palabra, o lo que es lo mismo, la proliferación de mentiras, injurias, críticas viperinas al prójimo.

Por otro lado, la tercera de las casas, la del Frío, representa la frialdad espiritual, la apatía ante el trabajo y el estudio, la no contención ante las tentaciones y la desidia ante la autosuperación, única vía para “poder evadir exitosamente los cíclicos predominios del bien y el mal en las relaciones humanas y en las del hombre con la naturaleza” (Guadarrama, 2015: 46).

El tigre ha sido considerado como algo muy sagrado por la mayoría de culturas del mundo. Se asocia a muchos aspectos del interior del ser humano, como la sabiduría, la fuerza espiritual, la fiereza para combatir las debilidades, etc., pero también se ha asociado con la tentación. Obviamente, el tigre es la materialización de la tentación en la cuarta casa de Xibalbá.

Entre los egipcios se habló siempre de las cuatro pruebas de los elementos, a saber, la del fuego, agua, aire y tierra. Condición necesaria para ingresar a los augustos misterios egipcios era imprescindible haber pasado tales pruebas que calificaban la moral del candidato. En el antiguo Egipto, y sigue siendo en la actualidad la prueba del fuego, probar la serenidad y dulzura de carácter ante los distintos acontecimientos de la vida, es característica esencial de un aspirante a la luz. Por el contrario, los iracundos y violentos serán víctimas del fuego de la quinta casa de los de Xibalbá.

⁶ Las negritas fueron añadidas por el autor del artículo (AGP).

Por último, la Casa de los Murciélagos constituye una analogía sumamente actual. El murciélago como una de las representaciones animalescas clásicas del vampiro, alude, precisamente, a comportamientos vampíricos, esto es, a quienes no trabajan y se aprovechan del sudor de sus progenitores, a los ingratos, a los insensibles, etc.

En fin, los disímiles pecados y defectos alegados por las seis casas del infierno maya atestiguan las profundas bases éticas de la reflexión antropológica de los quichés, al reconocer en cada una de ellas comportamientos denigrantes y enajenantes de la condición de superioridad humana.

Sin ánimos reduccionistas, podría asegurarse que los ejemplos citados anteriormente constituyen muestra indudable de la existencia de un auténtico pensar antropológico y, lógicamente, humanista en la civilización maya, en especial dentro del pueblo Quiché. Es válido señalar que el humanismo en el mal llamado Nuevo Continente también nutrió de la producción espiritual de muchas de las otras grandes sociedades amerindias, herencia que está recogida en otros manuscritos y hallazgos arquitectónicos.

Sus reflexiones sobre la existencia humana, el papel centralísimo que le reservaron a la humanidad en el universo como ente activo y capaz de autoeducarse en determinados valores, que también identificaron, y el reconocimiento de aquello que podría alejarlos del correcto camino hacia la dignificación de la criatura humana, se revelan como muestra del alto desarrollo intelectual alcanzado por los maya-quichés. Asimismo, la herencia cultural que legaron a los pueblos del mundo forma parte de la mejor tradición humanista gestada en cualquier civilización de la antigüedad.

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Impact of Multimedia Components in Children Magazines on Psychological Profile: Case of Russian Online Editions

Impacto de los componentes multimedia en revistas infantiles sobre el perfil psicológico: caso de las ediciones rusas en línea

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ABSTRACT

The article analyzes the use of various multimedia components and reveals changes in the personal characteristics of children with varying degrees of Internet addiction, including those caused by the abundance of multimedia components in online publications, based on the analysis of multimedia components often found in Russian online magazines for children. All the analyzed media are classified into two categories: representing a copy of a printed magazine without any video materials and online games; an online magazine containing games, videos and graphic elements without any text content. The abundant use of multimedia components affects the level of child's Internet addiction that has an influence, in its turn, on personal psychological profile. The abundance of multimedia components in online magazines for children of different types causes an increase in the level of Internet addiction that affects, in its turn, child's personality.

Keywords: multimedia; interactivity; AR technology; Internet addiction; Russian online media for children.

RESUMEN

El artículo analiza el uso de varios componentes multimedia y revela cambios en las características personales de los niños con diversos grados de adicción a Internet, incluidos los causados por la abundancia de componentes multimedia en publicaciones en línea, basado en el análisis de componentes multimedia que a menudo se encuentran en línea en ruso. revistas para niños. Todos los medios analizados se clasifican en dos categorías: que representan una copia de una revista impresa sin ningún material de video y juegos en línea; una revista en línea que contiene juegos, videos y elementos gráficos sin ningún contenido de texto. El uso abundante de componentes multimedia afecta el nivel de adicción a Internet del niño que influye, a su vez, en el perfil psicológico personal. La abundancia de componentes multimedia en revistas en línea para niños de diferentes tipos provoca un aumento en el nivel de adicción a Internet que afecta, a su vez, la personalidad del niño.

Palabras clave: multimedia; interactividad Tecnología AR; Adicción a Internet; Medios rusos en línea para niños.

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Introduction

The development of information and communication technologies, technological devices has an impact on media, including editions for children. In recent decades, there has been an overload in the diversity of media available. New (mobile phones, smartphones, tablets, and social media) and traditional media (television) have come to dominate the lives of many children all over the world and adolescents and the spaces where they spend their leisure time (American Academy of Pediatrics Children, adolescents, and the media. Pediatrics, 2013). To fully satisfy increasing demands of the young reader, publishers all over the world try to adapt their content for the convenience of children as much as possible. First of all, it affects the development of multimedia that constantly manifests itself in new forms due to progress of modern technologies. Thus, multimedia may be defined as “full integration of modern information technology products: text, graphics, video, audio, photo and telecommunications (telephone, television, radio)” (Vul, 2003, 56). Currently, almost every online magazine tends to use multimedia components when placing materials on the Internet, as it affects the way children perceive the content. That is the reason why the use of audio, video and photo materials, as well as graphics, in the preparation of the content is of great importance today.

At the same time, it is obvious that children become one of the active users of the Internet, mostly through a smartphone or tablet. In the United States children and adolescents spend up to 1.5 hours per day with their computer. Half of this time is spent on social networking, playing games, or viewing videos. The American Academy of Pediatrics Children (2013) has recommended keeping Internet-connected electronic devices out of the child’s bedroom and monitoring what type of media their children are using.

In Russia, due to the integration into the world community, the model of using smartphones is almost identical to global trends. The augmented reality (AR) system is predicted to often rely not just upon the processor on the device, but the processor on the server as well. A display will show the coexistence that users could sense the combination of physical world & virtual world. Based on these requirements of functions, the smart mobile phone or tablet seems to be the appropriate AR device compromising by a camera to capture, processors to process and a screen to display. The mobile device held by one hand could run different applications, which is moveable, easy to use and accessible from anywhere and anyplace (Liang, 2015).

According to a survey conducted by the Internet Development Fund, the vast majority of Russian teenagers use the Internet at least 1-2 times a week, mostly every day or almost every day. (Internet in Russia in 2017. Status, trends and prospects. Industry report <http://www.fapmc.ru/mobile/activities/reports/2018/teleradio.html>). Thus, in 2010, the percentage of adolescents using the Internet every day reached 82%, in 2013 – 89%, and in 2018 – already 90%. The frequency of Internet use by children is still growing, but the age of entry into the online world is steadily declining – on average, generation Z adolescents began using the Internet at 8 (12-13 years old) and 10 (14-17 years old), and generation Y teenagers – mostly at 13 – 14 (Internet in Russia in 2017. Status, trends and prospects. Industry report). Therefore, the phenomenon of Internet addiction manifests itself in children more often, which, in its turn, affects their personal characteristics.

At the same time, it becomes obvious that the demands of the reader, including the young one, for the content in online magazines are growing. Taking into account the above mentioned, the primary scientific significance of the research is to analyze how the modern media, in its turn, meet these demands, particularly in terms of the manifestation of one of the determining, type-forming features – multimedia, and how the presence of multimedia components in online magazines affects the change of the personal traits of children with different degree of Internet addiction. The relevance of the research is confirmed by the modern requirements and the urgent social need, since the multimedia space, in which the future generation is grown, will directly affect the image of society in 10-20 years. Studies show that the multimedia component has a high probability of affecting the development of personality (Guntuku, Scott, Ghinea, Lin, 2016).

The objective of the research is identify changes in personal characteristics of children with various level of Internet addiction, including those that are caused by abundance of multimedia components in online media, based on the analysis of multimedia components frequently met in online magazines for children in Russia.

Literature Review

It can be noted that “the concept of multimedia has become one of the fundamental features of online media, including editions for children. Most researchers associate the concept of multimedia with the processes currently taking place in various fields and define it as a key factor in communication studies” (Andronnikova, Demina, 2017, 146).

Today, multimedia in the mass media, especially for children, is the most important factor of development.

Multimedia forms a figurative, visual representation of a described object, which helps children to explore and learn the world.

Before starting discussion on our topic, we must clarify the definition of “Multimedia”. The word “Multimedia” is a reasonably new one in its field. It is used to describe several different mediums when they are merged together. We can define multimedia according to its common characteristics: texts, graphics, animations, video, and sound. These all combine to create multimedia, but they can also be organized and presented differently. In other words, multimedia can be defined as numerous media elements combined into one whole subject, which produces fruitful outcomes for its end user. All these media elements are making communication more organized and clear than ever before.

Several researchers have provided definitions of multimedia. Moore, Burton, Mayer (1996) defined multimedia as follows: the use of numerous media devices in a coordinated manner, such as coordinated slides used with audiotape. Fenrich (1997) defined multimedia as follows, “multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer” (p. 47). Mayer (2001) defined multimedia as a form of media, which is used for the purpose of presentation, using text and images as the presentation materials. He later mentioned that multimedia is a form of media, which are generally, is implicitly incorporated and merged, with numerous components of several different media, such as sound, animation, text, graphics, and video. Finally, according to Vaughan (2008), “multimedia is any combination of text, sound, animation, and video delivered by computer or other electronic or digitally manipulated means. It is a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements” (p. 221).

The development of multimedia makes the editor adapt the material for different digital platforms; it leads not only to new channels of communication, but also new forms of information representation. “We are experiencing one of these rare moments. This moment is characterized by the transformation of our “material culture” through the work of a new technological paradigm built around information technologies” (Castells, 1996, 6). In the information society, information itself becomes an object, means, tool, purpose and result of work, which, in its turn, is a separate independent component of the working process, as well as the processing, search, estimation, storage and distribution of information. It is the unique feature of information culture in modern society. “The process of information transfer goes through communication and information channels, which serve as a kind of a tool in the formation of proper conditions for successful communication and has a transformative impact on the formation of the individual’s perception of the surrounding reality” (Luchinsky, Luchinskaya, Patyukova, Khutyz, Olomskaya, 2016, 3).

One of the scantily researched concepts of presenting material in online editions for children by means of multimedia components is the use of AR technologies. AR has a long history since the 1980s, yet it is still in initial phase due to certain limitation in the technology, social acceptance (Mekni, Lemieux, 2014, 23).

The term “augmented reality” belongs to Thomas Preston Caudell, engineer of the Boeing research laboratory. In 1992, he applied the principles of this technology in a system designed to assist workers in installing electrical cables on aircrafts. Currently, researchers define augmented reality as “a technology of applying information in the form of text, graphics, audio and other visual objects to real objects in real time operations” (Yakovlev, Pustov, 2013, 485).

Special attention should be paid to the use of AR technologies, which are one of the newest ways of multimedia component in the mass media. Virtual content offered to readers by manufacturers through AR technologies can be of different types: 3D animation, 2D image, text, website, audio information. By superimposing digital information directly on real objects or environments, AR allows people to process the physical and digital simultaneously, eliminating the need to mentally bridge the two (Porter, James, 2017)

In order to detect the use of augmented reality technologies, we started from the definition given by two scientists Averkina and Lazareva (2015), who believe that “augmented reality can be easily found according to the following three criteria:

1. Combination of physical and virtual worlds;
2. Interactivity;
3. 3D animation”.

These criteria are of fundamental importance for children’s media. For example, the combination of physical and virtual worlds forms a game component, which enhances the perception of information by children. 3D animation helps visualize abstract concepts complicated for children’s perception, and complements the learning process.

In order to apply AR, children's magazines using this technology offer to scan special code labels in the printed version of the edition, or download them from the website and print, then download the online magazine application with AR technology support from AppStore or GooglePlay. Thus, the reader uses several platforms of the magazine, and the publisher often connects offline and online versions.

AR technology is in high demand, for the use of augmented reality does not require expensive high-tech devices (unlike virtual reality technologies) and is quite compatible with tablets and smartphones. AR technology integrates virtual and physical worlds, thus attracting children and adolescents. Craig (2013) stated that AR technology is to provide artificial stimuli to cause the users to believe that something is occurring in the virtual world. AR technology is used in many areas, including periodicals for children, and is considered to be one of the most perspective forms of information presentation.

Market analysts, such as ABI Research, IDC and Digi-Capital, believe that augmented reality is on the cusp of going mainstream. They expect the total market for AR, currently valued at about \$1.5 billion, to grow to \$100 billion by 2020 (Corinna, 2018). In addition to recreational function, most of the children's media also perform educational and developmental ones. Therefore, the maximum visualization of an object to determine its spatial characteristics helps children perceive difficult information. It is the reason why the use of AR technology corresponds to the paradigm of constructivism, which implies student's own experience in teaching and facilitates to create conditions for acquiring new experience. This theory was invented by Jean Piaget (2013) in the 1980s.

Modern scientific works indicate that augmented reality can lead to certain changes in personality. At the same time, science at this stage of development does not give an unambiguous answer to the question, what consequences such technologies entail, since there are not any analogues of the current educational and technological paradigm in the history. The recent state of matters confirms the urgent need to analyze the impact of multimedia technologies on the younger generation, including attempts to presumably predict both positive and negative consequences.

Materials and Methods

120 Russian online magazines for children including entertaining, educational, sports editions have empirically been analyzed. Many of these online editions are quite popular and have a rich history, such as "Funny pictures", "Murzilka", "Shishkin les", "Klepa", "Klassniy journal", "Junior Sport", "Sport at school". All of them are federal and attract readers from both Russia and CIS countries, therefore it allows us to trace the main trends in the development of multimedia as a typological feature of online publications for children.

The survey sample:

Our research is based on data received from the survey of teenage pupils at secondary schools in Krasnodar, who are active users of the Internet:

- respondents aged 7-12, pupils of 1-5 forms, including 29 boys and 31 girls – users of various chats;
- respondents at the age of 13-16, pupils of 6-11 forms, including 22 boys and 38 girls – also users of various chats.

The total survey sample is 120 people.

The sample can be divided into two groups:

- ordinary teenage Internet users with low level of Internet-addiction (1.5 -2 hours; control group);
- teenagers with medium-high level of Internet-addiction (2.5-4 hours; experimental group).

Furthermore, the survey showed that teenagers (control group) with low level of Internet addiction spend more free time on visiting additional classes, such as choreography, music, fine arts, arts and crafts, than teenagers with medium-high level (experimental group).

In the process of the research we used empirical methods: correlation study, testing, discussions; methods of mathematical and statistical data processing: descriptive statistics, estimation of normality of data distribution, parametric method for assessing differences in the severity of traits in two independent samples using Student's T-test. While carrying out the analysis, the comparison was focused on the following criteria: 1) the most important, significant (in terms of a specific cognitive task) feature – multimedia; 2) influencing degree of multimedia components on children.

By analyzing online editions for children the following basic multimedia-forming media indicators were compared: video materials (full-length and short animated films, educational lessons, stories);

- graphic elements;
- online games;
- AR technology.

To identify the Internet addiction we used the Russian-language version of Kimberley S. Young's test (translated and edited by V.A. Burovaya). The test includes 20 questions with the following answers: never or quite rarely (1 point), sometimes (2 points), from time to time (3 points), often (4 points), always (5 points). According to the amount of points the following results are possible:

- 20-49 points correspond to the level of an ordinary Internet user who knows how to control himself;
- 50-79 points show some problems associated with excessive passion for the Internet;
- 80-100 points presumably indicate serious problems caused by the use the Internet that can require visit to a specialist.

Personal traits were analyzed through The Standardized Sixteen Personality Factor Questionnaire (16 PF) by Raymond B. Cattell (version for children). MS Excel for Windows XP and SPSS 13 were used for data processing.

Results

Analyzing online editions for children of different type (developmental, entertaining, sports) on the basis of multimedia criteria, we came to the conclusion that all of them more or less contain multimedia components in their structure.

As multimedia components online editions often use:

- graphics - 112;
- photos - 71;
- interactive tasks - 36 (including games - 11, quests - 1);
- video - 19;
- audio materials - 7;
- AR technology – 2.

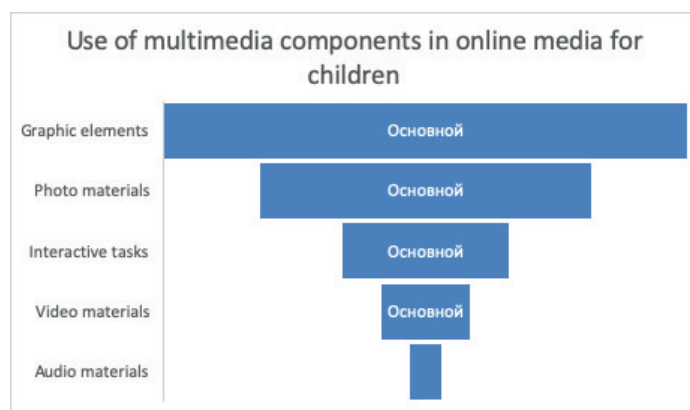


Figure 1. Use of multimedia components in online media for children in Russia

The most common component for all the analyzed magazines was graphic elements – subject illustrations drawn by a professional artist that make up the “core” of each magazine with a clearly-traced central character of the edition – the girl named Klepa, Murzilka, Pencil. Some editions (the “Murzilka”) completely designed their websites with graphic elements, illustrating each tab with a picture.

Depending on the target audience graphics is evolving in online editions. Thus, characters of fairy tales, anime and cartoons take first places as to magazines for children from 4 to 10 years old. In magazines with target audience from 11 to 17 graphic elements are mainly found in the form of infographics.

One of vivid examples is the online magazine «Blog shkol'nogo vseznayki» (“School know-it-all's blog”) which infographic elements illustrate educational articles of various topics, such as “What electricity is in the European light bulb”. The magazine website “Young ethnographer” contains historical infographics, such as “Calendar of significant dates of the Patriotic war in 1812”.

Such multimedia element as photo materials is also widely used by a large number of online media for children. As a rule, the editor publishes not only photos on the topic of the article, but also photo reports from various events.

Interactive tasks, including online games are not so widespread in online media for children. These components can be placed as separate tabs as in case of the magazines “Klepa”, “Murzilka”, “Shishkin les”, containing flash games, interactive puzzles, riddles, crosswords and even online colourings. The maximum number of interactive tasks can be found in the online media for children that are created in the form of an Internet application or presented in social networks. It should be noted that some online magazines have not registered their pages in social networks and it is quite reasonable in our opinion, because, as the researchers rightly state: “Social networks can only have an impact on those persons who have a need to obtain a specific kind of information. Social networks are not able to exert a fundamental influence on person's value system, they just function as generators of the information that particular subject needs in a certain information environment” (Patykova, Minskaya, Sergienko, Tarasenko, 2018, 423).

Considering the fact, that the main function of online magazines for children is still to form a value system, social networks are not integral to it. It can also be pointed out that interactive tasks and game elements, as a rule, are placed by publishers of online magazines aimed at the target audience of preschool and primary school age. Tasks can also be changed depending on the age of the audience that certain online edition is designed for: online magazines for children from 4 to 11 basically contain games, educational tasks, crosswords and puzzles, whereas online media for children of secondary and senior school age – online tests of various subjects.

Video materials are also rare to be placed on websites. For example, the magazine “Klepa” carries over videos in a separate section, where the reader can watch cartoons created by the magazine staff, where the main character is a central image the magazine – a girl named Klepa. The “Murzilka” hosts in its video tab not only cartoons (mostly Soviet), small stories from various events held by the magazine staff – meetings at the library, awarding winners of different competitions, but also feature films about school life. It is worth noting the online magazine “Shishkin les” as its website consists entirely of graphic animation elements and video materials, text content is minimized.

Some online editions display video materials on a specially created TV channel on YouTube, for it does not overload the main site and at the same time allows to provide subscribers with a large number of videos, including archival ones. On its video channel, the magazine “Kvantik” offers its readers the recordings of classes in mathematics, physics and other natural sciences, conducted by the magazine employees. At the same time, these classes are held online and every registered user can ask questions in the chat in course of the lesson. The online magazine “Klepa” puts on his channel “klepklub” in Youtube author's educational cartoons, where the main character is Klepa.

Only a small percentage of children's online magazines use audio materials. Publishers offer the reader audio versions of Russian folk tales, modern stories for children. The magazine “Smeshariki” is worth noting in this regard because the publisher took care of the youngest readers: each page is voiced by a professional speaker.

Special attention should be paid to AR technology in online media for children. This form of presenting information is used only in the children's magazine “Fixiki”: after downloading the application into the smartphone and pointing the camera at a special icon in the printed version of the magazine, the reader can see “animated” characters talking and inviting to continue the game. The project “Masha in the city”, based on a cartoon “Masha and the Bear”, offers to download the code labels on the official website, and then, by printing and placing them on the table, the reader can use the application to get some information. It is worth noting the multimedia features for reproducing different content by means of AR technology. Thus, if taking into account the technological process

of creating a magazine based on AR technology, the key point in this process is the preparation of illustrations by the artist, then their digitization and downloading into an application. As a result, when the user points their camera of a tablet or mobile phone at the picture, an object automatically appears in different formats: audio, video, animation, 3D graphics. Consequently, when combining virtual data with real, the reader gets an easy access to the full range of multimedia components essential for children's magazines. However, the cost of using AR technology is high and modern online magazines cannot afford to apply this technology every month. The abundance of multimedia components forms the basis of the most common online editions being preferred to be read by children with different levels of Internet addiction.

Based on the analysis of the survey data, we found out that the level of addiction corresponds to average values. In this case, the survey sample can be divided into two groups: ordinary Internet users and users with a medium level of Internet addiction. The average level of Internet addiction among users of young adolescents was 28 points, older adolescents – 32 points; users with a medium-high level of Internet addiction: young adolescents – 51 points, older adolescents – 53 points.

The respondents are characterized with low levels of B factor (intelligence), L factor (trusting), N factor (naivety), Q1 factor (conservatism), Q3 factor (self-opinion); average values of the A factor (schizothymia), C factor (ego-strength), E factor (authoritativeness), F factor (concern), G factor (superego), H factor (determination), I factor (sensitivity), M factor (practicality), O factor (sense of guilt), Q2 factor (group dependence) and Q4 factor (ego-tension).

Table 3. Results of the comparative analysis of individual psychological characteristics of children with different levels of Internet addiction

Cattell's parameters	Medium-high		Low		t emp. Student's criteria	p - signif. level
	Exp. val.	St. dev.	Exp. val.	St. dev.		
A factor (schizothymia)	3,1	0,56	6,4	0,45	3,89	p < 0,001
B factor (intelligence)	4,2	0,67	5	0,34	1,34	p > 0,05
C factor (ego-strength)	4,0	0,34	6,5	0,56	2,23	p < 0,05
E factor (authoritativeness)	5,5	0,45	6,3	0,23	0,98	p > 0,05
F factor (concern)	4,8	0,33	6,5	0,61	2,76	p < 0,01
G factor (superego)	4,4	0,56	6,0	0,32	3,78	p < 0,001
H factor (determination)	4,4	0,45	6,2	0,45	2,80	p < 0,01

I factor (sensitivity)	4,2	0,88	4,8	0,51	1,45	p > 0,05
L factor (trusting)	4,5	0,98	4,3	0,34	1,29	p > 0,05
M factor (practicality)	4,5	0,57	4,7	0,39	1,32	p > 0,05
N factor (naivety)	4,0	0,44	4,2	0,45	1,21	p > 0,05
O factor (sense of guilt)	6,2	0,33	4,0	0,43	2,78	p < 0,01

Q1 factor (conservatism)	4,0	0,45	4,8	0,52	0,89	p >0,05
Q2 factor (group dependence)	3,8	0,24	4,2	0,22	0,87	p >0,05
Q3 factor (self-opinion)	2,2	0,12	6,2	0,45	3,67	p <0,001
Q4 factor (ego-tension)	7,0	0,99	4,6	0,34	3,89	p <0,001

Note: parameters in bold are clearly distinguishable.

Compared to adolescent respondents with a low level of Internet-addiction, respondents with a medium-high level of Internet addiction are characterized by higher values of O factor (anxiety) and Q4 factor (relaxation-tension), and lower values of C factor (Ego weakness, emotional instability), G factor (susceptibility to feelings), Q3 factor (self-esteem, self-control), A factor (sociability), H factor (courage), F factor (expressiveness).

These results are quite justified by the very nature of multimedia media and augmented reality technology. As noted in the literature review, a growing part of our life is spent in the virtual space. This phenomenon affects the younger generation in a greater extent than adults. However, despite the technological progress, the virtual world is still unlike the real one, affecting the development of certain personal aspects when technologies replace real interaction with the surrounding world as such. For example, successful completion of tests and encouragement of participants in all sorts of praise can form an inadequate self-esteem to the reality and influence their self-opinion. This is also the case with other factors.

Discussions

Taking into consideration the age of the audience, the dominance of graphic elements is reasonable enough and, of course, attracts young readers. Among the “outsiders” we can point out the 60-years-old magazine “Funny pictures” – it contains a few pictures made especially for the website; the others are just scanned versions from the printed editions of various years. Nevertheless, the publisher’s approach stems from the fact that over the years there were such famous artists as Ivan Semenov, Vladimir Suteev, Vitaly Statsinsky, Aminadav Kanevsky, Konstantin Rotov, Mikhail Bitny, Yuri Fedorov, Anatoliy Eliseev, Victor Chizhikov, Boris Fridkin and others, who worked for the magazine and whose drawings are still considered as models of pictures for children.

The second trend to be traced is a complete refusal to post videos on websites. Of course, it is due to finances – buying a license of the right holder for placing even a short-animated film makes another item of expenditure. In the environment where online editions for children are not a commercially viable project, additional costs can lead to the closure of the site. Another reason is the technical capabilities of the website. Not every online media is able to post a sufficient number of multimedia materials, for it can result in a slow page load, which eventually will scare away users. For example, in the video tab the “Klassniy journal” posts text announcements of top-grossing full-length animations of recent years, such as “Three Warriors and the King of Sea”, “Sing”, “The LEGO movie”. There are also no video materials on its website.

Thus, it can be noted that multimedia may become one of the fundamental typological features of modern online magazines for children, because the inclusion of new typological element can expand their audience and attract new readers to the site. However, not every online magazine for children manages to use multimedia to the full extent. Thus, we can classify all the analyzed media into two categories:

1. children’s online edition is a copy of the printed version and doesn’t contain any video materials and online games (“Funny pictures”, “JuniorSport”);
2. children’s online edition does not practically contain any text content, but includes games, video and graphic elements (“Shishkin les”).

Special attention should be paid to the use of AR technology in online media for children in Russia. If this function is already familiar to the world community, the use of augmented reality technology has just started to develop in Russia.

Furthermore, at present time we can point out several features in the use of multimedia components in online editions for children:

1. limited use of multimedia components (photos, graphic elements) to compensate the lack of visual information by means of PDF pages of the printed version of the edition (“Funny pictures”, “JuniorSport”).
2. abundance of multimedia components in various formats instead of text content (“Shishkin les”).

Such options, of course, are extreme, but in both cases, the expectations of the young reader are not justified: in the first case, they do not find visual information, in the second – the content component suffers. That is why the best approach is to integrate all the multimedia components so as to fully develop children’s online media. In addition, the abundant use of multimedia components increases the level of children’s Internet addiction, which, in its turn, has an influence on the personal psychological profile. According to the results of the research, we have found the following:

- children with a higher level of Internet addiction have increased rates of O factor (anxiety), namely, they are anxious, depressive, vulnerable, impressionable;
- children with a higher level of Internet addiction have increased rates of Q4 factor (relaxation-tension), namely increased level of excitement and tension, frustration;
- children with a higher level of Internet addiction have lower rates of C factor (Ego weakness, emotional instability), that is, they are emotionally unstable, susceptible to feelings, changeable in relationships and unstable in their interests;
- children with a higher level of Internet addiction have lower rates for G factor (susceptibility to feelings), namely, they are susceptible to feelings, as well as influence of circumstances, unorganized, irresponsible, unscrupulous, undisciplined, careless, inaccurate, effortless to meet group requirements and norms;
- children with a higher level of Internet addiction have lower rates of Q3 factor (self-esteem, self-control), namely they are undisciplined, careless, inaccurate, following their motives, regardless to social rules, untrustworthy in the collective;
- children with a higher level of Internet addiction have lower rates of A factor (sociability), namely they are unsociable, indifferent, closed;
- children with a higher level of Internet addiction have lower rates of H factor (courage), namely they are shy, unconfident, restrained, timid, introverted;
- children with a higher level of Internet addiction have lower rates of F factor (expressiveness), namely they are careful, pessimistic in the perception of reality and tend to complicate everything;

Summing up the above mentioned, the results show an alarming trend. At the present level of “internetization” traits revealed in the course of the research threaten to become psychological dominants of our society, it can lead to the formation of a disadapted society, having difficulties in coordinating inside activities and possessing no methods of socialization necessary for its adequate functioning (Castells, 1996).

This research, perhaps, is the first to point at the need of monitoring the contribution of online media to the formation of children’s personality.

Conclusion

Thus, innovative processes in online media for children, driven by the convergence of mobile media and functioning today with the help of digital technologies in Russia are developing rapidly. Determinative multimedia features of online media for children of different type (including entertaining, developmental and sports) are primarily realized through the inclusion of graphic elements that undergo modification depending on the age of the reader, for the category of 4-10 years old children the first place takes the characters of fairy tales, anime, cartoons. In editions for teenagers aged 11-17 graphic elements are present mainly in the form of infographics. Interactive components are most evident in online media for children, which have the form of an Internet application and are also modified according to the age of the reader. The group of magazines designed for the children at the age of 4-11 publishers’ preference diverts to games and educational tasks, crosswords, puzzles. Online tests on various

topics are used in online magazines aimed at children from 14 to 17. Some websites of online magazines do not contain any video materials, since there are several reasons: first of all, financials, and the high cost of a license to host a full-length animated film, and not every online magazine is ready to meet such expenses; another reason is technical capabilities of websites: technical characteristics of some online media are unable to place videos, or it may cause too slow page load, which will eventually reduce the number of page views. Audio materials are outsiders among other multimedia components; many publishers underestimate the advantages of this format, or do not have sufficient technical capabilities to place this component in their online magazines. As for the AR technology, the Russian online media for children are making their first steps in the use of this component. Only two online magazines, which are the most commercially profitable Russian projects today, have started to use augmented reality technology. The adoption of these technologies is significantly influenced by both the economic factor (high cost) and human aspect, namely the ability to explain to the child how to use an application.

As a result, we can conclude that multimedia components in online media for children in Russia are used unevenly and not always for the designed purpose, that is primarily connected with finances of a publishing house. Only a few online magazines are commercially viable projects among Russian media for children, while the rest are supported by the Federal Agency for press and mass communications, but it does not cover the costs of developing online media for children. At the same time, it should be noted that the abundance of multimedia components in the online editions for children generates an increase in the level of Internet addiction, which, in its turn, affects child's personality.

Based on the results of the research, we have come to the conclusion that an Internet-addict is anxious, depressive, vulnerable, impressionable, characterized by an increased level of excitement and tension, frustrated, emotionally unstable, susceptible to feelings, influence of circumstances, changeable in their relations and interests, unstable, unorganized, irresponsible, unscrupulous, undisciplined, careless, effortless in complying group requirements and standards, as well as underestimates himself and his abilities. These results suggest there is a need to develop a unified method of using multimedia components in online magazines, which could complement text content without replacing it. Considering the difficult financial situation of media for children in Russia, this problem can only be solved with the help of state support.

The results of the research can be applicable in pedagogical, correctional, psychological practices. As the current generation is rapidly adopting technologies, often running ahead of their teachers and educators, it will be useful for the latter to understand the trends emerging in society in order to take them into account in time and possibly anticipate undesirable consequences. Obviously, the personality characteristics discovered by the tests conducted require close attention of specialists.

Further research may be aimed at expanding the range of characteristics identified in Internet-addicts, for example, describing their professional qualities, as well as include longitudinal testing; in addition, it is advisable to study possible methods of correction in the described violations of personality.

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Statistics of Engagement Resources and Effective Recognition of African American Woman's Identity in Suzan Lori Parks "In the Blood"

Estadísticas de recursos de participación y reconocimiento efectivo de la identidad de la mujer afroamericana en Suzan Lori Parks "In the Blood"

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ABSTRACT

This paper investigates the factors behind the runaway women and the untapped phenomenon of family structures where such incidents are reported. We used broader concept of women empowerment to explore the runaway causes through the provision of living, wage jobs, education, medical and health facilities in targeted population. The respondents are selected from the shelter homes of Punjab province in Pakistan where data are collected through in-depth interviews from the Runaway women and the management of different shelter homes. The transformation of data is conducted through thematic analysis. Our result indicates that domestic violence, physical & sexual abuses, life threats, and forced marriages are the reasons behind women's runaway. The shelter homes' management added that illiteracy and perceived destructive role of media are the additional causes in runaway incidents. Our results provide important insights on backdrop of women runaways in developing societies. Accordingly, there is an immediate need for the government and social policy agencies to take cohesive measures to support socially affected women at their door step in order to minimize such social violence.

Keywords: Empowerment, Runaway, Women, Violence, Abuses

RESUMEN

Este artículo investiga los factores detrás de las mujeres fugitivas y el fenómeno sin explotar de las estructuras familiares donde se informan tales incidentes. Utilizamos un concepto más amplio de empoderamiento de las mujeres para explorar las causas fugitivas a través de la provisión de vida, empleos asalariados, educación, servicios médicos y de salud en la población destinataria. Los encuestados son seleccionados de los hogares de acogida de la provincia de Punjab en Pakistán, donde se recopilan datos a través de entrevistas en profundidad de las mujeres fugitivas y la gestión de diferentes hogares de refugio. La transformación de los datos se realiza mediante análisis temático. Nuestro resultado indica que la violencia doméstica, los abusos físicos y sexuales, las amenazas a la vida y los matrimonios forzados son las razones del fugitivo de las mujeres. La administración de las casas de acogida agregó que el analfabetismo y el papel destructivo percibido de los medios son las causas adicionales de los incidentes fugitivos. Nuestros resultados proporcionan información importante sobre el contexto de las mujeres fugitivas en las sociedades en desarrollo. En consecuencia, existe una necesidad inmediata de que el gobierno y las agencias de política social tomen medidas cohesivas para apoyar a las mujeres socialmente afectadas en su puerta para minimizar dicha violencia social.

Palabras clave: empoderamiento, fugitivo, mujeres, violencia, abusos

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1. Introduction

Women in Pakistan are the victims of honor killing, life threats, domestic violence, acid attacks, forced marriages, rapes and sexual harassments. Gender based abuses have become the hot issue. Where the people on media are talking about the empowerment of women, we are still trying to resolve the violence and abuses cases in Pakistan. A man made society of Pakistan is the clear picture of gender inequality. Due to illiteracy, women could not be independent and illiterate women have to depend on their husbands, brothers and fathers in every matter of life (Tonsing & Barn, 2017). The situation gets worst when the females start to face different kinds of abuses from their intimate partners. And as the violence becomes unbearable they have no choice except to run out of the critical situations.

Women had been facing a lot of discrimination and are the victims of violence in different nations. The feminist theories of violence in different ages explains that males have been playing the dominating role in the society from past till now without any unknown reasons and they use to abuse the women physically & sexually under his different mental states of mind like unemployment pressures, legal matters, depression, marital distortions and use of drugs. According to the (Strauss, 1994) huge difference in social inequalities, income inequalities and greater rate of assault is present among the 50 states of USA. Yudanis (2004) in his research empirically tested the feminist theory and showed that the gender inequality is positively associated with the violence against women and also explained that the male role of dominancy is considered natural and male use his role in controlling the woman like his subordinate and the woman fear adds necessary role in this whole process of dominancy.

Runaway is not an easy target for a woman in male dominant society. To put even a one step out of her home for a woman is really a crucial step especially in the countries like Pakistan. Mostly women are dependent on their intimate relations due to the patriarchal culture prevailing in the Pakistan, which is considered as the 3rd most threatening country in case of women (Hadi, 2017). The social status of such runaway women lost as they leave homes. The "Home" for the women has worth meaning, some say home is the collaboration of responsibilities, some feel great satisfaction and comfort at home but on the dark side, the meaning of home for the runaways is center of violence and place of sexual assault (Mendelson, Turner, & Tandon, 2010).

The girls usually left their homes due to certain reasons that may be oppression at home, family dysfunction and parent neglect. The 60% of boys and 45% of girls use to run away from their homes due to sexual abuse whereas the runaway decision victimize them more rather their safety (Edinburgh, 2012). The strict behaviors and punishments from parents to the teens are also the cause of running away from homes. One of the main considerations of runaway among American runaway women incorporates abusive behavior at home. Role of family infrastructure and parenting is worth important in forming the bonding between parents and children, if this bond gets weeks, this usually affect the mental health of the children and cause disturbance and insecurity among them.

Empowerment of woman in positive meaning, strengthen her. Women needs empowerment in every aspect either it is legal, economical or social. In the Third world countries the women are deprived from their basic rights and even they are the victims of gender inequality. The Chad, Yemen and Pakistan are the countries which are in the top of the list of gender gaps and lies in the bottom of Gender gap index in the world's economic forum (Samarakoon & Parinduri, 2015). The runaways need a proper physical and psychological health care services as well as the economic and legal protection but in this era where normal human being is under the crises and living in the rented houses the incidents of runaways are increasing day by day and the shelter homes have shortage of capacities (Aratani, 2009)

Now a day's every woman is talking about her strengths and right the why not the homeless women? They need rights protection more as compared to normal resident women, more education to develop self esteem and more jobs to stabilize their lives and more physical and psychological health care's. The run away or homeless individual are always at more health risk (James, Farrow, Robert & Deisher, 1986). Women empowerment and economic development are interrelated to each other (Dufflo, 2012). Runaway women needs more help in standing back in the society which could be possible through empowering them by providing them confidence to earn, confidence to fight back and even the confidence to stand alone in the society

Pakistan is ranked 3rd in the world in case of women violence (HRC Pakistan, 2015) increasing the incidence of their exploitation and abuse, and violence against them. However, 2015 also turned out to be a year of many firsts for women in Pakistan: the first fire fighter; the first truck driver; the first female rickshaw driver; the first speakers of Khyber Pakhtunkhwa and Balochistan assemblies; and the first UN Goodwill ambassador from Pakistan, among many others. Economic and social rights (Opportunities and challenges but fewer studies are addressing the problems of runaway women. Shelter homes in Punjab, Pakistan are allowed to keep only 50 women whereas due to shortage of capacity the administration tries to reconcile them with their families to adjust more intakes. This process of reconciliation creates more frustration among women rather than solution of their problems. So

to empower women is much important rather than reconciliation. The critical theory (Marxist and neo-Marxist and feminist theory) is the basis to give possible solutions to stand the runaways against the social constraints (Horkheimer, 1982). The focus of the study is (1). To explore the factors of violence due to which the incidents of runaways are escalating and (2). To explore the established patterns to empower the runaway women

2. Literature Review

The gender bases abuses could be better understandable by reading out the ecological framework of violence against women. The ecological framework provides the necessary conditions on the bases of which the partner abuses happened often and also help in understanding that why the woman is the victim always. According to the (Heise, 1998) in ecological framework of violence against women the males play the dominant role in the society and whenever he is under pressure either due to the use of alcohol, due to job stress, poverty, couple arguments or due to his own psychological dominance behavior he used to physically abuse her life partner. The runaway incident is spreading worldwide now having multidisciplinary issue, this is highlighted when the minor under 18 years left his home without the permission of her parents (G & Gadkar, 2015).

The runaway is an umbrella which covers the all women who are living without nuclear families, they are usually runaway by themselves or thrown away from homes by relatives (Ausikaitis, 2014). Mostly cases of runaway women complain about gender violence which include sexual harassment, sex trafficking and prostitution etc Women use to run away from home due to forceful marriages and sometimes due to gender abuses (Wimpelmann, 2017). The runaway male and females usually get rejections from their families care takers and etc and sometimes they are abused by someone that's the reason they are suffering from severe mental illness, obviously the mental status of the youth living with family and the youth with family rejections will be different. Sometimes the marriages without the consent of the females cause the runaway of that female, in some regions there is tradition of marriage on the consent of parents and the parents of male bring their daughter in law not for their son but for the happiness of the whole family as she will do households work and the family would be satisfied, this phenomenon creates disturbance for the women and they prefer to leave home rather than to marry that person to whom she doesn't like (Butt, 2001) .

The reasons of running away in Japan's wives are the difference in their dreams, expectations and actual practical life. The highly qualifies women often feel disgusting in washing dishes and changing diapers and even after giving many years to her family she use to quit and try to run away from this situation (Gordon, 2015). The slave house maids or servants also use to run away from homes due to oppressions or high burdens of household work at home. Kurth (2016) briefly explain that in the Hudson valley Africa the Negro slaves are use to live for in the houses for household work they include the both genders male and female and they are black and usually runaway from the home of the owner due to oppression and violence and also stole some goods for this purpose.

The runaway from home is very critical issue because woman is sensitive by nature and usually depend upon family brothers, father and husband, even to travel alone in the Asian countries is not safe for women then it's quite impossible to run away without any solid reason (Yang, Khoo-Lattimore& Arcodia, 2018) this study explores how Asian women perceive and negotiate the risks of travelling alone and the meanings of these processes. The lived experiences of 35 solo female travellers from 10 East and Southeast Asian countries were analysed using constructivist grounded theory. The findings reveal that Asian solo female travellers were concerned about gendered (e.g. sexual assault and street harassment. According to the report of (Minnesota Department of Human Services, n.d.) the Minnesota Runaway and Homeless Youth Coalition was formed in 1998 in USA foster the empowerment of runaways and homeless youth the major goals of this center are to create such services that these runaways could return to their families, to establish the employment opportunities, medical facilities and education to the run away so that they could get independency and to promote the government and private sectors in establishing the shelter houses for such run away community

Jibeen (2014) explained in her article that in Pakistan the concept of runaway is different than the western economies, the child below age 18 years (minor) if spends one day out of his home then it would be considered as runaway but in Pakistani economy the woman even at the age of 40 if leaves her home due to any reasons it would be considered a runaway woman. In an Asian country like Pakistan to leave the home for a girl or woman is considered as shameless attitude and society does not accept such women with these allegations. Yodanis (2004) empirically test the feminist theory of violence against women and not only validate the feminist theory but also clearly proved the relationship between gender inequality and physical and sexual abuse. So the matter is how such women would be able to stand against such inequalities without bearing such abuses.

Unlike the other literature on runaway which focus on the reasons and factors behind their runaway, our focus is mainly how such women could be empowered with all those violence they have faced before their runaway. We want to present the complete picture of the whole scenario, reasons before runaway and the possible solutions to fight against violence by empowering the runaway women. The way how to criticize the current social

phenomenon (what is right and what is wrong) and then providing the practicable solutions to stand against such social constraints is based upon critical theory (Horkheimer, 1982). For this purpose authors selected the Punjab which is the 2nd largest province of Pakistan in area ranking whereas it is also highly populated and can best represent the scenario of the whole country.

3. Research Methodology

Thematic analysis is done by using the qualitative approach to disclose the multiple realities. The selected population is the runaway women from the shelter homes of Punjab, which is the largest populous province of Pakistan and also considered as the province having the population with liberal social attitudes. Purposive sampling technique is used to target the sample of runaway women from the shelter homes of three adjacent cities of Punjab, Lahore, Sheikupura and Gujranwala (Tongco, 2007). The in-depth interviews were taken from 18 runaway women aged 14 to 35 and simultaneously from the management of the three shelter homes.

4. Findings

4.1. Domestic Violence against Women for Giving Birth to the Daughters

The violence by the husband is a matter of common in lower communities. These tools are inborn in lower community males. The Pakistani society is male dominating society. The matter of violence is now getting publicized by the media but still this problem exists. The male's genes are responsible for the birth of daughters but due to the lack of awareness and illiteracy the male denied to accept these ground realities. And one of the reasons of physical abuse on women is giving birth to the daughters (S. Ali, 2018)

"My husband was older than me and he used to beat and abuse me every time, this was his 2nd marriage to me and he always said why you have been giving birth to the daughters (3 daughters), I need a son" (Nergis)

"I have no kids since 10 years then I was conceived and gave birth to a daughter, my husband denied to accept her, he said that she is not mine, she is from someone else i.e., legitimate" (Mumtaz)

4.2. Physical Abuse

Unfortunately the domestic violence is considered as private matter (Ali & Gavino, 2008). But the families of the husband in the lower societies are also involved in physical violence and the victim is even not familiar with any law related to physical violence

"The brothers of my husband used to abuse me physically, when I complained about them to my husband, he remained silent and my mother in law said to me there is custom in our family that brothers in law can beat the wife of his brother and also said if they (brother in laws) can support your family financially they have a right to beat you as well" (Tasneem)

In the marriages where the husband's family is financially more secure as compared to the wife's family the respect of female is almost equal to zero:-

"My husband physically abused me often even he started to beat me from the 3rd day of my marriage. My parents did not support me because my father and brother are drugs addicted and my husband supports them financially" (Shiza)

4.3. Sexual Abuse

Our eastern society and Islamic views urge the women to obey her parents, brother and husband, the roots of Patriarchal system are embedded in our culture (Hadi, 2017) and women are following all that but the negative use of these roots are immoral, women are suppose to do whatever her husband, brothers or parents ask them to do:-

"My mother, uncle and younger brother forced me to do sex with the unknown persons, I also did whatever they forced me to do but now I have exhausted and when I refused to do further, they forced me to sign the stamp paper that you will further have no relation with our family and excluded me from my property rights" (Maryam)

In Pakistan the primary and lower middle class's society the males are usually accused of illegal relationships or extra marital affairs on their wives. The existence of marital rape is also observed (Painter, 1991)

"My husband used to beat me and abused me sexually every time even during menstrual cycle he has no control, he asked me to masturbate him, if I cannot do sex with him; I got exhausted from his attitude. He always said I am not fair in relationship with him and accused me that I am involved in sexual relations with the owner of home" (Nergis)

The women are victims of love sometimes; they run away from homes in love and trapped by her lover.

"I left my home in love with the brother of my sister in law (bhabhi), he said he will marry me but he did my rape along with his three friends and ran away. I am here through court. I am 8th month pregnant now and has filed suit against them, I cannot go out due to life threats" (Shumaila)

The pregnancy is another trauma on a women psychology after rape. There is 1% chances of women pregnancy after rape not because of woman biology but due to the rapist's preferences of sexual intercourse (Mahoney & Williams, 1998)

4.4. *Forced Marriages*

Islam gives the lesson that whenever the parents are going to take the marital decision of their child do asks from him/her and takes proper permission but in traditional systems gender biasness exists. Hadi (2017) Gender biasness always weaken the women status in the society.

"I love my neighbor but my mother was not agreed to marry me there so I ran away from home and married him, I have no regret" (Malaika)

Forced marriages are common factor in the society. The girls are usually forced emotionally or threatened to marry with the person she does not like

"I was in love with a Muslim guy but my parents sent him to the jail by taking false and by force statement from me in court that he tried to kidnap me, so that I could not marry him because I am Christian but after this they forced me to marry the person of their choice so I ran away from home and now I want to be Muslim and marry with the same boy" (Estel)

4.5. *Life Threats and Honor Killing*

The concept of honor killing is very common now, every year hundred of women are killed by their brothers, father due to honor breach (S. Ali, 2018). And if anyone save she run away from home due to fear and feel herself save in shelter home

"I said my mother I wanted divorce from my first husband and request her let me marry with my cousin but she did not agree and my brother tried to kill me by giving pills and locked the door from outside, my mouth was bleeding due to swallowing of pills and the whole floor was spoiled with the bleeding of my mouth entirely but Allah saved me from death" (Mumtaz)

4.6. *Divorce is Considered as Shame*

The divorce is the right of the woman when she is not satisfied with her relation. But the society does not accept such women as respectful women, the act of divorce is considered as shameful act (Tonsing & Barn, 2017).

"I applied for divorce from shelter home but my husband killed the owner of the home due to my court case to whom he accused me to have affair and the sons of owner of the home murdered my husband, now I am widow. I cannot go out because my life is in danger" (Nergis)

The information about the participants is given in the table#01 below

Table#01

Data bout Participants included in the study

Sr#	IDENTITY NAMES	Ages (years)	Qualification	Religion	Period of stay (Weeks)
1	NERGIS	35	Illiterate	Islam	32 weeks
2	MUMTAZ	25	Primary education	Islam	28 weeks
3	TASNEEM	32	Primary education	Islam	12 weeks
4	ESTLE	19	Secondary education	Christianity	2 weeks
5	SALMA	28	Illiterate	Islam	8 weeks

6	SHIZA	18	Secondary education	Islam	3 weeks
7	NUSRAT	20	Secondary education	Islam	12 weeks
8	SAMINA	26	Illiterate	Islam	4 weeks (2 nd time runaway)
9	KALSOOM	20	Secondary education	Islam	4 weeks
10	MARYAM	18	Intermediate	Islam	1 week
11	MARIA	21	Graduation	Islam	1 week
12	SHUMAILA	14	Primary education	Islam	04 weeks*
13	MALAIKA	17	Secondary education	Islam	1 week
14	SIDRA	23	Illiterate	Islam	4 weeks
15	SAMIA	20	Secondary education	Christianity	2 weeks
16	MADIHA	25	Illiterate	Islam	12 weeks
17	ASMAT	24	Illiterate	Islam	1 week
18	ASMA	16	Secondary education	Islam	1 week

* All the mentioned names are pseudo so that the privacy of the participants could be maintained

*Pregnant (8th month). She was under observation from 9 months in rehabilitation center.

Now sent to the shelter home 1 month ago (Multiple Rape case)

In the above mentioned table about 78% of the Participants falls within the age between 14-25 years and the remaining 22% falls between 25-35 years. The 89% of the runaway women out of the sample belong to the religion Islam whereas the 12% belongs to Christianity. The 33.33% women are illiterate even cannot write their own names whereas the 17% women have primary education. The secondary education is obtained by the 39% women whereas the 11% of the total sample having education more than secondary school. The maximum period of stay in shelter homes in Punjab is 12 weeks but in some cases the residents can stay more according to the orders of court but not permanently

Table#02

Data about Management's Participants included in the study

Sr#	city	Pseudo names	Identity names	qualification	designation
1	Labore	Ms Irum	M1	M.Phil	Head of the shelter home
2	Gujranwala	Ms Mehmaz	M2	M.Phil	Head of the shelter home
3	Sheikupura	Dr Saiqa	M3	Ph.D	Head of the shelter home

The above mentioned participants are the heads of their institutes BPS#17 and running the shelter homes. The qualifications of the heads are PhD and M.Phil simultaneously. The summary of findings is given in table#03

Table#03

Summary of findings

Sr#	Domestic violence against birth of daughters	Physical abuse	Sexual abuse	Forced marriages	Life threats/honor killings	Divorce is considered as shame
%age of cases	11%	72%	17%	28%	44%	33%

The summary given in the above table shows that the mostly cases belongs to physical abuse or physical violence

which are about 72% of the data collected and the life threats to the runaway women are 44% which hinders them in self supporting whereas the right of divorce is considered as shame and parents, usually brothers forced the runaway women not to get divorced and ask them to reconcile with the same person due to whom she already left her home. For unmarried girls or women the mostly cases belongs to the forced marriages in which parents are involved and without considering the likings and love of their daughter they supposed to forced them to marry with the person of their choice, such cases are the 28% of the total sample. The cases of sexual abuse are 17% and domestic violence due to giving birth to the daughters is 11% of the selected sample

5. Reasons behind Runaway in the Eye of Administration

5.1. Weak Family Structures

Management of all three shelters homes gives their opinion that the women who used to run out of their homes are the victims of weak bonding within the families like:-

“Family structures are being weakened day by day and we are not tolerating and supporting each other’s that’s why women run out of the situations”(M1)

Similarly the other said;-

“Bonding among the families are weakening, parents have no time for their daughters to listen them and to understand them” (M3)

5.2. Perceived destructive Role of Media

The girl who use to come here are usually illiterate and are impressive from media and perceived it destructively and want to get everything in her life in a day. Illiteracy is one of the cause of runaway causing influenced from media and on the other hand domestic violence is also the consequences of illiteracy (S. Ali, 2018)

“Media is playing very destructive role in spoiling the youth and parents have no idea what their daughters are watching on TV and mobile phones” (M3)

The woman makes the home but if she has forgotten her duties and tradition then the society get spoiled

“Now the women are leaving their traditions and forgetting the difference between the right and wrong instead of constructivism they are creating destruction. Every woman wants that she becomes rich in a day, she can get bungalow car and everything and in order to fulfill these purposes she is leaving behind her customs and this is just because of media. Every society gets destructive when it leaves its roots, we are Muslims but we have forgotten” (M 2)

5.3. Illiteracy among Women

Low literacy rate in Pakistan is one of the causes of domestic violence. Women bear violence because she cannot earn. Researcher said as compared to educated males the uneducated males are more involved in domestic violence cases in north Pakistan (S. Ali, 2018).

“As you have taken interviews, mostly women are illiterate, they are totally dependent upon their husbands, father and brothers but when they faced violence from their side they leave their home in search of new life partner and think that new life partner may be able to secure them”(M3)

Table#04 Summary of findings

Sr#	Weak family structure	Influential role of media	Illiteracy among women
%age of cases	100%	28%	55%

**Illiteracy= illiterate and primary education*

The all above mentioned cases are the picture of weak family structure whereas the 28% girls are influenced by the media and runaway for love marriages and 55% women are considered as illiterate among the sample

6. Discussion

The runaway stories highlighted that women are the victims of abuses and that is just because of gender discriminations existing in the society. This proves the feminist theory of violence against women that the social inequalities are positivity associated with the violence on women. Women in our culture are weak in every perspective. They have no proper education to stand up even no trainings to earn. They are totally dependent upon husbands, brothers and father for fulfilling their basic needs. Whenever women face violence from their partner, they do not get any support from their parental families and they reach to shelter homes. The shelter homes of Punjab have the capacity of accommodating just 50 women at a same time but the number of women who are willing for shelters are 70 per day. But when the women get shelter the problems of them never solved rather increased. The story never ends here, such women remains restless, they have life threats, they are the mothers feeling pain for their kids. Shelter homes are just providing them temporary shelter for 3 months and after that duration they have no safety. The administration of the shelter homes said that family systems are weakening day by day due to the less tolerance. The women have no tolerance so they leave homes whereas the young girls have love affairs and that is just because of perceived negative effects of media. Physical violence cases are more as compared to the other cases in runaway women while the forced marriages are the least.

In 2017 the Punjab government designed the Punjab's women protection authority under act 2017 which included the four chairperson including two females, the purpose of the authority was to protect the women rights, rehabilitate the victims etc. There are various laws made by the government for the protection of women rights but the hurdles in the implementation of these laws still exist even domestic violence is not well defined in the law. Women are totally unaware of their legal rights. They don't file the suit against their husbands for physical and sexual abuses.

They don't even file a FIR against their brothers for life threats and even do not demand for legal property rights. When the woman approaches the shelter home, a legal advisor is provided to her for the solution of her legal matters but still they are not agree to file a suit against any violence. The mostly legal cases which are handled in shelter homes are related to divorce matters. The returning back to their homes spread the fear in women. They are not mentally prepared to go back and reconcile. The cases of extramarital affairs usually file a divorce others wait for reconciliation and for betterment of their husbands. The women are mentally and physically weak even they have poor in religious knowledge

7. Conclusion and Recommendation

Runaway women are the victims of delayed justice under the improper and weak law enforcements. Nobody cares, nobody is here to serve the community and working for humanity just formalities are fulfilling. According to the global Gender Gap the Pakistan is ranked 143 out of 145 countries. And according to the World Bank report which title is "Women, business and Law 2016" claimed that Pakistan has 14 laws which hinder the economic empowerment of women. The Pakistani society is still working under feudal system and tribe system and there is an urgent need to understand the violence dynamics for a policy makers so that it could be properly planned and practically implemented (Ali & Gavino, 2008). Being abused to the women is really a humiliating behavior for her. The supportive responses towards abusive women help her to uplift herself again (Tonsing & Barn, 2017). The organization must execute the policies made by the government for the protection of the women. Government grants are few and mostly shelter homes are running on donation to facilitate the system of protection. Women protection clause in the annual budget is recommended to be introduced.

The pattern of social inequalities must be changed to control the women violence (Dobash & Dobash, 1979). Media should play the positive role by spreading awareness to the women about their rights rather than playing its destructive role. Awareness related campaigns must be promoted through media (Khan & Ahmed, 2016). Family matters of family should be resolved within the premises of home (Rashid, 2016). The runaway women could be empowered through self help policies which mean that they should be properly trained in such a way that they gain experience and could be able to earn in future. The employment provision projects of homeless must effective that women could earn under safe environment (Tanekenov, 2013). There must be regular legal awareness session with legal support whenever any women need of it in shelter homes

Lack of education and awareness are the major reasons of violence which can be reduced by awareness and dialogue raising programs introduced by the institution like NGOs, implementation of legal reforms against the women violence should be properly administered (Karmaliani,Asad,Khan,Bawani,Ali, Jones,Gupta,Allana,Maqbool & Walker, 2107) . Proper education system is no doubt a difficult task for government but all runaway women do not fall under the over age problems, some teens are also present in shelter homes, so the proper education system must be introduced even the schools of “*Taleem Balghan*” could be promoted there. Role of education could be done by starting awareness campaign through media and different NGOs (S. Ali, 2018).

No doubt the women are facing domestic violence but along with it they are also facing external barriers in reporting the domestic violence (Kurien, 2001). All the social evils against women are existing in Pakistan and there is a huge gap between the laws and practice in Pakistan (Mustafa, 2017). The men, who are the responsible for such violence must be psychologically counseled as well, there must be proper sentenced for such males. There is no proper FIR system against sexual violence by the intimate partner under the women protection law. The government should provide free legal facilities or aids at district level to facilitate the victims (Pakeeza, 2015). The act of women running away from homes represents the weak social, cultural and legal system prevailing in Pakistan, there is no proper laws especially for runaway women (Hussain, 2014). The parents psychological training programs should be introduced (Jibeen, 2014). Overall approaches used by the government for the empowerment are insufficient as the government shelter homes are far less than the input. Permanent shelters are to be recommended as compared to the temporary 3 months shelter. Another study conducted in USA also recommended that Government should provide the victims from temporary shelter to permanent shelters for survival (Perl et al., 2015). Further research could be done on the barriers in implementation of the women protection law and services. The (Ali & Gavino, 2008) has given the intrinsic as well as socio-cultural factors involved in the violence against women but there they left the room for further deep studies that why the violence is not going to be eliminated why the gender discrimination is not overcoming, they point out the policy makers to make policies but do not refer any policy.

Ethical Consideration

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee. The Authors considered the avoiding of their participants from any type of psychological harm, social harm and financial harm (DiCicco &Crabtree, 2006). One of the psychologists from the shelter homes were accompanied the authors for the psychological well being of the participants.

The women involved under the study were agreed in sharing their data and written informed consent was signed by the organization's heads as well as the all participants

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Interpretive approach of the Quranic verses

Enfoque interpretativo de los versos coránicos

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ABSTRACT

This research seeks a better understanding of the divine terms in terms of expressions of sentences in the form of exhortation, subjectivity, abstraction, exaggeration, observance of courtesy, avoidance of words of grace, and in this way make the human being understand truths and teachings of the Quran to find and enjoy the beauty of true lifestyle.

Keywords: Holy Quran, Gospel, Annunciation, Innuendo, Types of Innuendo.

RESUMEN

Esta investigación busca una mejor comprensión de los términos divinos en términos de expresiones de oraciones en forma de exhortación, subjetividad, abstracción, exageración, observancia de la cortesía, evitación de las palabras de gracia, y de esta manera lograr que el ser humano comprenda verdades y enseñanzas del Corán para encontrar y disfrutar la belleza del verdadero estilo de vida.

Palabras clave: Sagrado Corán, Evangelio, Anunciación, Insinuaciones, Tipos de insinuaciones.

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Problem statement

The main contribution of the Qur'anic verses of the Holy Qur'an belongs to evangelism and preaching. The most important mission of the Holy Qur'an seems to be to train human beings. From this, the source of the verses of the gospel and the verses of the altar is a special place in this book. Islam has used various tools, including "evangelism" and "admonition," and replaces the two as punishment and encouragement, because the punishment and encouragement of the animal aspect But evils and warnings have a human dimension. "Discussions on the use of encouragement and punishment in psychology have been a means of changing behavior in animals since many years ago. However, the first studies of encouragement and punishment and positive and negative reinforcements with Ivan Petrovich Paulev's (1849-1936) research was conducted One of the classical conditioning, claimed that with the strengthening and conditioning the animal, the animal's behavior can be controlled reflection.

After him, Borus Frederic Skinner (1990-1904) began a wide-ranging review of the positive and negative boosting effect of recalling new behaviors in animals. By expanding these findings in the realm of human behavior, he opened a new chapter on the impact of encouraging and punishing human behavior. Skinner's research is the triggering condition.

"Evangelism" means persuasion and good news to achieve the desired result in the future. "The encouragement is from the past and the present, and the evolution of the future and the present. Prompt is quicker to influence than evangelism. On the other hand, one who accepts evangelism has a special maturity, because moving with evangelism requires a kind of self-perpetuity. "Therefore, the hope that evangelism creates in the hearts is both beneficial to the initiators of the path and to the educated people who are hoping for it. According to the principle of justice, Allah suffers punishment for human misery. According to the standard of justice, it is necessary to create enough awareness of it before the occurrence of the punishment, because it is true that someone must be punished that he mistakes scientifically and deliberately. What causes such awareness is "to warn". Hence, without the admission of the principle of justice, it will not be realized.

As a result, the "warning" of scaring away from the result of bad action and some kind of news is a bad consequence of the outcome and has a deterrent and compelling aspect. The warning is the future and the punishment is for the past and the future.

The doctrine is worthwhile, therefore, the Holy Quran considers the method of denunciation to be stronger, and when it wants to use one of the two methods of Bashir and Nazir, he says: "The Imperative," contrary to encouragement and punishment, the punishment of the forefathers On encouragement. What is the main point now?

1. What is the meaning of the verse used in the verses?
2. Has the use of interpretations in these verses had certain factors and motives?
3. Given that the Quran is divine revelation, is there a difference in the language of the Qur'anic
4. Verses and verses used in the texts of Arabic discipline and prose?

In order to do this research, first after explaining the meaning of the lexical and terminological words such as: "gospel", "warning", to explain the "utterance" and the pillars and types of it to the extent of the need for this research, then 44 verses of the verses associated with The title of the article is interpreted based on a variety of equivalents in terms of meaning, as well as in terms of supplies - which has not been done so far - and, in the end, we have outlined the results and statistical analysis.

Theoretical Foundations

Enunciation: The evangelization of the word "human" is meant to mean happiness. Gospel is a single, three-dimensional body on the weight of the "active". Gospel is a material of "human" which has been mentioned in different words for it; beauty and beauty are the good news and good news in Farsi. In the difference of the gospel and the news said: Gospel is gracious news that is given for the first time.

Warned: The evidentiary warning of verbs from the term "رُدُنَى رَدِنَ" is to alert, avoid, and prepare for it. Theologizes and commentators have mentioned the meaning of the warning in a variety of ways; informing, communicating and informing about which fear is being made, to beware of a scary thing that is time and time to avoid it. The fears that are spoken and in which horror is also introduced. Providing and teaching what makes people aware of the right of falsehood and the right of mistakes.

Professor Motahari writes about the meaning of the warning: "The word" warned "is usually translated" to fear, "but it is not fully expressive because it is fearful of the translation of the Takhvif. For example, if someone crosses the site; someone suddenly lands in front of her legs; he's scared; they say they are guilty, but they are not warned. It is a declaration of danger, that is, if there is a dangerous future in front of someone; if you tell him and scare him, they will denounce this particular type of scare. It seems that the word warning, which is common in Persian today, is closer to this concept. Prophets are warning".

Scribble: Scribble is a monotonous third episode of "وَنُكْفِي ، انك" meaning "covered and spoken." The figurative aspect of the syntax is due to accusations against clarification, because "this, no", in any way, combines the meaning of concealment and assassination. Induration is a term that is intended to be unrealistic, but because it

has nothing to prevent the will of the true meaning, it is permissible to have its true meaning as well; the term is sometimes non-intermediate. “Gharibeh” like: *داجنلاليوطديز*; the height of the fortress of the sword is of a long scale. An intermediate term is understood. “Late” such as: a lot of emerald “a lot of ash” in which the transfer of a lot of ash into burning firewood is high and from it to the hotness, then to the hospitality and admiration of dignity. Another example: the head is in the direction. Meaningful and obscure “Everyone is looking for his work and does not do anything to others.” Other words are “compound” or a sentence that the speaker does not mean to its appearance, but the conservative dialect does not have any meaning for us from the apparent meaning of the inner meaning. So it’s a note to read and get another one. This is done through the transfer from the necessary to the required or vice versa.

The truth or the permissibility of the Scribble:

Some of the scholars have said that the verses of the verses are permitted, and their belief is that the term is used and the meaning is different from the original meaning of it, but socialism disregards the two main differences between the verses and allows the perception of this category: first That the permissive symbol of the will of the original meaning is in the original, and in the syntax it is possible to take the main meaning into account, and secondly, to transfer it to the requisite in the foreground, and to be transmitted to the necessary permissibility. The fashions are of the forms whose use requires careful and thorough thinking and reflection in meaning, and the term or combination brought forth as a figment must be such that it imparts meaning to the unconceivable, and thus before entering into the discussion of divine divisions, familiarity with its pillars seems necessary.

Dimensions of Scribble:

First Moknabeh (in the phrase that comes to mind) like “*داجنلاليوط*”

Second. Mokna Ahnah (the meaning from which the accent is given), such as “Stature”

Types of Scribble:

Wisdom has a variety of variants, including the syntax of adjectives, attributes, and attributes. It is a sign of adjectives; it is a syntax that is mentioned and attributed to the will. Like: “*بسطحلا فلما ح متارم او*» God will bring the “*بسطحلا فلما ح*” as a reminder of a woman. The shout is from the name; it is a shadow that is meant by the essence and person. Such as “Omolghora”, this is the name of the city of Mecca. It is an aspect of a syntactic relation whose purpose is to attribute attributes or attributes to the attribute, or, in other words, to prove something else or to deny it. «ان الكم رش لكل او» (Maedeh/60). That is, this group is God’s worst dignity. “The proof of evil for their place is the shadow of proof of evil for themselves. It is as if their evil has been influenced or enlarged in their place, as it is embodied.

The Scribble is also divided into other types based on the intermediaries that lead us to the no conscious, for the prompt, the implicit, and the cipher. There is a vein in the sweeping of the audience’s dazing and mockery. Such as: “*ننين عخل اديك يدهي ال ملل ان ا و بي غلاب من خ مل ين ا مل عيل لكل ذ*”, in this word, the wisdom of the woman is in the trust of his wife. Of course this is the case if this verse is considered to be Zolikha. And on the contrary, the process of receiving the meaning is longer, without any prediction. For example, the “*لكي خاب لفض ع دش سن لاق*” is a boost of the arm, an exclamation of strength.

The password, as its name suggests, is a mysterious and mysterious image, and the discovery of the proportions between the words mentioned with the speaker’s main purpose requires elegance and precision. In this type of tune’s, the process of perception is not complex and long, and there is no accretion either. Such as: “*انرا ان بكر ال اق*” (Taha/45). The phrase “*ي غتتي نا وا*” refers to the code of censure on the flood of Pharaoh as far as possible because of his zeal and cruelty about the Prophet. Hint is also the simplest type of anathema. This is an outline of the complexity of the code, the spells and ridicule of the expansion, and the long process of receiving the desired meaning. In this type of tune up, achieving the ultimate goal of the speaker is faster and easier. For example: “and the words” the essence of the plates and the dessert “the phrase” the essence of tablets and desserts “literally means” with boards and nails”, which God has brought to it from the ship.

Targets of Scribble

The goal of Scribble is to create an image that influences the soul in terms of its meaningful content, and, if spoken plainly, this effect does not happen. In addition to influencing the spirit of the audience, Calligraphy also plays an essential role in the presentation of meanings, which is a special method in the interpretation that goes beyond the expression of meanings and provides a rhetorical rendering of meaning within the technical framework of beauty.

Quranic verses are wisdom, benefits, and gadgets that we mention to some of them:

- 1- Paying attention to the great power of God, such as: “*قدح او سفن نم كقولح يذلا وه*” (Aaraf/189). The phrase “unified soul” is a reminder of Adam.
- 2- Word of Ajmal: One of the reasons for using the curse is to leave the original word and bring a more beautiful word, and this Arabic tradition has been in speaking, such as: “*يل اني عم وال اتلل ارروه ال ا*” (Anfal / 16). In this verse, the “Tahayoz” of the verse is “Hazimat.”

- 3- Bad e of expression: to cover and hide the meaning that it is worthless and unpleasant, and it is opposed to the common taste, such as the rebuke of God from the congregation to the mirror, the steward, the penance, the penance, the head, and so on. Such as: “نُّفُورُ شَرَابِ نَّالِافْت” (Bagherah/187).
- 4- Examining the subtleties of the audience, such as: “مَكَلِّاجِرْ نِم دِحْ اَبَا” (Ahzab / 40), which means “مَكَلِّاجِرْ نِم دِحْ”, “Zeyd”. And in this sense, Zayed has not been stipulated for a shrewd audience, with his cleverness and talent, to find it.
- 5- The intention is exaggerated in the description of his name, such as “نَاَتَطَّوْسُ بُم فَاَدَى لَيْب” (Maedeh / 64), which is a shout of God’s grace and intended to exaggerate his generosity.
- 6- Referring to the sequel, like: “بَطْحَالِ نَلَامِح مِتْأَرْمَاو” (Masad / 4), the beauty and grace of the interpretation is that we imagine that he will stick wood to fire them and ignite them. The verse, while denouncing “Omoljami”, gives him the promise of the entrance of hell-fire with Aboulahab; that is, the fate of someone who tries to speak and flare up the fire of hatred and hostility between people is to put his own firewood into hell and to remove power from him.
- 7- The purpose is to summarize; in the sense that the speaker uses a poem to shorten the word, instead of specifying, such as: “نَوْلُ غَفَى أُوْنَاكِ اِمَّ سَيَّيْبِل” (Ma’edeh / 79), the term “verb” is an excerpt from various works.

Scribble of Qur’anic verses of preaching and preaching:

“نَوْدَلَاخِ اِهْيَفْ مَهْوِ هَهَاوَمِ جَاوَزَا اِهْيَفْ ...” (Bagherah/25); Meaning: (Our Messenger), glorify those who believe and do good deeds... There they are clean and pure wives for them, and they are always eternal in that paradise.

“نَوْدَلَا نِم تَيْقِن” is “قَرَّطَمٌ قَرَّطَمٌ جَاوَزَا اِهْيَفْ مَهْوِ”. Since the desirable of these tales, individuals and women are clean and modest; it is implicitly a shout of the name.

“نَوْدَلَاخِ اِهْيَفْ مَهْوِ”, in view of the apparent necessity between the necessary and necessary, in this verse in the way of the word and point, is an exclamation of the meaning of eternity and immortality of the believers in Paradise on the Day of Judgment.

In this verse, the only description given to the Heavenly Spouses described as “Motahareh” (pure and pure) is the point that: the first and most important condition of the spouse is purity and purity, and besides, it is all overshadowed by it.

“نَيِّنْ مَوْلَا نَسْنَا و مَوَالِمِ مَكْنَا اَوْمَلِ عَاو ... مَكْنَلِ شَرَحِ مَكْنَاوَسْنَا” (Baghereh / 223); meaning: “Your women are your fields... And you know that you will meet him and bring the believers good tidings.

1- In this verse, “مَكْنَلِ شَرَحِ”, in this verse, in order to decorate speech and observance of politeness, and also because of the condemnation of affirmation to the congregation, the implicit mention of the term implies marital relationship.

2- “فَوْقِ اَلْمِ مَكْنَا” is an imitation of a kind of meaning that means seeing and receiving divine rewards.

The Holy Qur’an describes the position of women in this verse and equates the woman with the plant, which is the place of the emergence and growth of righteous and righteous. The verse emphasized the necessity of targeting men and women and stated that you can partner with your spouse’s whenever you want to, that this combination should be in accordance with religious conditions and rules so that the result of the birth of women and men is believer and righteous.

The verse also emphasizes the devotion and attachment of men to their husbands, and equates women to the farm, which human society needs to survive for their own generation and for their survival. At the end of the verse, the Prophet will make a promise and will order the Prophet to bless the believers with mercy and bliss in the shadow of piety. It means that your specific women who are married to you are the product of the plan of life for your world. As the cultivation of agriculture and the preservation of it from pests, a good product is produced for you, the education and maintenance of the spouse will give the best product an absolute and desirable, and with their help and humans, you can live healthy and peaceful and happy. Be. A delicate point in the likeness of a woman to the land of agriculture, which lies in the fact that women are not the means of lust and witchcraft of men, but also a means to preserve the life of humankind. This is a warning to them that they consider a woman’s sex as a plaything or hobo.

“نَيِّنْ مَوْلَا نَسْنَا و مَوَالِمِ مَكْنَا اَوْمَلِ عَاو ... مَكْنَلِ شَرَحِ مَكْنَاوَسْنَا” (133 / نالِمع) meaning: ... and paradise, which is the width of the heavens and the earth, which is provided for the righteous.

The phrase “نَاوَامِسْنَا اَضْرَعِ قَوْجِ” is an expression of the trait in the form of the image of the extent of paradise.

The “width of paradise” is not something about its length, but rather its extent; this is a common practice, and it is as if it is interpreted as the “width” of the allegory that its extent is to the extreme degree, or to the extent that the illusion the human imagination cannot measure it and imagine it to a degree. The reason for the particular width of paradise in its description is that it is common for width to be exaggerated closer than length, like the verse: “مَهْلَلِ رَفْعِي نَالَفِ لَفِ رَمِ نِيْؤُصِ مَهْلِ رَفْعِ تَسْتِ نَا” (Tobeh / 81) does not mean that if seventy one It’s time to be honest. It is an innuendo of plurality. Whatever you forgive, it’s bigger as you imagine the paradise. The interpretation given here illustrates the use of such tributes and worship in a tangible and moving form. It

charts it in a race where everyone is in a hurry to catch up with the goal or the prize. Rush to the forgiveness of your Lord and overcome each other. Paradise, the price and width of which are the heavens and the earth. Hurry and overcome each other, whether there is forgiveness and paradise that is provided to the righteous, and self-assured, and basic and simple facts are settled in the clear Islamic worldview.

«... قَمَائِقِلَا هُوِي مَكْرُوحًا نَوْفَوْتِ اَمْنًا وَ تَوْجَمًا فُقَيَّ اَدَّ سِفْنِ لُكَّ» (Al-Emran / 185).

Meaning: Everyone is a savor of death, and it is not that he is fully paid, your salary on the Day of Judgment.

«مَكْرُوحًا نَوْفَوْتِ» is a potential gain, that is, they will have their rewards for all their strength, and the needle will not be lost from their revenues. Due to the abundance of intermediaries in this verse in the presentation of meaning, it is implicitly an exclamation.

After expressing the total fact that every person will taste the death, he adds that after death and on the Day of Resurrection, human beings will fully reap their rewards and individuals will see their good or bad results. The interpretations of this verse show that the full reward of man is paid for the resurrection.

«... دللا تاملكل ليديبتال» (Yunes/64). Meaning: never change in the words of God.

«وَلَلَّا تَامَلْ كَلَّ لِي دِبَّتْ أَل» The verse implicitly refers to the divine promise. Because there is no promise of God, and if he chooses something, there will be no hindrance to his will: “And if Allah hurts you, he will not be able to do away with it unless He desires any good, no one His bounty cannot be opened”.

«نِي مِلْسَمَلَل يَرْشِب وَ قَمَحْرُو يَدِيهِ وَ اويش لِكَل اِن اِي بَات بَات كَلَّ كَيْلَع اِن لَزَن» (Nahl/83).

Meaning: And we send down the Qur’an while expressing everything and directing the people and giving mercy and forgiveness to the Muslims and giving glad tidings to the Muslims.

«بَاتِكِلَا كَيْلَع اِن لَزَن وَ»; “book” is a subtitle of the name in the way of the word and the sign, i.e., the Qur’an. Here is a few virtues of the virtues of the Qur’an: One is that the Qur’an is clarified, «يُفِي ش لُكَل» of the universality that the Qur’an represents and exudes everything. The second is the guidance of the Qur’an, that is, the director is directly in the vicinity of Almighty. The third part of the Qur’an is mercy, that is, from the source of the trait of graceful grace. The fourth chapter of the Qur’an gives glad tidings to the Muslims for the good of Paradise, which is the divine dignity.

«موقأ يه يتلل يدهي نأرقلا اذه نأ» / (asra/9) Meaning: Of course, this Qur’an guides people to the most rigorous ritual ...

«موقأ يه»; “Aghvam” means “Uprising”, which is implicitly referred to as “the insurrection”; it means good work and preparation for activity.

“Aghvam” has been taken from the article “Uprising” and since humanity has risen up and works when it wants to pursue its pursuit of activity, the “uprising of good deeds and preparation for activity” has come about.

«الْيَقِيمُ نَسْخًا وَ اَرْقَتَسْنُم رِي خ ذِي هُوِي قَن جَلَا بِاحْصَا» (Forghan / 24); Meaning: Certainly, heavens and partakers will be better and better on that day.

1. “ذِي هُوِي” implies the termination of meaning in the meaning of the resurrection.
2. The two words are “الْيَقِيمُ” and “رَقَتَسْنُ” the name of the place, and here is the name of the name in the manner of the word and point.

“Establishment” means the place and “لُولِيَقِي” means rest in half a day. This Gheiluleh indicates that this section is related to the issue of bereavement because the Gheiluleh means half a day sleep while it is not asleep in Paradise. “Independently” is a tune of words that are spread between the evenings and the morning among the paradises, and the “motile” of the synagogue is a half-day rest.

«... اَهْنُوبُ حَتْ وَرَخَاؤُ» (Saff/ 13) meaning: and other business you like it too.

1- The phrase “اهْنُوبُ حَتْ وَرَخَاؤُ”; the mournful shout is a kind of worship and reprisal on the love of the blessings that will soon come to them, and this blessing is near to Allah, rather than the blessings promised to it, and the forgiveness of sins and The blessing is paradise, and human beings love something that has benefited him sooner.

2. The verse is implicitly an exclamation of meaning, meaning a deep and pure faith for sacrifice and sacrifice.

«... مِهْنَامِي اَسْبُو مَهْدِي دِي اَنْ يَب ي عَسِي مَهْرُونُ دَعَم اُونَمَا نِي دَلَاو يَبِنَلَا دَلَا يَرْخِي اَل هُوِي رِي دَق» (Tahrim/8); meaning. On the day that Allah blesses the Prophet and those who converted to him, and the light in front and on the right in their shining and make us happy. Of course, only you can do anything.

1- “يَرْخَالَا” means the scandal that in the above verse implies a shout of meaning and means of punishment, and in other words it can be understood as the shaming of the unbelievers, in which case it is a hypocrite.

Alkhey is a shout of sorrow because of the presence of the two. It is also an uprising for the shamelessness of the unbelievers, and its rejection is from the Prophet 9 and the believers who are with him, because when God denies this attribute to the Prophet and the believers, he has proved it to the unbelievers, without being specified.

2- «... مِهْنَامِي اَسْبُو مَهْدِي دِي اَنْ يَب ي عَسِي مَهْرُونُ»; it is implicitly invoked as a kind of relation, since the owner of the relation of believers is mentioned in the verse. That the believers do not deviate from the right path, and the way

is clear to them, is the cry of their entry into paradise.

At the beginning of the verse, the believers are called to repent of turning to sin to paradise in paradise on the Day of Judgment, and on that day they say that the Lord of Light will forgive us for our sins and forgive our sins, and the phrase “رَدَقَ يَش لَكَ يَلَعُ كُنْ” ; Implicitly, the name of the verse is the hope of prayer.

«نُونِ مَوْيَالِ مَا رَدَقَتْ لَمْ أَمْهَتْرَنْ أَمْهَيْلَعِ ءَاوَسِ أَوْفَكَ نِيذَانِ» (Baghare/6). Meaning: (O Prophet) Of course, those who disbelieve will be equal to their (their) believers or their unbelievers, they will not believe.

“مَمْهَيْلَعِ ءَاوَسِ” ; in the form of an image, a shout of words, it means little attention and disadvantage.

“Anarchy of low self-esteem and disappointment in both cases” is in the syntax of the term “Suva”, transposed by the word jar “Ala”, which means that it does not have any benefit to them, and it is a sin which, until the Day of Resurrection.

12. «مَمْيَظِعِ تَوَاشِعِ قَوَاشِعِ مُمْرِاصِبِبِ أَيْلَعَوِ مُمْهَيْلَعِ يَلَعُ فَلَنَلَا مَتْخِ» (7/مَرْقَبِ);

Meaning: Allah has set a seal on their hearts and their ears (neglect), and their eyes are shrouded as if they do not see the truth, for them is a great torment.

In the verse there are four “allusion interpretations”:

1- “بَلَقِ مَتْخِ” The cipher and allusion of the term qualified the fall in blasphemy and the reversal of the truth¹.

an allusion of invincibility in blasphemy and turning from the right. The anechoic is considered from the shallow and narrow minded².

2. “عَمَسِ مَتْخِ” implies a qualified allusion, meaning non-acceptance.

Allusion of the lack of listening and advocating and lack of influencing them, and the lack of listening is also a failure to admit³.

3- “رَاصِبَالِ مَتْخِ” implies the qualification’s allusion, meaning no guidance and salvation.

An allusion of insight. Human beings, as their eyes are guided to where it lies, are guided by salvation with their insights⁴.

implicity an allusion of adjectives, in the great and terrible meaning of God’s punishment.

“مَمْيَظِعِ” in the word means great and severe, and hence is an allusion of the intensity and greatness of the punishment of God.

This sealing on the heart and ear and blind on the eye is a proper punishment for their brazen and disregarded for the prophet’s warnings, because it is the same for them to warn and do not; and this is the ultimate natural disgrace to them, which means the seal, it is the same blow of success and that they are placed between their perceptual powers and the distance between truth and that they no longer have the ability to understand the right and not be guided.

13. «نَوْبُذِكِّي أَوْنُكَ ائِمْبِ مَمْيَلِ أَيْلَعَوِ ائِمْرَمِ لَلَا مُمْدَارَفِ ضَرَمِ مُمْهَيْلَعِ يَفِ» (10/مَرْقَبِ)؛

Meaning: There is a suspicion of disease in their hearts, so God increases their illness and punish them for their ugly deeds and the lies they say is great torment.

1. “ضَرَمِ” is an “allusion” of the type “qualified” in the style of imagery, which refers to hypocrisy. As the disease causes body deterioration, hypoplasia also causes heart damage⁵.

2. “مَمْيَلِ” ; allusion is a qualified form in the manner of imagery in which the heart is the believer’s soul that human being depends on its existence.

3. «نَوْبُذِكِّي أَوْنُكَ ائِمْبِ مَمْيَلِ أَيْلَعَوِ» is to forbid the false and this means that they committed the act of haram⁶. (The main asset of the hypocrites is a lie and due to their continuous lying they become tormented).

The hypocrites, because they denied God or the prophet, that is, they did not really accept it or because they lied

1.69: نِيْبِمَلِ بَاتِكَلِ رِيْسِفْتِ يَفِ نِيْمَثَلِ رُوْجَلِ، رِيْشِ

2. Tabarasi, Majma' al-bayan: 1.130

3. نَارُقَلَا تَامَلِكِ يَفِ قِيْقِيْحَتَلَا، يَوْفِطْصَمِ C 8, Root: Azam. Perhaps the difference in this interpretation with the former is that it is “enormous”, including “Alim”. Majesty can be documentary in quantity and quality, both, but “Alim” “Apparently devoted to quality.”

4. رِيْسِافْتَلَا قَوْفِصِ 63/1، Sabouni,

5. رِيْسِافْتَلَا قَوْفِصِ 63/1، Sabouni,

6. رِيْبِكِ رِيْسِفْتِ، 2/65 Fakhri Razi,

in their faith, so they are tormented and painful because of their lies⁷.

14. «... مُتَّئِي يَطِخُ فِي سَطْحِ آبٍ أَوْ قَيْسٍ بَسَنِكَ نَمَّ يَلْبُ» (81/هرقب);

Meaning: Yes, anyone will collect evil, the punishment of his ugly actions will take him ...

The concept of encompassing sin is implicitly an allusion of qualification, which means that man is somehow immersed in sin, that sin, as a wall, surrounds him, and he is captured by this wall, which surrounded him as a prisoner. There are no gaps and there is no aperture of salvation.

Explaining that the small and big sins at the beginning are an “act” then becomes a “state” and, with continuation and insistence, takes the form of the “mentality” and, when it reaches its peak, reaches the entire human existence the color of sin, and become the same existence of human. At that time, no advice and pretext will prevail in his being, and in fact, with his own hand, the heart has made its nature.

15. «بَابِ سَأَلِ الْمُؤَبِّ تَعَطَّقَتْوَ torment لَأُؤَارَوُ أَوْ غَبَّتَا نِي ذَلَا نَمَّ أَوْ غَبَّتَا نِي ذَلَا أَرَبَّتْ ذُلًّا» (166/هرقب);

Meaning: When they disliked the followers of those who followed and watched the torment and ruptured, they were the cause.

In “بَابِ سَأَلِ الْمُؤَبِّ تَعَطَّقَتْوَ”, the allusion of qualified in the manner of obliquity means destruction, and loss of time⁸.

This section of the verse is an allusion of damage and destruction and loss of time.

The honorable verse depicts another scene of the scenes of the resurrection about the polytheists, and that on the day of judgment, the truth of which was clear to all, the leaders of the idol worshipers and those who, by their propaganda, devired a group, the people are bumpkin, abominating and avoiding, and this is when these followers go to their leaders and ask them to respond to their misery and take away the torment of God, but their leaders who are themselves in torment of God and who have no power to do anything. They abominate their followers and ask them to get away.

Because their hands are short everywhere, and all the links that were attached to them in the world are now disconnected, and this reason is extremely disappointing and desperate. These followers, when they saw this, did not do anything but wish that they would return to life again and compensate for their ignorance, and the leaders who caused such misery were abominating, as they abominate these at the resurrection. But alas, this wish is never fulfilled, and they never return to the world.

16. «... يَذَلُّ ابْنَ قَلْبِ الضَّلَا أَوْ رَتَّشْنَا نِي ذَلَا كَيْلِ وَأُ» (175/هرقب);

Meaning: They are the ones who misguidance to guidance...

“قَلْبِ الضَّل” is implicitly and allusion referred to as “qualified”, meaning torment and hellfire⁹.

It is about straying torment and the purpose of guidance, oblation and the path of paradise, that is, they exchanged paradise with fire.

17. «... سَمَّ لَنَا نَمَّ نَأْطِي شَلَّ الْمُطْبَّحَتِي يِ ذَلَا مُوقِي أَخَاكَ أَلِ نَوْمُوقِي أَلِ ابْرَلَّ نَوْلُ كَأَي نِي ذَلَا» (275/هرقب);

Meaning: Those who are usurer (profit on profits) do not raised (on the resurrection from the graves), except as rising of the devil who becomes disturbed by insanity (this mode)¹⁰ ...

1. «لِكَ», «ابْرَلَّ نَوْلُ كَأَي نِي ذَلَا». means eating here implicitly an allusion of qualified, meaning avidity and accumulation of property.

Since the beginning of wealth and profits for the saturation of the abdomen and the saturation of hunger, and then the saturation of other lusts and desires, then the saturation of instincts, anger and tyranny, so that the people’s property was lost through unprofitable profit and all the rights digested and swallowed¹¹.

In the word “سَمَّ” in the way of hint, is an allusion of an insanity and madness attribute. “سَمَّ” is something that harms man and in this verse is the allusion of insanity.

In this verse, usurers have been similituded with madness that cannot maintain their balance. Perhaps the purpose of this similitude is the same social way of life in the world that, like madness people, they lack of the right social thought, and fortune-telling blind their minds, so that they do not consider their own interests and the community. And perhaps the purpose of this simulation is the rasing up in the resurrection; that is, at the resurrection, the usurers are gathered in the form of madness people. Collective, believed that the interpretation of “نَأْطِي شَلَّ سَمَّ”

7 Same; Seyyed Qutb, نَأْرُقْلَا لَالِظِي 1/44.

8 مِيرَلْفَا نَأْرُقْلَا يَفِي غَالِبِلَا تَجُولَا نَمَّ حُوحَلَا بِي كَارْتَلَا, AbdulMa'ti Abu-Sam'an, Mohammad Hatam,

9 Tabarasi, نَأْيِبَلَا عَمَجَم 1/470.

10 Taleghani, Partoei Az Qor'an:252/2.

11 Tousi, نَأْيِبْتَلَا 359/2

“ is an illusion of psychosis and insanity diseases, and this interpretation has been commonplace among Arabs.

18. « رَانَال دُوقُوْ مُهْ لِكَيْلِوَأُو ... » (10/ نارم ع لآ);

Meaning: and they themselves are the brushwood of hell.

“ رَانَال دُوقُوْ ”; implicitly is the allusion of the qualification, that is, the sinners are the firewood of hell, the fire of hell billowed from within sinners, and their existence cause to burn them them.

19. «مِّلِأ torment مُهَلَو مُهَيْلُزِيْ أَلَو قَمَائِيْ قِلَا مُوِيْ مُهِيْ لِرِ رُظْنِيْ أَلَو هَلَلَا مُمُكَلِكِيْ أَلَو ...» (77/ نارم ع لآ);

Meaning: And Allah does not speak to them with extensive of anger and will never look at them in the aspect of mercy, and they will not be clean (of the abomination of sin), and there is a painful torment for them.

There are two allusions in the phrase of “ هَلَلَا مُمُكَلِكِيْ أَلَو ”. 1. In the near meaning, implicitly, the qualification’s allusion is God’s disregard for the unbelievers. 2. In the far meaning of the term, implicitly is the allusion of attribute, anger, and divine wrath¹².

In the meaning of “ هَلَلَا مُمُكَلِكِيْ أَلَو ” there are two aspects: 1. The God does not speak at all to them, and their account is with the word of angels, and orders the angels to humiliate them. 2. God at the time of accounting, do not talk about their happiness, but talking about what makes them sad and bad.

2- “مُيَلِإِ رُظْنِيْ أَلَو ” is an allusion of Allah’s contempt and wrath. Because someone who is distressed and abominate of person returns him. “Allusion” in this verse has a close meaning, which is not God’s view of the unbelievers, and is a distant meaning, the main meaning of the allusion of “God’s wrath”¹³.

From the used allusion in this verse, it turns out that God does not look at the unbelievers and are angry with them.

That is, he does not benevolence and pity¹⁴.

The verse is also widening to keep them away from the people of Paradise, which God speaks to them, and salute them, purify them. And it is said: the rejection of the word is the wrath of Allah to them, like a person who is upset from his friend, is angry with him and does not speak to him, and it is said: God does not talk to them as they please.

In this verse, they are paying a significant spiritual punishment which is more painful than material punishment, which says: “Allah does not speak to them on the day of resurrection, and does not purify them, and a painful torment awaits them. “Ultimate anger and wrath of God on the unbelievers are presented as” an allusion “with the obvious thing, that is, not to speak and to turn away from them. To clarify the meaning of the verse in a tangible way. The eloquence allusion with this feature is that it reveals the magnitude of the sin and ugliness of this people’s actions, and states that they deserve such great torment and severe punishment that are appropriate to their actions and disproportionate position against the Qur’an. Allusion with this feature reveals the anger and wrath of God toward them due to their position against the Qur’an.

20. «مُتْنُكَ اِمِب torment اَوْقُوْذَفْ مُكْنِ اِمِيْ اِ دَعَبْ مَشْرَفَاكَا مُهَهُوْجُوْ شَدُوْسَا نِيْ ذِلَا اِمَافْ هُوْجُوْ دُوْسُنَتَو هُوْجُوْ ضِيْبَتِ مَوِيْ.» (106/ نارم ع لآ);

Meaning: the day when the (believers) feel proud of their actions and disbelievers upset and regret of their actions; then, (angels denounce them) which disbelieved after the faith? So now taste torment to punishment what you were blasphemy.

In this verse, four allusion have been used¹⁵:

1. The “ هُوْجُوْ ضِيْبَتِ مَوِيْ ” allusion of the attribute in the way of hint means the appearance of happiness in the face.

2. The “ هُوْجُوْ دُوْسُنَتَو ” the allusion of the attribute in the way of hint means the appearance of suffering and misery.

The owner of the “al-Manar” interpretation of the term “ هُوْجُوْ دُوْسُنَتَو ” has been called the allusion of enormous torment¹⁶, which will be “allusion of implication”.

3. “مُهَهُوْجُوْ شَدُوْسَا نِيْ ذِلَا اِمَافْ ” is an allusion of qualified in the way of hint, meaning unbelievers.

Because the position of blasphemy and disobedience to divine blessing, and its blasphemy is like a betrayal that causes its owner’s passivity and shame, so the Almighty God in the recommendation and mention torment of the afterlife of such people, the torment that is appropriate with shame and passivity has been mentioned.

12 Safi, Al-Jadval: 2/347; Feyz Kashani, Muhammad ibn Shah Mortazai, يفاصل ريسفت: 1/213

13 Darvish, نارم ع لآ: 543/1, Ramkhashri, Kashaf: 377/1

14 And this is like saying that someone tells the other to comment on me, that is, have mercy. In this words, it means that when it becomes transcendent, the point does not mean to see, for certainly and unbelievably, here it can not be said that God does not see them.

15 Safi, Al-Jadval: 4/270; Darwish, نارم ع لآ: 2/16

16 Rashid Reza, Al-Manar: 4/51

That is, from the blackening of the faces of the sinners, mentioned (which in the world consider blackness as “an allusion of passivity and shyness), as the phrase «أَبْ بَادِعِلَا أَوْقُودُفَ هَٰؤُلَاءِ إِذْ حَبَّ مَشْرِفَكَ ذَهَبُ جُودُوسَا نِي ذَلَا أَمَافَ» “نَوْرَفَاكُتْ مُشْرُكُ” refers to this message or at least refers to.

Also, on the other side, which mentions the oblation of the thanksgiving, he points out the issue of whitening the face, which is suited to the position of thanksgiving, as in the white face of facies, it is an allusion of pleasure and satisfaction¹⁷.

4. «بَادِعِلَا أَوْقُودُفَ» Allusion of that their punishment and regret will always increase¹⁸. Some say that they are so hard to feel the torment that they they tasting it in their palate¹⁹.

In the case of the world after death, God has also depicted such images that man is always in the among of fear and frustration; that is, staying between fear and frustration, which prevents man from two pests of despair and a sense of security, both of which are the pests of effort and progress.

The holy Qur’an has depicted both abjected eyes on the day of resurrection as well as magnificent faces of glory blessing, blessedness and faceless, condensed faces; open and bright faces and dusty faces; some refreshing and some are humble and abjection; It’s all about pictures of the afterlife of human beings in the afterlife. The encounter of scenes has a profound effect on the audience, and obviously the presentation of a scene in a particular envelope can not have the same effect as it encounters with its scene. Additionally, scene confrontation gives the audience the opportunity to choose one by knowing both sides and comparing them²⁰.

Here the speech process depicts a scene of the Qur’anic scenes full of movement and vitality ... We are now facing a terrible scene. A terrible scene that does not fit in words and descriptions, but is embodied in the living beings, in faces and signs ... On the other hand, there are faces that shine from the light and are full of enunciation. And so they are white and shining with enunciation and joy.

And on the other side there are faces that seclude and coalesce from sorrow, and the dust of their grief has overtaken them, and they have been blackened by grief and sadness ... despite all this suffering and tribulation and affliction they will not be released. But the scourge of blame and the threat of their minds wounds, and they will say: Have you disbelieve after your faith? So, taste the torment because of the blasphemy you are experiencing²¹!

21. «رِيصِمَلَا سَيُّبُو مُنْهَجْ هَاوَأَمُو دَلَلَا نَمَّ طِيغَسَبِ عَابِ نَمَكْ دَلَلَا نَاوَضِرِ عِبْتَا نِمَفَا» (162/ نارم ع لآ)

Meaning: does a person who obeys God’s commandments, which causes God’s pleasure to be like someone who provokes God’s anger? Whose place is hell and how bad it is.

In this verse, the allusion of attribute is used in the form of widening. The meaning of the verse is widening to believers that God wants these preaching to summon them to his paradise and wants to say: these are the conditions you have interfering with the anger of Allah, and Allah Almighty with this preaching will direct you to reads his paradise, and it turns out that the paradise of God and his anger are not equal.

God praise glory, after dividing the people into these two groups, states: Each of these two tribes has different degrees, those who are subordinate to the righteous God are not equal in all, and those who are subject to the wrath of God are not all in one degree, and God is instructive in actions, and knows each one at what degree of follow his anger or his satisfaction, so do not imagine that little good or a brief evil comes from his pen, and because of this false imagination do not give up on this good and evil.

22. «... اَفْرِيغْ اَدُولُجْ دَهَانَ لَدَبْ دَهْدُولُجْ تَجْحَضِرْنَ اَمَلَكْ ...» (56/ عاسن)

Meaning: whenever their skin cooked, new skin replace with other skin (re-creates a new skin).

“اَفْرِيغْ اَدُولُجْ دَهَانَ لَدَبْ” allusion of the attribute in the way of hint, means the severity and duration of the torment.

Mentioning this sentence, is the allusion that they feel torment in all states and whenever they are newly tormented, not like those who are accustomed to torment over time, and suffering from them becomes moderate for them. “اَمَلَكْ” every time, depicts a terrible scene with half the sentence “تَجْحَضِرْنَ اَمَلَكْ”.

Every time their skins are roasted and burned, In a beyond form of what people are accustomed to, with the rest of the sentence, it captures such a marvelous scene: “اَفْرِيغْ اَدُولُجْ دَهَانَ لَدَبْ” we put other skins in their bodies. It summarizes all the harsh conundrum in a conditional notation! This is a blasphemy that is carried out intentionally, despite the availability of faithful devices. Punishment is equal.

17 فشا اكل، عین غم: 1/340; Shabr, Al-Jawhar Al-Asimin: 1/357; Fayz Kashani، ریصال ریصفت، 3/375; نازیما، Tabataba’i، 2/128

18 Tayyeb، Atab al-Bayan: 1/43; Fakhruddin Razi، ریصال ریصفت، 112/12; Hosseini Hamedani، Anvar Derakhshn: 211

19 Hosseini Hamedani، Anvar Derakhshn: 211

20 Bataher، Abi Isa، یف لبا قما، 217: میرکل نارقوا یف لبا قما

21 Qotb، نارقوا لالظ یف، 445.1

23. « قَمَائِي قَلًا مَوِيَّ torment نَمِ هِبِ أُوذْتَفَيْلٍ ... » (36/هدى ام);

Meaning: to sacrifice to escape torment and torture on the day of resurrection, will not be accepted of them.

1- « هِبِ أُوذْتَفَيْلٍ » here, the allusion²² of attribute in the form of the hint, means tormenting the unbelievers. In other words, it is possible to express the extreme emphasis on the issue of divine punishment, which no capital and power can escape from that torment, in which case allusion is widening.

Seyyed Qutb writes: On the other hand, the scene of unbelievers are located. Those who are not afraid of God and do not seek to approach concealment and eventually do not prosper... This scene is completely alive and outstanding and is dynamic. The Qur'anic process does not speak by the descriptions and words of this scene, but interprets the language of the movements and passions about it. As the Quran's way of drawing up the scenes of the resurrection, as well as in most of the material, is intentions²³.

24. « نَوْرِيَّ امِ عَاسَ أَلِ مَهْرُوفَظَ يَلَعِ مَهْرَاوَأَ نَوَلْمَحِيَّ مَهْوَقَ ... هَلَلَا عَاقَلِبِ أُوْبُدْكَ نِي ذِنَا رَسَخِ دَقَّ » (31/مَاعِنَا);

Meaning: It is rightly damaged those who denied the Lord's countenance ... and they are that carrying burden of sins on their stacks (muslims) be aware of how expensive they carry the heavy burden.

1. " هَلَلَا عَاقَلِبِ " implicitly is the allusion of qualified, means the observation of the effects of divine compassion on the day of resurrection, because the visitation of God is of a spiritual nature, and not of the material and physical nature that occurs in this world.

2. " مَهْرُوفَظَ يَلَعِ مَهْرَاوَأَ " "carrying sins on the back" implies an allusion of qualities, meaning the continuity of these sins with the owner. It likens the sinners to livestock that carry heavy burdens. The goal is to lower their position and humiliation and the severity of their being on the day of resurrection. "رازوا" is the sum of "رزو" means a heavy burden, and here the allusion of qualified means sins. And the meaning of the "مَهْرَاوَأَ نَوَلْمَحِيَّ" is the bearing of sins, as if they are actually carrying it²⁴.

This verse can be one of the reasons for the embodiment of actions, because it says that they carry their sins, and that it could be an allusion of burden of responsibility. Because responsibility always becomes a heavy burden. They will carry the sins that are being immense heavy on that day. And this is the worst and most difficult of all human beings and is the bad burden who is carrying it, either bad guilty or bad sin and inconvenience that they carry²⁵.

1. " دَعَّاسَلَا " in verse, the allusion of qualified means the doomsday. The reason for choosing this name is " دَعَّاسَلَا " for the day of resurrection²⁶, or because it is done at the speed of the people's account at that time²⁷, or it is pointed out to the sudden occurrence that, at a time of vigor, people were transferred from the limbo world to the world of resurrection²⁸.

25. « ... مَكْسَفَنَّا أَوْجُرْخَا ... أَبْدِكَ هَلَلَا يَلَعِ يَرْتَفَا نَمَمِ مَلْظًا نَمَوَ » (93/مَاعِنَا);

Meaning: It is more wicked than the one who lies and defames the God ... when the angels (for their soul bills) open their hands and say that they will kill you...

1. « هَلَلَا يَلَعِ يَرْتَفَا نَمَمِ مَلْظًا نَمَوَ » implicitly, allusion of the qualification, it means "Abdullah Ebn Sa'd Abi Sarh". Some have said that its means is "Nazr Ebn Hares" and other mockers²⁹.

2. « مَكْسَفَنَّا أَوْجُرْخَا » implicitly, the allusion of qualified is oppressors. A kind of humiliation by the angels of soul bills, otherwise the removal of the soul is not in the hands of the wicked, but is the work of the angels.

The honorable verse introduces the story of false prophets and declarations of interest, like the divine verses, and then states: when the angels of death opened the hands and demanded them to extinguish them with exclamation. Today, is the the judgment day, one day, God bogged downs them to humiliating torment for libel and defamation that they spoke to God, and a word other than truth and lying, and God's wrath and arrogance against the divine verses.

26. « ... اَهْبِ نَوْفَقِيَّ أَلِ بَوْلَقِيَّ مَهَلِ سِنِإِلِ أَوْ نَجَلَا نَمَ اَرِي شِكَّ مَنَّ هَجَلِي اِنَّ أَرَدَ نَقَلَوَ » (179/فَارِعَا);

22 Alousi, مناعملا حور: 3/300; Safi, Al-Jadval: 6/342.

23 Qotb, نارقوالا لالظ يف: 881/2

24 Safi, Al-Jadval: 7/112; Ibn Jazi, Mohammed Ebn Ahmad, لي زنتلا مولعل ليسيستلا: 1/259.

25 Makarem Shirazi, منومن ريسفت: 5/206.

26 Alushi, مناعملا حور: 124/4; Saboni, ريسافتلا قوفص: 357/1; Shirazi's prayers لشملا 256/4.

27 Qortabi, يببطرقلا ريسفت: 412/6

28 Makarem Shirazi, منومن: 205/5

29 Tabarasi, عماجلا عموج: 395/1

Meaning: And rightly, many of the jinn and the ens, the punishment of their ugly deeds will eventually be hell. He has a heart that does not perceive...

«اعْبَنَ وَوَقَّعْنِيَّ أَلْ بُولُقُ ذُمَّلُ» is an allusion of intellect, “an allusion of qualified in the form of hit.” The meaning of the verse is that those who deny the truth at the resurrection are worse than all. Some new commentators say: “The livestock’s situation is better than deniers, because the livestock carry heavy burdens; but this group carry their sins, and the other one is that the livestock’s burden is finally lifted from behind them., and they leave and rest, but this group goes to hell with their sins³⁰”.

27. «مَيِّقُمُ ذُمَّلُ وَ ذُمَّلُ ذُمَّلُ ذُمَّلُ وَ ...» (68/هبتوت);

Meaning: and Allah curse them(away from his mercy), and for them is eternal torment.

1. «مَيِّقُمُ ذُمَّلُ» is the name of the place and means the place and residence. Here, implicitly, the allusion of attribute, means the durability and permanence of divine torment in hell.
2. «ذُمَّلُ ذُمَّلُ ذُمَّلُ»; implicitly, the qualification allusion means divine torment. That is, far from the mercy of God on the day of judgment, is the greatest torment for sinners.

28. «نَوْبُسُكُتْ مَبْنُكْ أَمِبْ أَلْ نُوْرُجُتْ لَهْ دَلْ خُلْنا torment أُوْقُوْدُ ...» (52/سنوى);

Meaning: Taste (bitterly) the perpetual torment, would you think of an evil punishment other than this reward?

«دَلْ خُلْنا بَادِعْ» the allusion of attribute in the form of the hint, implies the immortality of the torment.

The verse contains the point that after the occurrence of torment, they are told: “ now taste immortal torment, which is the torment of the hereafter, and you will not be punished on this day except your own acts, the same acts as you did, and the sins that you would have done it and this is yours. And this is not the addressing of language(اوقود: teste), but is an addressing development, that every action has an effect and reaction, and it is not possible that torment of disbelief and sin will not come to the disbelievers and sinners. (The action of man will never be lost and man will be punished by their actions).

29. «... نِاطَلْسُنْ نَمْ كَلْبِيْلَعْ يَلْ نَاكْ أَمُوْ ذُمَّتْ فَنَلْ خُفْ ذُمَّتْ شُدْعَوُوْ قَحْلَا ذَعُوْ ذُمَّدَعُوْ ذَلْلا نَا رُمُأَلْ يَضْرِيْقُ أَمَلْ نِاطِيْشَلْلا لَاقْ وَ.» (22/مىهاربا);

Meaning: and because the work of the people ends (paradise’s people goes to paradise and infernal people goes to hell). Satan tells the unbelievers: “The Lord really promised you, and I promise the contrary, and I did not control you (and no authority was ever taken from you)

1. «رُمُأَلْ يَضْرِيْقُ أَمَلْ» qualified allusion in the form of hint, in which the complete audit of the creation and the issuance of the divine decree has been made.
2. «نِاطَلْسُنْ» allusion of attribute”, and means of power and ability.

In this honorable verse, Allah Almighty reminds the unbelievers debate with the devil on the account of the day after the sentencing of the foreigners is carried out and settled in hell. Those foreign people come from God as reprimand and the devil. For this reason, demon inevitably proclaimed and defended the truth in the debate. By saying that the creator of the universe promised you and fulfilled their promise, on the other hand, I turned my invitation and grounded my invitation contrary to the truth and based on the denial of the creator’s messages and the words of the apostles, I deceived everyone. And I built my own creed and my effort to continue my invitation to invite and persuade with the help of the power of your desires. Following and accepting my invitation was based on their own intentions.

From this verse, it turns out that: Satan can only invite and lure people, he does not do anything about him. Therefore, only his punishment is due to this invitation, not the other thing³¹.

30. «لِأَوْزْ نَمْ هُكَلْ أَمْ لَبِيْقْ نَمْ مَشْمَسَقْ أُوْنُوْكَتْ ذُمَّلُوْ... torment... لَنَا مُهْيَتَايْ هُوِيْ سَانَلْلا رِيْنِ أُو.» (44/مىهاربا);

Meaning: (O our prophet), fear the people from the day when our torment comes to them... (in response to them is said), have you not repeatedly sworn that we will never be destroyed.

1. «بَادِعْ لَنَا مُهْيَتَايْ هُوِيْ» the qualified illusion in the form of hint, and meaning resurrection day.
2. «مَشْمَسَقْ أُوْنُوْكَتْ ذُمَّلُوْ» implicitly is an allusion of attribute, and means of decisiveness or lack of doubtful. That speaker, tell his speech firmly and without a doubt.

30 Mughniyeh, Kashef: 3/180; Qotb, 1072/2: نَارُؤَلْ لَالِظِىْ فِى

31 Tabarasi, 479/6: نِاىْبِالْ عِجْمِ

31. «56/فهدك) «أَوْزُهُ أَوْزِدْنَا أَمْوًا ... نَيِّرْذِنُ مَوْ نَيِّرْشَبْمَ الْإِنِّي لَسِنُزْمَلْنَا لِسِنُزْمًا».

Meaning: and we did not send the messengers except glad tidings of benefactors, and deterrent of barbarous ... and how much they frightened them of my wrath, they got ridiculed.

«أَوْزِدْنَا أَمْوًا» implicitly, the allusion of qualified, means torment of the resurrection. The unbelievers mock the divine verses and those things that are being warned by them.

Idolatrous and unbelievers are fighting for the invitation of the prophet, in order to reveal his invitation, which is the truth, and the true and pure monotheism, to be void and to deny them and mock what they are threatening with the sudden punishment of worldly and tormenting the resurrection³².

32. «39/ميرم) «... رُؤْمَالًا يَضْرِبُ ذُو الْقَرَسِ حَلًّا مَوْيَ مُمْرُذُنًا أَوْ»;

Meaning: O prophet, fear the nation from the day it is not merely a remorse.

1. «رُؤْمَالًا مَوْيَ» implicitly, the allusion of qualified and means the day of resurrection.

2. «رُؤْمَالًا يَضْرِبُ» qualified allusion is based on the hint method, which is the complete audit of creation and the issuance of divine decree is established.

«مومرذنا و» the first task of the prophets is glad tidings and threaten. Glad tidings to those who are faithful and diligent and righteous acts and threaten of shirk, disbelief, disobedience, debauchery, ugliness and ethics wicked act and evil attributes. «رُؤْمَالًا يَضْرِبُ ذُو الْقَرَسِ» after death, neither is faith accepted nor repented. «وَلَفَّغَ يَفِ مَوْوًا» imagine that, they are always alive in the world, and they are not aware of the news and they completely deny future life³³. The verse refers to one of the names of the day of judgment «رُؤْمَالًا مَوْيَ». This name, which came only in one verse from the holy Qur'an, is a shocking interpretation of the day of judgment, which is the day of remorse and extensive regret, not only for the bad guys, but also for the benefactors, because when they see the great divine rewards, they are sorry, because they have done nothing better and better! This is something that a number of commentators have made clear³⁴. But Fakhr Razi says that they are only concerned that they are caught up in regret and that there is no regret for the people of paradise. Because there can not be any sadness there. But this sadness is a kind of perfection, and it is not a source of distress and spiritual torment, so there is no problem in paradise.

33. «22/ناقرف) «أَرْوَجُحْمًا أَرْجَحُ نَوْلُوقِي وَ نَيِّرْجُحْمًا لِي ذِي مَوْيَ يَرْشُبُ الْإِنِّي لَسِنُزْمَلْنَا لِسِنُزْمًا مَوْيَ»;

Meaning: The day when they see the angels that do not have any glad tidings and do not promise to barbarous, and (angels) say to them: take away from mercy and visit of God.

1. «موى» in the verse, is the qualified allusion in the way of hint, means "time of death" or "resurrection"³⁵.

2. «نَيِّرْجُحْمًا» is the allusion of qualified in the way of hint, and refers to unbelievers who see signs of torment on the day of judgment. «نَيِّرْجُحْمًا»; "allusion of unbeliever"³⁷.

3. «أَرْوَجُحْمًا أَرْجَحُ» qualified allusion in the form of hint, that means shelter. "رجح" means interdiction and avoidance. In this verse, it is pointed out that the perpetrators on the day of judgment use this term to prevent divine torment against angels, although the use of this term has no effect on them³⁸.

On the day of judgment, all perpetrators speak the same phrase against the angels in the hope of benefiting them. But there is no doubt that neither this statement nor the other has an effect on their steady and fateful destiny, that is to say keep our respect and stop our persecution³⁹. If the subject of the "نَوْلُوقِي" are angels, they say: "Unbelievers are forbidden from divine mercy and paradise, rewards and forgiveness of God, and if the subjects are unbelievers, they will say to the angels: "go away from us and do not offend us"⁴⁰.

34. «7/نأمقل) «(مديلاً torment ب فرش ب ف ارقو هين ذأ يف ن أنك اء عمن ي هل ن أنك اربكستس نم و لو ان شاي آ و ل ع و ل شت اداو»;

Meaning: when the Qur'an's verses are read to them, they will turn away from it, as if they had not heard, and perhaps in his ears are heavy thing. So promise such a person a painful torment.

32 Tabatabaei, نازي:332/13. Hoseini Hamedani, Anvar Derakhshan Dar Tafsire Qor'an

33 Tayeb, نايبل ا بيطا:442/8

34 Tabarasi, نايبل ا عمجم:795/6; Haghı Brosusi, نايبل ا حور:335/5; Alousi, نايبل ا حور:85/16.

35 Ebn Arabi, Muhammad Ebn Ali, نايبل ا عمجم:83/2; Meybodi, Ahmad Ebn Muhammad, فشك:24/7; Baguwi, نايبل ا عمجم:441/3.

36 Tusi, Tebyan:482/7. Moghnieh, Kashef:462/5; Tabaresi, نايبل ا عمجم:261/7, Mahalli, نايبل ا عمجم:365/1; Ebn Abi Hatam, Abdul Rahman Ebn Muhammad, نايبل ا عمجم:267/8; Samarqandi, Nasr Ebn Muhammad, نايبل ا عمجم:463/4.

37 Tabarasi, نايبل ا عمجم:261/7. Baghvi, نايبل ا عمجم:441.3

38 The word "أَرْوَجُحْمًا أَرْجَحُ" was a term used by the polytheists who, when they were seeing the one who were afraid of him, spoke, and the Holy Qur'an states in this verse that the infidels, when they see the angels, speak the same time, and they think that saying it has a benefit to them (رجح هدام، ب غار تادرفم), Tabarasi, نايبل ا عمجم:133/3; Zamakhshari, Keshaf:247/3.

39 Khosrovani, Alireza, نايبل ا عمجم:223/6.

40 Tayeb, نايبل ا بيطا:600/9.

1. «انتشاي»⁴¹ implicitly, the allusion of qualified, means the Qur'an⁴¹.
2. «أَرْقَوْ هَيْنَ ذَا يَفِئْتِكُمْ»⁴²; implicitly, the allusion of qualified, means humiliating the arrogant, who do not listen the Qur'anic advices and disregard it. The word “أَرْقَوْ” means being heavy. Persons with a personality and composed are also dignified. It is used in this verse that arrogant people are not even willing to listen to the right words. They are not even willing to hear the verses and think about it, and if they are not logical, they will not accept it⁴².

35. «دَيْشِن بَادِعِ يَدِي نَبِيٍّ مِثْلَ الَّذِي ذُنِّبَ الْإِلَهُ وَهُ نَبِيٌّ قَدْ جِجَ نَمَّ مَلْبَحِ اصْبِ امَّ أَوْ لَقَفْتِ مَثَّ يَدَارِقُو يَنْشَمَ دَلَلِ أَوْ مَوْقُتْ نَأ ...» (46/46);

Meaning: ... two- people, two-people or each one just rise about religion, then think in Mohamed's work that he has no mental illness, and he is a messenger of deterrent before hard torment.

1. «دَلَلِ أَوْ مَوْقُتْ نَأ» implicitly allusion of qualified, means preparation and action to do something with effort and ambition⁴³.
2. «قَنْجِ نَمَّ مَلْبَحِ اصْبِ امَّ»⁴⁴, owner an allusion is qualified in the way of hint, and refers to the prophet Muhammad⁴⁴. “قَنْجِ” means insanity in the essence of the matter of “jinn” (on the weight of suspicion) in the sense of the cover, and since the insane as if his reason covered, this interpretation is used for him, and any way the remarkable point here is that it seems to express the fact that invitation to the thought and awakening of mind how it may be self-insane, and that it is a reflection of thought, itself is the reason for its ultimate reason and discernment⁴⁵.

3. In «دَيْشِن بَادِعِ», implicitly, is the allusion of qualified, means torment of the day of judgment.

4. The interpretation of the “torment that is near you”, “the allusion of torment of the resurrection⁴⁶,” refers to the near-time of resurrection⁴⁷.

36. «... رَأْفُدْلا عِبْتَا نَمَّ رُذْنَتْ اَمَّنْ اِ» (11/س);

Meaning: You can only warn one who follows the message and fears the most merciful unseen.

1. “رَكَدْ” implies an allusion of qualified in the meaning of the holy Quran.

This word has been used in the same meaning for many times in the Qur'an, but it does not preclude the meaning in the word, ie, “any remind”, which includes the Quranic verses and other warnings of the prophet and the divine leaders.

2. «رَأْفُدْلا عِبْتَا», implies the allusion of qualified, which means confirmation of the Qur'an. And when the verses are recited, they tend to listen to it. When a person is placed in front of a great personality, his awesomeness give a sense to man which call it «تَشِيخْ», and this is different from the sense of fear and fear caused by punishment and torment.

In fact «تَشِيخْ», means fear, combined with a sense of greatness. The meaning of «بِي غُلَابِ نَمَّ خَلَّالِ يَشَخْ», or the fear of God in the heart, or the fear of God in hidden places from the eyes of the people or the fear of God toward the judgment day, which is from of mystic affairs.

37. «نَوْمَلْ عَيْ أَوْ نَكَّ وَلَ رَبَّنَا فَرَحْنَا تَوْرَمْتِ لَو ...» (26/رمز);

Meaning: and if you know, the torment of afterlife is harder.

2. «رَبَّنَا» implicitly is the allusion of attribute, means the severity and difficulty of the torment. In addition to the disgrace of the world they receive, they are also suffering great divine torment in the afterlife and are subject to all sorts of torments and due to the truth and right that they deny, God gives them various torments⁴⁸.

38. «نَيْرِفَالِكْنَا يَلْع بَادِعَالَا فَمَلِكْ تَشَقَّحْ نَكَلَو يَلْبِ اَوْلَا قِ ...» (71/رمز);

41 Mahali, Mohammad Ebn Ahmad, ريسفت, 414: نيلالجلال.

42 Gheraati, Mohsen, ريسفت, 234/7: رون.

43 Baghavi, يوغبلال ريسفت, 685/3.

44 Tabarasi, the عمجلال عم اوج: 358/3; Ibn Atiyah, Abdul Haq ebn Ghulib, ريسفت 30/9; Tayeb, 'Atiib al-Bayan: 577/10; ريدلا تايينتقم ريسفت, Ali, 214/25; ريبك ريسفت, Fakhr Razi, 425/4; زيزعلا باتكلا ريسفت 309/10: نافرعلال نزخم, نيم اواناب

45 Tabarasi, عمجلال عم اوج: 358/3; Ibn Atiyah, Abdul Haq ebn Ghulib, ريسفت 30/9; Tayeb, 'Atiib al-Bayan: 577/10; ريدلا تايينتقم ريسفت, Ali, 214/25; ريبك ريسفت, Fakhr Razi, 425/4; زيزعلا باتكلا ريسفت 309/10: نافرعلال نزخم, نيم اواناب

46 Tabarasi, عمجلال عم اوج: 358/3; Ibn Atiyah, Abdul Haq ebn Ghulib, ريسفت 30/9; Tayeb, 'Atiib al-Bayan: 577/10; ريدلا تايينتقم ريسفت, Ali, 214/25; ريبك ريسفت, Fakhr Razi, 425/4; زيزعلا باتكلا ريسفت 309/10: نافرعلال نزخم, نيم اواناب

47 Kashani, رهم نارق ريسفت, 75/17: رهم نارق ريسفت, Rezaei Esfahani, 483/13, Makarem Shirazi, 381/7: نيقداصلال جهنم,

48 Makarem Shirazi, نومون: 438/19

Meaning: They will say, “Yes, but the word of punishment has come into effect upon the disbelievers.

«بَادِعًا فَعَلِكْ شَقَّحَ» implicitly, the is the allusion of qualified, and in the definitive meaning of the divine torment and the meaning of the “فَعَلِكْ” is a divine command. Sometimes, due to the great sin and enmity and obstinacy and prejudice against the truth, man turns to the place where his heart is sealed, and the return path was not remain for him, but the decree of divine torment is discontinued. But anyway, all of this comes from human actions.

The scenes of resurrection and punishment and afterlife rewards in islamic religion, are one of the important backbones of glad tidings and warnings, which have been addressed in many verses. In the honorable verse, the unbeliever status is stated that for the sake of blasphemy, polytheism, hypocrisy, mockery of the prophets of God and their lack of attention to the warning of the divine prophets: from the day of judgment and the painful torment of hell, suffering from divine punishment and torment, they should be among the prisoners and enter into hell.

39. (رِفَاعُ) «قَالَ تَلَّا هُوَ يَرْذُنْ يَلْ دَابَعِ نَمِ غَاشِي نَمِ يَلْعَ هِرْمُ نَمِ حَوْرُلَا يِقِلُّ يَشْرِعَلَا وَذُ تَا جَرْدَلَا غِي فِرَ» (15/);

Meaning: [He is] the Exalted above [all] degrees, Owner of the Throne; He places the inspiration of His command upon whom He wills of His servants to warn of the Day of Meeting.

1. «شَرَعَلَا وَذُ» implicitly the allusion of attribute, means the power and the reign of God⁴⁹.
2. «هِرْمُ نَمِ» implicitly the allusion of attribute, means the elation position of God almighty.
3. «قَالَ تَلَّا هُوَ يَرْذُنْ يَلْ دَابَعِ نَمِ غَاشِي» implicitly is the allusion of qualified, means the day of judgement.

Of the name of resurrection is “قَالَ تَلَّا هُوَ يَرْذُنْ يَلْ دَابَعِ نَمِ غَاشِي”, this Qur’anic interpretation brings an event for the person who is facing whatever he has done, and on that day, nothing will be forgotten and everything will return to the account balance.

The purpose of the Quran from this interpretation is to create a spirit of care and awakening for believers. This name also refers to the names of the resurrection in a specific and special meaning of that day: the day when a man intersect with his account of actions and speeches in that justice court (Hagheh/20).

The day when the past and the future meet together. The intersection of the leaders of the right and wrong with their followers. The day of the intersection between the oppressor and the oppressed with each other. The intersection between the paradises and the infernal! Yes, the purpose of the prophets and the celestial scriptures is to warn the servants from that day of great intersection, and it is strange that this name and its broad and shocking concept are weird.

40. (رِفَاعُ) «... نِي مِظَاكَ رِجَانِ حَلَا يَدَلْ بُولُقَلَا ذَا قَفْرَالَا هُوَ يَمْزُنْ أَوْ» (18/);

Meaning: And warn them, [O Muhammad], of the resurrection day, when hearts are at the throats, filled [with distress].

1. «قَفْرَالَا هُوَ يَمْزُنْ أَوْ» implicitly is the allusion of qualified, means the day of resurrection⁵⁰.
2. «بَلَقُ» implicitly is the allusion of qualified, means the spirit.
3. «رِجَانِ حَلَا يَدَلْ بُولُقَلَا ذَا» implicitly is the allusion of qualified, meaning the shock and fear of the day of judgment⁵¹.

The description of the resurrection to «قَفْرَا», because of its close proximity and the shortness of time; the nomination of the resurrection of this name is an illustrative and awakening interpretation. The day it comes from the severity of the pressure on them, it seems that their hearts have been scratched from one place and moved from their positions to the larynx. As wants to be out of its own way! Therefore, the holy Quran gives humanity a serious warning, so that it will not be overlooked at the resurrection (prophets / 1) near the day of resurrection, because of the shortness of the life of the world, it is understandable, especially that every one who dies will be resurrected(Soghra resurrection).

Shock and fear of the precise divine accuracy, and the fear of scandal in the presence of all the creatures, and the suffering of a painful torment that can not be left out of it, to mankind, which

49 Kashani, ن: يقداصل ج: 134/8.

50 يرشع ينشا ريسفت: 292/17

51 Haeri Tehrani, رردلا تاي نقتم, 250/9. Tabatabaei, ن: زيملا, 585/117

can not be described in any way. When a person falls into hard difficulty, he feels that his heart is flushed out, as if he wants to get out of his larynx, the Arabian being from this state interpret «رجان حلا بولقلا تلعب». And perhaps the equivalent of it in Persian is that we say “at the end of one’s rope,” otherwise it is clear that the heart means that the center of blood circulation never moves from place to place and does not reach the larynx⁵².

41. «... دِي فِ بِي رَا لَ عَمَجَلًا مَوِي رَدِين شُو اهلُوخ نَعُو يَرْقُلَا مَ رَدِين شَلَّ...» (7/يروش):

Meaning: you warn the mother of cities [Makkah] and those around it and warn of the day of resurrection.

1. «عَمَجَلًا مَوِي» implicitly is the allusion of qualified, means day of judgement.
2. «يَرْقُلَا مَ» implicitly is the allusion of qualified, means city of Makkah.

The day of judgment, where all people are gathered for accounting, and their good and bad deeds are investigated. One day there is no doubt about it and certainly it will be set up, then people will be split up in to two groups after the people are gathered and their actions are taken into account. A group for the sake of faith and righteous deeds are in paradise, and another group for blasphemy and their sins are in hell.

The duty of the prophet is both warning and glad tidings, but since the effect of the “warning” in humans, especially in the ignorant and inferior people are deeply, in the verse, twice is emphasized only on the “warning”, with the difference that in the first stage is talk of the warners, and in the second stage is about something to be afraid of, namely, the court of resurrection. The day that is due to the general community of people and that God is gathering between each person and his act, his scandal is very painful and severe.

Resurrection in the holy Qur’an has been called with different names and titles, because each of them represents the special situation and the special system governing it; for example, because all the first and last are placed in one place and locate on it, and the order of time they disappear, called “the day of gathering”. The term “gathering day” means the day the people come together. On that day, they are divided into two categories: one is blissful, one has a reward, and the other is a derogatory one. Therefore, they must be warned to avoid the path of cruelty, and to avoid the precipice of destruction.

42. «... دِاعِ اَخْ رُفْدَاو.» (21/فأقح ا):

Meaning: And mention, [O Muhammad], the brother of ‘Aad,

«... دِاعِ اَخْ», is the allusion of qualified in the way of hint, and refer to Hood prophet.

Purpose of «دِاعِ اَخْ»:

“دِاعِ اَخْ - the brother of ‘Aad” means everyone who is related to this tribal by the father; and the meaning of this brother is Hood prophet⁵³. This interpretation or suggestion is that the hood was from the tribal of ‘Aad, and Arab calls all tribal people as brothers; or because Hood has a brotherly behavior with his people. The interpretation of “اخ” (brother) is to express the great sympathy of this great prophet to his tribal⁵⁴. This interpretation, as we know, has come to some of the great prophets in the Holy Quran, they are a compassionate and kind brother For their relatives, they did not hesitate to sacrifice anything. This interpretation may also be a reference to the relationship between the prophets and their relatives⁵⁵. The people of Hood were caught up with the divine torment, and the prophet warned his people that they would be afraid of such a day’s torment if they stayed on their asylum and mischief.

43. «ابَارَتْ شَنْكَ يَنْتِي لَ اِي رُفَالِكْنَا لُوقِي وَ هَادِي شَمَدَقِ اَمَ عُرْمَلَا رُظْنِي مَوِي...» (40/أبن):

Meaning: Indeed, We have warned you of a near punishment on the Day when a man will observe what his hands have put forth and the disbeliever will say, “Oh, I wish that I were dust!”

1. «مَوِي» implicitly is the allusion of qualified, means day of judgement.
2. The term «هَادِي شَمَدَقِ اَمَ» is implicitly an allusion of qualified and means the ugliness of the work that has been done in the past⁵⁶.
3. «ابَارَتْ شَنْكَ يَنْتِي لَ اِي»; is implicitly an allusion of attribute, means is a hard and desperate sense of Liberation and salvation.
4. «عُرْمَلَا» is an allusion of qualified in the form of hint, special means is disbeliever.

The unbeliever and guilty man wishes on the day of resurrection that he would have been a soil and kicked under

52 Makarem Shirazi, نومن:60/20

53 Moghnieh, Mobin:669.

54 Reza Isfahani, رهم نارق: 121/19.

55 Makarem Shirazi, نومن:351/21

56 Ramkhashri, فاشك:253/4

feet, and this wish was due to the stiffness of his torment and despair of liberation, and so that everyone would have the opportunity to hand over, caught in cries and sadness⁵⁷. This is the desires and wishes of that day due to the disbeliever who, like the one hoping in the world, is not at the mercy of God on the day of resurrection, it is also despaired by the mercy of God, but the unbelievers, who are exposed to torment and sincerity for their mistakes, in the world, however, as they had hoped for divine mercy in the world, they also hoped for forgiveness in resurrection⁵⁸.

Seyyed Qutb believes that the unbeliever man does not say this sentence, except when he is overcome and sad, this is an expression of shadowing of fear and panic, so that where the unbeliever dreams of being destroyed, and it becomes a minor element, and it seems to him that this loss of destruction is easier than confrontation with a terrifying and rigorous interrogation⁵⁹.

This verse also refers to different names of the day of resurrection: because the actions and beliefs of man are revealed on that day, it refers to the «قرس حلا موی». Unbelievers when observe their ugly acts, suffering to regret, referring to “Yum al-Hassara”. When they see the result of their actions, they are known as «نوب غم» (loser), referring to the «قدمان لا موی». Because of that day I will be lost and says that I was the land, it is «قرس حلا موی». Truly, the human work that is Ashraf of creature is sometimes driven by disbelief and sin to the point where he hopes to be in the position of one of the idolatrous beings⁶⁰.

44. «يَظَلَّتْ أَرَانٌ مُّكْتَرُذُنْ أَفَتْ» (14/لي)

Meaning: So I have warned you of a Fire which is blazing.

«يَظَلَّتْ أَرَانٌ مُّكْتَرُذُنْ أَفَتْ»; implicitly allusion of qualified, means fire of hell.

Many scholars and commentators, each of the names of hell, refer to the dimensional dimension of the characteristics of hell⁶¹. For example, Dozakh is called “hell,” because its fire hardly attacks a person, or that it has a great depth, or is called «مى حج» because it is heavily burned, or called «يظل» because it is raise up⁶², or named «رقس» because it changes the face⁶³, or it is called «مطح» because it breaks everything and penetrates deep into the soul⁶⁴, or is called «مى واه» because the criminals fall in its depths⁶⁵.

The warning is to be feared that God will use the warning to direct mankind. God warns and disobeys the disobedient people from the fire that is burning and scaring. That is, if you want to be ignorant the fire of hell, be obedient and take command. The mention of the warning on its own alone is that if the devices and rational forces do not help human beings will not be warned by the warnings of these instincts.

5. Results

In analyzing and interpreting of allusion, the status and role of the allusion form in transmitting the holy Qur’an’s messages is well explained:

1. Knowing the forms of expression, including the allusion, has a role in the correct interpretation of Quranic verses. Undoubtedly, neglecting these forms will cause misunderstandings and misleading interpretations of the Qur’an.
2. Through the use of rhetorical and rhetorical issues such as the allusion, it is possible to depict beautiful pictures of the scenes in which the holy Quran has narrated them, and in this way, to interpret more sweetness and charm, to deeper influence on the interpretation of the holy Qur’an helped on the types the audience.
3. The mention of allusion interpretations in these verses has had many factors and motives, and all the Qur’anic interpretations, including the allusion, have been reduced to rhetorical goals.
4. The used allusions in the Qur’an have a certain depth and peculiarity compared to non-Quranic allusions, and the concept of allusion in the Qur’an is more than the meaning of it for the Scientists of rhetoric.
5. The concept of allusion in the Quran is a celestial concept that is not semantically comparable to the terrestrial concepts of the editors and the believers, because they have the means to adorn the word for various reasons.

Therefore, allusion in the Qur’an is not merely a rhetorical tool for the recipe of the word, but is one of the goals that God has wisdom beyond that man for consciousness and perfection, and since the Quran is a living

57 Mughniyeh, فشا اكل, 504/7.

58 Lady Amin, نافر عا نزخ, 310/14.

59 Qotb, نارقوا لالظى, 3219/6.

60 We read in the verses of the Quran: Unbelievers and criminals, when they observe the scenes of the resurrection and the trial of the Lord and the punishment of deeds, show different reactions, all of which express the intensity and regret of them. They say: “ اي : “لئلا بيخ يف تطرف ام اولع هتسوخ” or our passion for Allah, the Exalted Faith (رمز- 56), and sometimes say: “O God, bring us back to the world until righteous deeds We say, “ (دجس م) احلاص لم عن ان عجزا “ (12- دجس م). And sometimes they say:” If we were the soil and we would never have been alive “, as it is mentioned in the verses (example: 63/26)

61 Beyzavi, لىواتلا رارسا و لىزنتلا راونا, 19/5.

62 Fakhre Razi, يزار رخف رىسفت, 203/31.

63 Tousi, ناىب, 180/1.

64 Fakhr Razi, بى غلا حىتاقم, 94/32.

65 Tabarasi, ناىبلا عمجم, 761/10.

book, the purpose and message of divine talk in various religious areas, scientific, literary, social, ethical, etc., using various interpretations, such as allusion interpretations, are beautiful and influential in different ways. Sometimes Allah warns man in allusion language or he glad tidings and invites to good deeds, and occasionally, by using an allusion, to praise the prophets and believers and etc., and to express the well-deserved attributes, and sometimes to the disbelievers, hypocrites and expressions of evil attributes. Therefore, the ultimate purpose of the conjunction of verses is often to express one or more attributes or to refer to qualified and sometimes the expression of the relation between the two, which is expressed in terms of the expression of each verse in the form of transcendence, implicit, cipher, and hint in a beautiful and pleasant way.

On the basis of statistical analysis, the most used allusions in Quranic verses were qualified type of allusion with an abundance of 61, and the least-allusion, an allusion of proportions of the type, with a frequency of 3, has been reported. That seems to be due to the lesser use of proportions allusion that's why in this type of allusion, the subject is unrealistic, and this type of allusion is more explicit than the rest of the types, and the reader needs careful thought to understand it.

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Appendix: Statistical Diagram

Comparison diagram of the percentage of the types of allusions used in Quranic verses

Teacher Efficacy and Commitment in Teaching Arabic: A Correlational Study

Eficacia docente y compromiso en la enseñanza del árabe: un estudio correlacional

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ABSTRACT

The current study explores the validity and reliability of the instrument used in assessing teachers' efficacy in teaching Arabic and also their commitment to teaching. The study also examined Arabic teaching efficacy in relation to teacher commitment. The study involved 252 teachers out of 487 teachers from 57 National Religious Secondary Schools throughout Malaysia. A structural equation modeling with AMOS was employed to investigate the effects of hypotheses model. Confirmatory factor analysis supported the adequacy of the constructs of teacher efficacy and teacher commitment and found that the two constructs were multidimensional constructs with four underlying dimensions respectively. The findings also showed that teacher efficacy influence teacher commitment. Several essential theoretical implications for developing and enhancing teachers in the Malaysian Secondary Arabic education context have arisen from the current study.

Keywords: teaching Arabic, TAFL, Religious Secondary Schools

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RESUMEN

El estudio actual explora la validez y confiabilidad del instrumento utilizado para evaluar la eficacia de los maestros en la enseñanza del árabe y también su compromiso con la enseñanza. El estudio también examinó la eficacia de la enseñanza del árabe en relación con el compromiso del profesor. El estudio involucró a 252 maestros de 487 maestros de 57 escuelas secundarias religiosas nacionales en toda Malasia. Se empleó un modelo de ecuación estructural con AMOS para investigar los efectos del modelo de hipótesis. El análisis factorial confirmatorio apoyó la idoneidad de las construcciones de la eficacia y el compromiso de los docentes y encontró que las dos construcciones eran construcciones multidimensionales con cuatro dimensiones subyacentes, respectivamente. Los hallazgos también mostraron que la eficacia del maestro influye en el compromiso del maestro. Del estudio actual se desprenden varias implicaciones teóricas esenciales para el desarrollo y la mejora de los docentes en el contexto de la educación árabe secundaria en Malasia.

Palabras clave: enseñanza del árabe, TAFL, escuelas secundarias religiosas.

Introduction

Teacher efficacy is an essential construct in teaching and learning. Researchers in education have recognized that teacher efficacy has strong relationship with various aspects of teaching” and learning (Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy, & Hoy, 1998). Berman, McLaughlin, Bass, Pauly, & Gail Zellman (1977) defined Teacher efficacy as teacher’s judgment of his or her abilities in achieving the desired results of student engagement and learning, even though there are some students who are having difficulties and are not motivated. It is also referred to as the teacher’s conviction that his or her teaching meet the expectation and can influence student” learning (Guskey & Passaro, 1993).

High efficacious “teachers are able to face and master challenging tasks. They enhance and support their efforts to deal with failure and quickly recover their sense of efficacy after failure or hindrances. They can positively influence student attainment despite a possible challenging situation (such as students who come from low social economy status families or a shortage of resources). High efficacious teachers also believe that unmotivated students are teachable if teachers devote” extra effort. In contrast, low efficacious teacher will avoid difficult or challenging tasks which they notice as personal menaces. They have weak commitments and are not able to pursue their goals. When encountering obstacles, they tend to loosen their efforts and quickly surrender, and are not able to concentrate on how to accomplish their tasks successfully. They believe that they have inadequate capability to affect student learning and attainment. They also believe that student performance is outside their control and students’ success depends on the external environment. They also believe that there is little effort they can do to teach difficult students and prepare them to improve student learning.

Teacher efficacy “researches have been widely examined by many researchers in various contexts and subject areas. For instant, it has been explored in the Science education field (Bleicher, 2004; McKinnon, Moussa-Inaty, & Barza, 2014; Van Aalderen-Smeets, Van Der Molen, & Asma, 2012), Mathematic (Tran et al., 2012), physical education (Ozkan, Dalli, Bingol, Metin, & Yarali, 2014) and Teaching English to Speakers of Other Languages (TESOL) (Chacón, 2005; J. Lee, 2009). However, in the field of Teaching Arabic as a Foreign Language (TAFL), the investigation into teacher efficacy and its relation to teacher commitment is very uncommon. Therefore, it is crucial to pursue” a study in this area.

Examining teachers’ efficacy in teaching Arabic and its relation to their commitment seem to be particularly relevant and beneficial in the Malaysian context where Arabic is taught in the government secondary school setting. Similarly, the important of research in teacher efficacy among Arabic language teacher is important as researchers have argued that teacher development is the key to successful implementation.

According to Coladarci (1992), teachers' efficacy influence teacher commitment, and teacher commitment is found to affect student achievement (Louis, 1998). Quality education can be attained through the efforts of enthusiastic and immensely committed teachers. There are multiple forms of teacher commitment (Singh & Billingsley, 1998): commitment to profession, school and students (Firestone & Rosenblum, 1988) and commitment to the teaching field (Billingsley, 1993). Therefore, the purposes of this study were two folds: 1) to examine the validity and reliability of CFA model of teacher efficacy and teacher commitment; 2) to explore Malaysian secondary school teachers' efficacy that may influence their commitment to carry out Arabic teaching tasks.

Research on Teachers' Efficacy and Their Commitment

Self-efficacy refers to people beliefs about their own abilities to execute a certain course of action meaningfully (Bandura, 1997). Extensive study claims that self-efficacy is a crucial impact on human accomplishment in varied fields, including education, health, sports, and business (Bandura, 1977). In the field of educational research, teachers' self-efficacy affect the daily lives of teachers and their commitment (Coladarci, 1992).

Teachers' quality and performance have been the main concern. The quality education is not only dependent on teachers' academic qualification, knowledge of subject matter, skills of teaching and pedagogy but also dependent on their motivation and commitment to teaching (Manning & Patterson, 2005). In other words, the teaching quality is controlled by teachers' knowledge, competence, pedagogy skills as well as by their excitement, enthusiasm and commitment to teaching (Rikard, 1999). Teacher commitment is closely associated with the concept of internal motivation. Teachers who are highly committed and motivated tend to be loyal to their organization. They have a willingness to become members of their organization to work significantly more diligent. Tyree (1996) underscored that the willingness to stay in an organization will lead to the involvement with, and also loyalty to the organization.

Data from several sources have shown the relationship between teacher efficacy and teacher commitment (J. C. K. Lee, Zhang, & Yin, 2011; Rots, Aelterman, Vlerick, & Vermeulen, 2007; Tschannen-Moran & Hoy, 2001). These two constructs play an essential role in research on teachers' behaviour. More importantly, previous findings demonstrated that teacher efficacy has an important role in affecting teacher commitment in school (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Caprara, Barbaranelli, Steca, & Malone, 2006; Chi, Yeh, & Choum, 2013).

As investigated by Rots et al. (2007) on 209 teacher education graduates from Belgium, by utilizing structural equation model approach, the study found that teacher efficacy positively correlated to teacher commitment. Teachers with higher level of efficacy demonstrate higher level of commitment in their work. Similarly, Chan, Lau, Nie, Lim, & Hogan (2008) used SEM approach to investigate 2130 primary school teachers and 1587 secondary school teachers in Singapore. The research findings showed that teacher efficacy was positively related to teacher commitment in both group of teachers.

Method

Measure

Teacher efficacy is a multidimensional construct. It is designed to measure the respondents' teaching efficacy in teaching Arabic. It has 25 items in four (4) dimensions: Teacher efficacy for language use, teacher efficacy for classroom management, teacher efficacy for teaching strategies and teacher efficacy for student engagement. The first dimension, which is, teacher efficacy for language use, is self-constructed instrument. The other three dimensions, most of them, are adopted from Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran & Hoy (2001) with some modification to suit the Arabic teaching context in Malaysia, few new items were added for the study. Respondents are required to rate the statements on a seven-point Likert scale, ranging from not at all to always.

Teacher commitment consists of 23 items comprising of four dimensions that intend to measure the dimension of teacher commitment in teaching Arabic language. The instrument is adopted from a

few resources with some modification so that it is appropriate to use for Arabic language teacher (see Celep, 2000; Greenhaus & Simon, 1977; Mowday, Steers, & Porter, 1979)). The instrument contains a seven-point Likert type scale ranging from very strongly disagree (1) to very strongly agree (7).

Sample

There are a number of literatures that proposed a large sample size when conducting factor analytic procedure especially for confirmatory factor analysis (CFA) using structural equation modeling (SEM). Hoelter (1983) and Garver & Mentzer (1999) suggested a 'critical sample size' of 200. Hoe (2008) concluded, as a general rule of thumb, any number above 200 is understood to provide adequate statistical power for data analysis. According to Schumacker & Lomax (2010) after reviewing several published SEM research, they found that the sample size between 250 to 500 subjects is enough for the effective use of SEM where the complexity of the model enhances the required the sample size.

The population of the study consisted of 487 teachers in National Religious Secondary Schools in Malaysia. Based on Krejcie and Morgan's table for determining sample size, the minimum sample size for the 480 population is 214 teachers (Krejcie & Morgan, 1970) (at 95 confidence interval and 5% margin of error). Due to the complexity of the model, 252 teachers were randomly selected as the sample.

The 48 items instrument involved 252 respondents consisting of 100 (39.7%) male and 152 (60.3%) female teachers. The number of female teachers was larger than the number of male teachers. This seems to reflect the current phenomenon of female teachers having an impact on the teacher population in the Malaysian secondary school setting. According to the Basic School Information by Ministry of education, Malaysia, the total number of teachers working in Malaysian public secondary school as of December 2014 was 181747 (Education Management Information System, 2015). Seventy percent of them were females and 30% were males.

Data Analysis

The proposed model is estimated by Covariance Based SEM, which is a powerful multivariate technique for analysing measurement model. The measurement model is estimated using confirmatory factor analysis (CFA) to test whether the latent variables possess sufficient construct validity.

CFA is used to validate Teacher Efficacy scale in terms of convergent and discriminant validity (Worthington & Whittaker, 2006). Convergent validity measures the extent to which indicators of a specific construct share a high proportion of variance in common (Hair et al., 2010). According to Hair et al. (2010), there are three statistical measures in determining the convergent validity: (a) standardized factor loadings, (b) average variance extracted (AVE), and (c) construct reliability (CR). Standardized factor loading signifies the correlation between the variables and the factors. Meanwhile, AVE is a measure of convergence among a set of items denoting a latent construct in Structural Equation Modeling (SEM). It is computed as an average percentage of variance explained among the items of a construct (Hair et al., 2010). CR refers to a measure of reliability and internal consistency of the items that represent a latent construct in SEM. The adopted cut-off values of these three statistical measures are as follows: (a) Standardized factor loading (λ) is .50 and above, AVE is .50 and above, and Composite Reliability is .70 and above. All the cut-off values are recommended by Hair et al. (2010).

Results

CFA for Multidimensional Constructs of Teacher Efficacy and Teacher Commitment

Teacher efficacy "has four (4) underlying dimensions; efficacy for language use (ELU), efficacy for classroom management (ECM), efficacy for teaching strategies (ETS) and efficacy for student engagement (ESE). The dimension of efficacy for language use has nine (9) indicators, efficacy for classroom management and efficacy for student engagement has five (5) indicators each, whereas

efficacy for teaching strategies has six (6) indicators.

Teacher commitment has four underlying dimensions; commitment to profession (Profession), commitment to teaching field (Teaching), commitment to school (School) and commitment to student (Student). With the exception of the commitment to profession, each dimension has six indicators. The dimension of commitment to profession has five indicators.

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Table 1: Summary of the fit indices of the multidimensional constructs of teacher efficacy and teacher commitment

Fit Indices	Accepted Fit	Teacher Efficacy	Teacher Commitment
Ch. Sq Ratio	≤ 3	3.468	2.684
TLI	≥ .90	0.855	0.863
CFI	≥ .90	0.869	0.878
RMSEA	≤ .08	0.099	0.087

Based on Table 1, the result of two constructs for teacher efficacy and teacher commitment indicate a poor model fit. Although the normed chi square for the teacher commitment construct felt within the suggested range of ≤3.0, but the other fit indices were found to have insufficient value. The TLI and CFI felt below the cut-off value of ≥.90. The RMSEA was above the threshold value of ≤0.08.

Investigation of standardized residual covariance showed that several items have excessively high values. Therefore, the decision was made to drop items that have standardized residuals covariance bigger than 20 and the CFA model of teacher efficacy and teacher commitment were re-specified. Out of nine items from *ELU*, four items were removed. Similarly, two items were removed from *ECM* and *ESE* and three items was removed from *ETS*. In term of teacher commitment construct, initially, there were 23 items for four dimensions. Each dimension has six items except for the dimension of commitment to profession that has five items. Two items were dropped from the dimension of commitment to profession and three items were taken out from the rest of the dimensions. Overall, out of 23 items, 11 items were removed to obtain a model fit because they showed low factor loading or high covariance value.

The overall revised model for both constructs showed an improved model fit which was compatible with the data. Table 2 summaries the result of the fit indices of the revised model.

Table 2: Summary of the fit indices of the multidimensional constructs of teacher efficacy and teach-

er commitment (Revised Model)

Fit Indices	Accepted Fit	TSE Revised Model	TC Revised Model
CMIN/DF	≤ 3	2.535	2.364
TLI	≥ 0.90	0.940	0.953
CFI	≥ 0.90	0.953	0.966
RMSEA	≤ 0.08	0.078	0.074

Further analysis is needed to examine the internal reliability and convergent validity of the model. The values “for composite reliability (CR) and average variance expected (AVE) are needed in order to obtain the convergent validity. All the composite reliability values are above 0.70 and the average variance extracted (AVE) is all above 0.50. Therefore, the CFA model of teacher efficacy and teacher commitment have the evidence for internal reliability and convergent validity. It can be concluded that convergent validity and internal reliability for the revised model of teacher efficacy and teacher commitment have been established. Based on the fit indices, internal reliability and convergent validity of the revised model of teacher efficacy and teacher commitment, the analysis showed that the construct of teacher efficacy and teacher commitment are valid and reliable. Thus, we can proceed to explore the second-order factor that could possibly substantiate the construct of teacher efficacy and teacher commitment.

Overall, as indicated in Table 3, the model was adequately fit with CFI and TLI which go beyond the threshold value. In addition, the value of RMSEA is below the cut-off point and the normed chi-square is within the proposed range (≤ 3). Therefore, the existence of the second-order factor would allow the researcher to justify a rather strong relationship showcased by the first-order factors.

Table 3: Summary of the fit indices of the multidimensional constructs of teacher efficacy and teacher commitment (Second Order)

Fit Indices	Accepted Fit	TSE 2nd Order	TC 2nd Order
CMIN/DF	≤ 3	2.579	2.464
TLI	≥ 0.90	0.939	0.950
CFI	≥ 0.90	0.951	0.962
RMSEA	≤ 0.08	0.079	0.076

Structural Model – Teacher Efficacy and Teacher Commitment

The model was tested to analyze the structural model of teacher efficacy and teacher commitment. The structural model was measured through Maximum Likelihood (ML) estimation. The results of the goodness-of-fit indices indicated that the structural model fit the data sufficiently with all fit indices demonstrating plausible values. The normed chi-square (χ^2/df) = 1.979, and RMSEA = .062, fall within the acceptable range of ≤ 3 and $\leq .08$ respectively indicating a good model fit of the model. The other fit indices were also found to have sufficient value indicating a good model fit. The TLI = .929 and CFI = .936 were above the cut-off value of $\geq .90$. The coefficient parameters estimates were then measured to test the model. The standardized estimates were significant ($\beta = .784, p < .001$).

The results explained that teacher efficacy significantly influence teacher commitment. In other words, teacher commitment whether to their profession, teaching field, student and school was influenced by their self-efficacy belief. Teachers with high sense of efficacy tend to be more committed to the teaching, profession, school and students. In other words, the more efficacious teachers rated themselves in language use, classroom management, student engagement and instructional strategies, the more committed they are toward school, student, profession and teaching field. Perceived efficacy for

using language, engaging students, designing instructional strategies and managing classroom seems to increase as teacher commitment increases.

This study is in consistent with Coladarci (1992), Rots et al. (2007) and Steven Randall Chesnut & Burley (2015) results. In line with the self-efficacy beliefs proposed by Bandura (1997), this study verifies and corroborates the research proposing teacher self-efficacy beliefs can be used to forecast teacher commitment (Steven R. Chesnut & Cullen, 2014).

In view of Bandura (1997) social cognitive theory, efficacy influences the way people feel, think, behave and inspire themselves. Teachers with high sense of efficacy are inclined to approach those activities due to the capacity to the success they have, have more persistent in teaching effort, set plausible working goals and try harder to find solutions to solve problem (Goddard & Goddard, 2001; Ross & Gray, 2006).

Teacher commitment, which can be explained as teachers' belief of choosing teaching as a continuous career, is important for developing student-centered instruction, enlightening their professionalism and thereby attaining the goal of cultivating student learning.

Significant implication of the research

This study provides the evidence of the relationship between teacher self-efficacy and teacher commitment. Most previous research used correlation and regression analysis to see the relationship and prediction between teacher efficacy and teacher commitment (Steven Randall Chesnut & Burley, 2015). Significant methodological implications comprise the choice of statistical analysis. The present study utilized structural equation modeling (SEM) in the analysis. By applying SEM, the current research was able to show the joint impact of teacher efficacy and the teacher commitment. Additionally, SEM consider the measurement error variance, as a result, the relationship between the constructs in the hypothesized model become more appropriate (Bollen, 1989).

SEM concisely, not only presents a way to examine the relationships in the hypothesized model concurrently, but it also oversees the measurement error in the scales that evaluate the constructs in the model.

Recommendation for future research

More research using the similar instrument as the current study is suggested for comparison purposes. It is suggested to replicate this study with different types of secondary school teacher samples in Malaysia such as National Secondary School teachers and Government Assisted Secondary School teachers. In that way, the findings of the current study concerning the validity and reliability of the instruments and also the relationships of Arabic teaching efficacy with commitment could be made a comparison with future studies.

Further research is required in order to ascertain other possible factors that contribute to teacher efficacy. The teaching experience should be examined to see how years of experience effect the development of teacher efficacy and under what circumstances efficacy is maintained and enhanced. More precisely, it would be useful to investigate the role of such dimensions as teachers' Arabic language enhancement, enthusiasm to teach, and in-service training in sustaining and improving teacher efficacy.

The current study employed quantitative research design in investigating the relationship between teacher efficacy and teacher commitment. It is recommended to conduct a research that examine thoroughly about teachers' efficacy and commitment through observation and in-depth interview. A mixed-method design will be welcome for this purpose.

Much research is required to investigate the levels of Arabic competency that secondary school teachers need in order to teach secondary Arabic. A need analysis and in-depth observation of teaching performance in the real Arabic classes in various contexts would be indispensable.

Conclusion

There were two main purposes of the article. Firstly, to investigate the validity and reliability of CFA model of teacher efficacy and teacher commitment. Second, to determine the significant relationship between the construct of teacher efficacy and teacher commitment.

Based on the validity of CFA model of teacher efficacy and teacher commitment, the CFA model of the two-construct is valid and reliable. It was found that the CFA model of teacher efficacy and teacher commitment produced four inter-correlated dimensions respectively.

The current study demonstrated the necessity of teacher efficacy in shaping their positive attitudes and commitment. The findings suggest that teacher efficacy has a positive influence on teacher commitment. In other word, the current study shows that teachers who are confident in their foreign language abilities, are found to be more committed either to profession, school, teaching and student. This line of research should be carried on and prolonged further because language is the most underlying means for communication that is powerfully related to an individual's confidence.

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Methodological approaches to understanding national security

Enfoques metodológicos para comprender la seguridad nacional

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ABSTRACT

With the transition to the digital age, the scientific literature increasingly includes such categories as cybersecurity and national security. The article reveals the genesis of the development of the concept of “national security” in the context of the stated research. The report analyses the legislative definition of national security. The methods, approaches and techniques of cognition of social and legal phenomena, namely, the category “national security”, are updated.

Keywords: The system, methodology, method, technique, technique, approach, national security

RESUMEN

Con la transición a la era digital, la literatura científica incluye cada vez más categorías como la ciberseguridad y la seguridad nacional. El artículo revela la génesis del desarrollo del concepto de «seguridad nacional» en el contexto de la investigación establecida. El informe analiza la definición legislativa de seguridad nacional. Se actualizan los métodos, enfoques y técnicas de cognición de los fenómenos sociales y legales, a saber, la categoría «seguridad nacional».

Palabras clave: El sistema, metodología, método, técnica, técnica, enfoque, seguridad nacional

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INTRODUCTION

At all stages of the development of civilization, the issues of security of the individual, society and the state have been and remain one of the most important in the activities of statesmen, political and public figures, academia - all those affected by the development and formation of state policy in the field of national security.

The concept of “security” began to be used in 1190 and initially meant a calm state of mind, feeling protected from any danger. At the same time, it was not included in the conceptual apparatus of the countries of the world in this sense and was used rarely until the XVII century (Big Encyclopedic Dictionary, 1998).

For a long time, Plato’s formula was studied as a basis for disclosing the multidimensional content of the concept of “safety”, which claimed that the state of safety is tantamount to “prevention of harm” (Asmus B., 1969). Another classical thinker, Aristotle, considered security as useful in the absence of which human life is impossible (Aristotle, 1976). The classical Roman philosopher Lucretius believed that the best way to ensure the security of citizens was to elect power, grant certain rights to subjects, and strictly enforce laws (Car T-L., 1983).

The analysis of the development of the concept of security shows its genesis from a superficial understanding to a deeper one built on a scientific basis.

RESEARCH METHODS

The methodology of this study is based on the use of system analysis, which is based on a comprehensive - system approach to problem-solving. It turned out to be an effective and efficient means of solving complex problems in various areas of human activity. The high complexity of such an object as state-legal phenomena requires a comprehensive implementation of system analysis in this area of scientific knowledge.

RESULTS AND DISCUSSION

Historically, the security system was based on the concept of the “apparatus as the “enemy” to be defeated, that is, under the security supposed to defeat the enemy. At the same time, as social relations develop, it is necessary to consider them as an interdisciplinary category, i.e., to understand them more deeply, by classifying the dangers on different grounds, identifying the source of danger, studying the types and nature of threats, etc.

The modern approach provides for the construction of safety not from the enemy or the enemy, but the present danger, a gradual transition to a potential or real threat.

Thus, safety as a social and legal phenomenon is a complex, multidimensional and multilayered phenomenon. It is also a guaranteed state of protection of vital interests of an individual, society and the state from both external and internal threats (Law of the Kyrgyz Republic on National Security, 2003), it is also a property of a certain social system, it is a result of the activities of law enforcement agencies, and in the end, it is a process of certain activities focused on the achievement of established objectives to ensure security. It is assumed that if we focus on only one understanding of security as a state of security, this will not allow us to sufficiently examine the problem and essence of security.

Thus, firstly, security is closely linked to protection, both real and potential, and secondly, national security takes place not only in the present but also in the future, and therefore cannot be solely a condition as reflected in the Kyrgyz Republic Law on National Security (the Kyrgyz Republic Law on National Security, 2003).

It should be noted that with the emergence of concepts such as the “national rule of law”, greater importance is attached to ensuring individual security. It is the balance of interests, as well as the interdependence of subjects as individuals, society and the state that expresses the new categorical apparatus.

Further development of the conceptual apparatus of “national security” is connected with the classic of American political science, Hans Morgenthau, who extended this concept to public policy. In other words, national security includes not only military security but also all vital state interests (Proskurin S.A., 1991).

The Soviet interpretation of the notion of “state security”, in the opinion of the researcher A.A. Prokhozhev, was based on the priority of state interests over both public and private interests. With the socio-political changes, when they share in the economy and other spheres of life is continuously reduced reasonably and legitimately to use the term “national security” (Prorozhev A.A., 1996), which was done at the legislative level in Kyrgyzstan.

Thus, the multidimensionality and multilevel understanding of security as a social phenomenon, as well as the methods, forms, mechanisms and means of its provision, determines the interdisciplinary, complex nature of the problems that require scientific research and knowledge.

In this regard, science has several principles, methods and approaches of cognition that can help researchers to expand the new facets of this category and achieve the appropriate depths in the study of this conceptual apparatus.

In particular, the socio-philosophical approach, which provides an opportunity for a thorough understanding of the concept, through the discovery of the essence, content, a more in-depth clarification of the role of security, as well as the study of both internal and external factors influencing its state.

The next method of ascent from the abstract to the concrete allows scientific thought to move to a more complete, comprehensive and comprehensive reproduction of the object of cognition - the social phenomenon of security. This principle of ascent involves moving from scant knowledge to more meaningful learning through abstraction. This method can be used to build a more generalised and multi-level structure of both external and internal security threats by ascending from the everyday practice of single law enforcement to the general positions of law enforcement.

The method of historical and logical unity gives the opportunity to reveal the specifics of the process of formation, formation, development and functioning of national security, as well as the correlation between the history of the object and the logical evolution of theoretical thought. Historical expresses structural and functional processes of the emergence and formation of national security, and logical denote the trend of development, integral relations and interaction of its components existing in the developed state of the object.

It should be noted that the historical and logical in the context of national security are in a dialectical unity, which includes the effect of contradiction

In our opinion, the use of a systematic approach will be useful, allowing to study the place and role of law enforcement agencies based on the separation of the main system-forming properties and features between its main elements, intra-system integrated links, directions and levels of interaction with public systems and processes. The relevance of the system approach is determined by the complexity of the object under study, its versatility and multi-dimensionality.

Since national security is a complex multilevel system formed in the course of both objective and subjective processes both under the direct influence of the outside and under the indirect impact of many factors and determinants, the effectiveness of appropriate security can only be achieved when the decision-maker has a systematic understanding of the actual or potential threats and hazards.

The application of the activity approach in the study of national security problems requires the inclusion of such a category as "activity" as one of the sources of emergence and development of various elements of security, its definition as a process and result of human activity, including the actions of law enforcement agencies. Knowledge of the structure of the object of research, as well as the internal interdependence of its components, with the definition of their place and role in the overall system of national security without using the activity approach is impossible. At the same time, the study of the object sought exclusively within the framework of this method will not allow to reveal the full picture and, in particular, the reaction of the system to environmental stimuli, which leads to the need to use functional analysis to the studied social phenomenon - national security.

The significance of the structural and functional approach is to reveal the structure of the national security system with the determination of the place and role of its components, in the identification of the specifics of the system components. Using an analysis of functions, the internal structure of the security system and dynamic links between interacting systems are determined.

CONCLUSIONS

The above-mentioned approaches, methods of cognition of the system are not exhaustive, but they are conditionally basic, knotty in cognition science. At the same time, it should be noted that with the development of artificial intelligence, programming in the aspect of processing large data arrays more and more tools are being developed for cognition, analysis and development of managerial decisions in the law enforcement sphere. This circumstance already excludes the centuries-old monopoly of the state on the construction of its national security. This niche has been gradually occupied by private companies, whose services are used by individual countries. Whether it is good or not, the question of a separate study.

Thus, the issue of security, as a global value of all humanity, is on the agenda of each country with particular force, since the level and degree of protection determines the continued existence of the state system as a whole.

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Specific approach to the creation of an intellectual information system in the training of legal professionals

Enfoque específico para la creación de un sistema de información intelectual en la formación de profesionales del derecho

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ABSTRACT

In this article, we have tried to reveal the basic approaches in the development of intelligent information system of management of the educational process. By working out, it was considered the experience of some foreign and national high schools, taking into account the general principles of educational process. The analysis has shown that at IS development there is a necessity in the specific approach to system development. Since the systems of educational process management, where training specialises in the exact sciences differs from training in the humanitarian sphere. While in most cases the control of the educational process implies the management of the educational activities of higher education institutions, the system under development set us the task of developing an integrated system that includes other types of events in higher education institutions, emanating from the specifics of public education management in our country.

Keywords: information systems, education management system, education, intelligent systems

RESUMEN

En este artículo, hemos tratado de revelar los enfoques básicos en el desarrollo del sistema de información inteligente de gestión del proceso educativo. Al hacer ejercicio, se consideró la experiencia de algunas escuelas secundarias extranjeras y nacionales, teniendo en cuenta los principios generales del proceso educativo. El análisis ha demostrado que en el desarrollo de SI existe una necesidad en el enfoque específico para el desarrollo del sistema. Desde los sistemas de gestión de procesos educativos, donde la formación especializada en ciencias exactas difiere de la formación en el ámbito humanitario. Si bien en la mayoría de los casos el control del proceso educativo implica la gestión de las actividades educativas de las instituciones de educación superior, el sistema en desarrollo nos asignó la tarea de desarrollar un sistema integrado que incluya otros tipos de eventos en las instituciones de educación superior, emanando de los detalles de gestión de la educación pública en nuestro país.

Palabras clave: sistemas de información, sistema de gestión educativa, educación, sistemas inteligentes.

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Introduction

We live in the 21st century - the century of information technology. The emergence of a new management environment with the use of information space poses unique challenges and requirements to the educational sphere. Information management environment is based on network management technologies. Proceeding from the requirements of modern society, it is necessary to note that information systems and information technologies are the main components of educational process management. Networks in contemporary society are a new form of social interaction, the environment or, in other words, the space for joint activities and maintenance of mutual communication and communication. Networks support the dynamic exchange of data and information among the people who shape them. Systems are created as a form of social organisation that allows a group of people to increase resources and contribute to solving problems. The growth of information flows and the increase in the speed of information exchange requires more than just database management. The necessity of the use of intellectual systems and elements of artificial intelligence in reduction and simplification of process of acceptance of administrative decisions in education matures. Thus, information technologies put forward a new challenge to previously known management structures. They imply sufficient work and management of the organisation with the help of information and information and communication technologies.

If we look at the development and introduction of information-communication technology (ICTs) in the educational process in the Republic of Uzbekistan over the past three decades, we can distinguish three main approaches to the use of information and communication technologies in education. The first approach, in the late 1990s and early 2000s, was the emergence of computer classrooms and computer literacy training. This is evidenced by the normative and legal document, the Decree of the President of the Republic of Uzbekistan No. PD-3080 "On further development of computerisation and introduction of information and communication technologies" dated May 30, 2002. The second approach - mid-2000 and early 2010 - is the use of information and communication technologies for creation of databases and national information system, data transmission and information exchange. This is evidenced by the Law of the Republic of Uzbekistan "On Informatization", adopted on December 11, 2003, and other related legal, regulatory and by-laws. The third stage includes the last 5-6 years - the active introduction of information and digital technologies and SMART-technologies in all spheres of activity, which are evidenced by the ongoing reforms in the country in recent years and the adoption of regulatory legal acts in this area.

The word "smart", which means "clever" in translation, is now regularly used in many areas forming new terminology, such as Smart Education, Smart University, Smart Learning, Smart Classroom, Smart Learning Environment, etc. (Uskov et al., 2017; Roumen & Kovatcheva, 2017). Smart-Technologies, in other words, intelligent information systems imply the use of digital technologies to support learning, education and educational management. Intelligent information systems also provide a strong indication of how the future learning environment can be shaped. Thus, while in our republic there is rapid development and reform in all areas of human activity, an important point is the choice of the right course in reforming the educational sphere of the Republic of Uzbekistan. Our imperfect world is moving towards uncertain future scenarios, and we must try to redirect it towards sustainability, i.e., a new way of acting to improve our environment while achieving justice, social equality and economic stability. However, change is impossible without learning, just as knowledge is impossible without change. It is necessary to carefully analyse the need for a new form of education in modern society and identify the specific problems facing higher education in the XXI century, taking into account the regional and national characteristics of our state and the priorities arising from the Strategy of Action of the Republic of Uzbekistan. Besides, it should be noted that the use of digital educational technologies is also a subject of standardisation in the international committee ISO. (*Standards for smart education - towards a development framework. Tore Hoel and Jon Mason, Smart Learning Environments, 2018. <https://doi.org/10.1186/s40561-018-0052-3>*)

Thus, the following question follows from the above statements: "How does intelligent learning differ from traditional learning? Therefore, this question, in turn, raises other derivatives. How should the management system of "smart" education be constructed, what are the predominant aspects of the use of intellectual systems in education management?"

First of all, let us consider the difference between information systems and intellectual systems. The concept of "information system" can be interpreted in a narrow and broad sense. In a general sense, this concept represents the totality of technical, software, organisational and personnel support. In this case, it is intended for timely provision of all elements of the system with information. The broadest definition of information systems was given by M.R.Kogalovsky: "An information system is a complex that includes computing and communication equipment, software, linguistic means and information resources, as well as system personnel and provides support for the dynamic information model of a certain part of the real world to meet the information needs of users" (*M.R.Kogalovsky Advanced Technologies of Information Systems. - Moscow: DMK Press; Moscow: IT Company, 2003. - 288 c. ISBN 5-94074-200-9*).

The International Organization for Standardization (ISO), in turn, gives the following definition of information systems: “An information system is an information processing system that works in conjunction with organisational resources such as people, equipment and financial resources that provide and distribute information” (ISO/IEC 2382-1).

Russian legislation defines an “information system” as “an automated system which results in the provision of output information for subsequent use”.

The Informatization Act describes the information system as “an organisational ally organised a set of information resources, information technologies and means of communication enabling the collection, storage, retrieval, processing and use of information”. (*Law of the Republic of Uzbekistan “On Informatization”, December 11, 2003*)

In a narrow sense, the information system implies a set of information system components, which includes DBMS, databases and application programs. In this case, it is considered as a system designed for automated data processing related to data acquisition, modification and storage.

What is an intelligent system? A smart system is a type of knowledge-based automated information system. It represents a complex of software, mathematical, linguistic, technical and organisational means for the realization of set tasks. The main mission of the intellectual information system is to support human activity in decision making.

The fundamental changes taking place in the state and society, caused by the development of new information and digital technologies, have led to the need for change in the higher education system as a whole. The reforms did not bypass the Tashkent State Law University either. The need for highly qualified legal personnel meeting modern international standards has been the main impetus for the ongoing reforms within the university. Structural changes were made in the management of the University as a whole. Based on international experience, the activities and functions of many subdivisions, such as the dean’s office, educational and methodical department, etc., were abolished.

The main goal is to create in the Tashkent State Law University a single integrated information and intellectual management system of the university. The essence will lead radically change the management system of a higher education institution and to provide quality legal education. It is also necessary to ensure external uniformity of educational systems developed and functioning by international standards designed by such organisations as the Learning Technology Standards Committee and International Standard Organization (ISO).

If to take in general, management of education with use of information technologies develops in two directions: the first, control of educational processes. It is based on knowledge transfer and the second, management of educational institution as the organisation which represents management of the personnel, resources and the budget, and also planning, the account and the control of activity of all divisions of higher education institution as a whole.

Research

In the process of creating an intellectual information system, the experience of some foreign and national universities operating in the Republic of Uzbekistan was studied. Information systems of educational process management in different universities differ in their specificity. The specifics and directions of these HEIs require a particular individual approach to the high education institutions (HEI) management system. The similarity of the systems in these HEIs lies in the fact that the main goal is aimed at the automated management of the educational process, that is, mainly the transfer of knowledge to students.

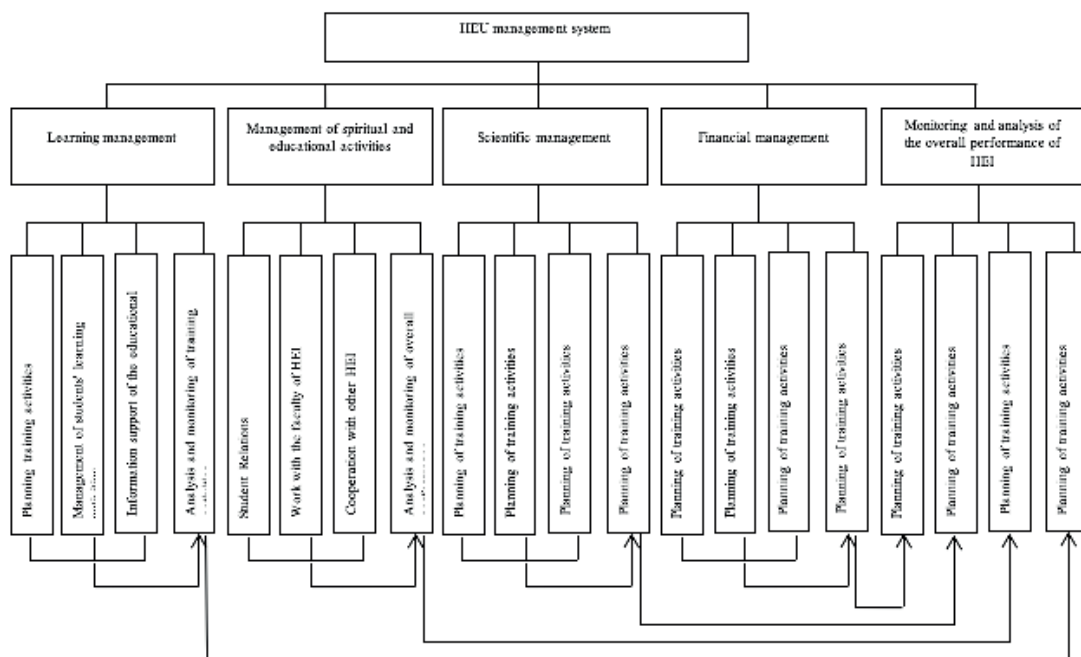
In the process of studying the experience of some foreign and national universities operating in the Republic of Uzbekistan, some comparative analyses of existing systems in these universities have been conducted.

Information systems of educational process management in different HEIs differ in their specificity. The specifics and directions of these HEIs require a particular individual approach to the HEI management system. The similarity of the systems in these HEIs is that the main goal is aimed at automated management of the educational process.

The problem of automation of the management of the educational process was and still is one of the actual problems of education. Many publications have been made on this topic; not a little research has been done. However, it is necessary to note that today higher educational institutions have other organisational and financial structure than it was the last two decades. The introduction of new state educational standards in the higher

education system, in turn, requires a new organisational and regulatory framework. Taking into account all this, the use of old methods and techniques in the educational process impedes the achievement of desired results. In turn, I think that the trend towards the formation of an information society in our country is becoming more and more relevant, and I believe that each higher education institution should automate the management of the educational process, based on its specifics and the existing information environment.

In many aspects of the automation of learning management, some specific aspects of the problem are discussed, such as scheduling of training sessions, development of curricula and courses, calculation of scholarships, etc. In these specific cases, the solution to these problems is solved without taking into account the connection between them. This prevents us from achieving an effective solution to the common problem facing us. Automation of the system is purposeful and productive when the most complex and labor-intensive processes of any system are automated, and leads to the achievement of the intended goal. The most complex subsystem of the university management system is the educational process management subsystem. In general, the university management system can be presented in the following schematic form (Pic.1):



Picture 1: HEU management system.

The introduction of an automated system of educational process control in universities should begin with the automation of the following subsystems:

- automation of the educational process planning;
- students' learning activities automation;
- the educational process to provide information resources Automation;
- Automation of system analysis and audit (monitoring) of the educational process.

In turn, as we know from practice, the most complex and labour-intensive part, which leads to many mistakes, is the planning process. At the same time, it plays an essential role in supporting the quality of qualification in the preparation of qualified personnel and the calculation of labour costs. It is important to note that the more accurate the structure of the curriculum, the more successful the automation and optimisation of educational management systems in higher education institutions. Therefore, a module or subsystem dealing with curriculum and workload generation should include the following tasks and functions, which should be fully and supported:

- (a) Automation of curricula by specialties (for bachelors and masters) and fields of study;
- b) automated planning of pedagogical load of the university, faculty, faculty, teaching staff, automatic calculation of educational works;
- c) electronic distribution of instructional weight among the faculty members of the department;

d) to formulate the curriculum of the higher education institution automatically, taking into account the employment of teachers and educational and laboratory base.

Also, it is vital to take into account several factors in the development of the educational process planning subsystem:

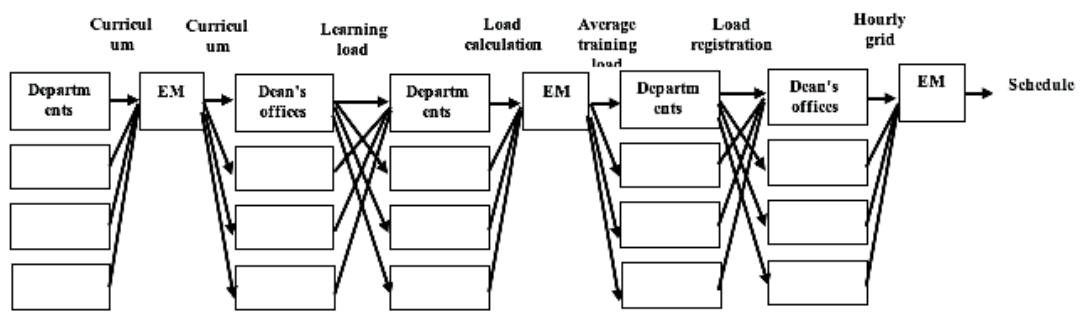
- The connectedness of theory and practice;
- Compliance of the volume of educational information with the state educational standards;
- the sequence of classes, taking into account the interdependence of subjects.

Only in case of observance of the necessarily listed problems, it is possible to reach optimum planning in higher educational institutions.

Research results and system implementation

The primary information flows of the educational process, such as the content and sequence of courses, documentation of the material and progression of scholarly information in the established forms, the formation of these forms and the organisation of automatic filling in of documents are additional conditions in achieving an optimal solution in educational planning.

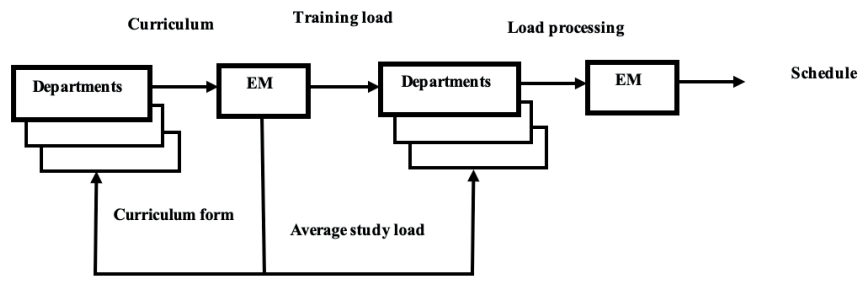
Currently, most higher education institutions operate according to the technological scheme presented in Picture 2.



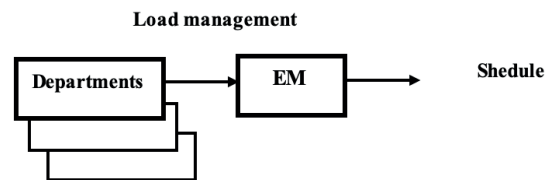
Picture 3: Existing schedule planning flowchart.

Analysing the existing system, it can be concluded that this system is very complex, non-automated, challenging to handle and can lead to specific difficulties in administration, low flexibility and insufficient quality of planning. Here are a few options for planning the learning process to eliminate the above-mentioned shortcomings, automate the scheduling process and reduce the risk of errors:

- a) Schematic diagram of schedule planning without optimisation (Picture 4);
- b) Schematic diagram of schedule planning with optimisation (Picture 5).



Picture 4: Technological diagram of scheduling without optimisation.



Picture 5: Technological scheme of schedule planning with optimisation.

For the intellectual information system to be successfully implemented in education management, each process and subsystem in the structure of the university must be optimised to be efficiently structured. In the beginning, this process is very time-consuming and requires a certain amount of time, and in the future, it requires constant improvement of the system.

The specificity of legal education is not only in the transfer of knowledge but also in the formation of legal consciousness, the upbringing of the younger generation in the spirit of patriotism and faithful service to the homeland. Moreover, the training of highly qualified authorised personnel following international standards. In this regard, the intellectual information system being created at the Tashkent State Law University assumes the coverage of not only educational activities but also includes the management of scientific, educational and methodical, organisational and spiritual and educational activities of the university. Over the past few years, the University has been working on the creation of an intelligent information platform at the university, which combines several software products that combine both areas, which are mentioned in the article above. These are the following:

- Functions of a generation of documents necessary for the activity of the university;
- Data recording, monitoring of order execution;
- electronic formation of the schedule of training sessions;
- Analysis of static data, employee productivity, etc;
- Creation of scientific, legal base in Uzbek language (diploma works, dissertations, etc.);
- Electronic textbooks, videos and teaching material;
- feedback mechanism with people from remote regions;
- A system of accounting for graduates and their achievements to address the issues of employment of graduates and to cover the needs of employers in legal personnel.

The introduction of these programs in the educational, research and development process, staffing will increase the effectiveness of the university, the personal responsibility of employees, as well as their practical skills in working with information and communication systems. This will also reduce the amount of paperwork, increase the potential of the university, by providing students, researchers, faculty members with remote access to the system and independently solve several issues and satisfy their needs.

The intelligent information management system should be built based on modern information technology. The concept of building a system involves solving the following main tasks:

Learning Management

The management of the educational process consists of the support of work typical of the educational department of any higher educational institution, such as the development of curricula, calculation and distribution of the load on teachers, and the preparation of work schedules for the educational process. The system should allow the use of information to all participants in the educational process.

Improve the concept “Student’s account” in the srs-system and include additional functions in it (review of results for all semesters, mobile application).

To improve the technical characteristics of the website, www.mytsul.uz, by creating three sections:

- training sessions (electronic class schedule, video classes in all specialised disciplines, including courses of foreign universities from youtube)
- educational material (modular folders as part of a complete list of educational material necessary for a student)
- questions for the control of students’ knowledge (the entire database of control questions since 2013).

Besides, the srs-system allows you to generate an identification number (ID) (must be decrypted) for different types of students’ examinations, enter assessments for teachers. This system should be integrated into a single

platform.

Student and staff information management

The system should ensure the accumulation of information about students, starting from the moment of applying for admission, ending with graduation, and about employees, from the moment of applying for employment, ending with dismissal. Using the system, it is necessary not only to obtain information on specific individuals but to conduct analytical studies, for example, on staffing or student performance.

Creation of an online job site where you can find information about vacancies and conditions of employment.

It will be advisable to install and use the messenger inside the university within the framework of the platform. Since all quick correspondence and chat are conducted in telegrams, the messenger should be pop-up or displayed in the lower right corner of the screen of a personal computer. The platform should optimise internal communications.

Currently, a portfolio of faculty members has been developed. The collection of the faculty reflects only educational and scientific activities. It is necessary to add spiritual and educational and organisational activities, since each teacher, within the framework of his duties, performs all tasks that are sent for execution by the leadership of these units. The teacher's page should display personal achievements, training certificates, photo galleries, should become a file repository, ensure ownership of the blog, forum, correspondence with colleagues, working groups.

Management of scientific and methodical activities

Management of scientific and methodical activities should include activities on scientific, methodological and research activities, provide an opportunity to record and monitor this area of activity, including the identification of promising areas for further research activities of the university.

Management of spiritual and educational activities

The management of spiritual and educational activities should include the ability to record and monitor activities in this area. As one of the main directions of the university is considered to be the spiritual and educational activity, which allows paying attention to the formation of patriotic views among students, which is one of the specific aspects of legal education in the country.

Financial and economical information management

Management of financial and business information includes accounting for the movement of material assets and financial resources, planning of cost estimates, calculation of various payments to employees and students. The system should contain information on the use of premises belonging to the university (classrooms, conference halls, dormitories, etc.).

It will be expedient to create an electronic system of monitoring of purchases in the university for making group decisions and qualification of suppliers, pricing policy and other conditions of investments.

Internal document management

The information system should support electronic document flow between university departments. Orders, orders, memos should be delivered to the addressees within a guaranteed period of time. The electronic archive of internal documents should allow access to the regulatory documents entered into the system earlier. It is necessary to introduce a modern form of corporate e-mail (tsul.uz) with the possibility of its use through a smartphone.

Support for management decision making

Support for management decision making consists of providing managers with tools for operational analysis of information reflecting the activities of the university.

The methodology for developing large information systems should be used in the design process.

Employees and students of the university should implement ID cards that will serve as identification tools and store necessary personal data of the employee and student. The card will contain a personal password to enter the territory of the university (the information will be immediately transferred to the personnel department or dean's office), information on the literature received in the library. In addition, the ID card will serve as a multifunctional means of payment, allow you to credit funds to pay for services (cafeteria, canteen, vending

machines, photocopying), as well as with the help of an ID card you will be able to determine the balance of the debt on the payment of tuition fees.

Principles of system construction:

Complexity. The information system should cover all the central departments of the university and support the main areas of activity. The principle of comprehensiveness makes it possible to eliminate duplication of information input and related problems - wasteful time consumption, untimely data updating.

Openness and scalability. An information system should allow for development and expansion and be capable of integrating new tasks and subsystems, including borrowed ones, into its environment. The increase in the size of the system, associated with the growth of the number of users, the territorial distribution of jobs should not disrupt the performance and not reduce the response time to user actions.

Safety and reliability. The system should be protected from unauthorised use and access to information. Only registered users can access the system. The nomenclature of functions should be defined by the powers of a particular user. Reliability should be ensured by the use of means adequate to the scale of the system for data storage and processing.

Composition of the automated control information system

Subsystem "Educational and methodical department."

Creation, accumulation, adjustment of curricula. Calculation and control of teachers' workload. Drawing up the schedule of the educational process, development of the program of classes and exams. Individual work plans of teachers. Encryption of intermediate and final control works of students. Statistical indicators of students' progress. Issuance of certificates at the request of the student in electronic form. Submission of applications (appeals, etc.) in electronic form, etc. Preparation of appendices to the diploma.

Subsystem "Admissions Committee"

Maintenance of the personal card of the applicant, the formation of examination papers. Preparation of current and final analytical materials based on the results of testing and other types of tests.

Dean's office subsystem

Work with student's card, motion control, the formation of orders, sheets, obtaining data on the results of current, intermediate and final control works. Accounting for deductions, restorations, academic leave.

Subsystem "Postgraduate Training Management"

1) on admission to postgraduate education institutes:

- Reception of documents from applicants (remotely);
- the organisation of remote pre-selection (in the form of essays);

2) on monitoring of applicants' activity

- applicant registration

Maintenance of personal card of the applicant, formation of examination lists, preparation of current and final analytical materials based on the results of quarterly, semi-annual and annual monitoring, the formation of orders, lists, obtaining data on the results of discussion of dissertation works. Accounting for deductions, restorations, and vacations.

3) on methodological work

Organization, adjustment of theoretical and methodological plans. Calculation and control of the workload of scientific consultants and managers. Preparation of an individualised curriculum, development of examination schedules. Statistical indicators of scientific activity of applicants. Issuance of certificates in electronic form.

4) on work with scientific councils

Maintenance of documentation of Scientific Councils, the formation of the work plan, preparation of current and final analytical materials on the results of discussions of dissertation works. Systematisation and accounting of protocols and decisions of scientific councils.

5) on work with departments and departments

Exchange of information and documents for the prompt receipt of information and other materials about the structure of the teaching staff, the scientific work of faculty and employees, information on talented young people, the results of scientific and creative competitions, etc., the execution of instructions of the management, etc.

The Monitoring subsystem

Prompt receipt of integrated information about the structure of the teaching staff, the movement of students and staff, information on applicants, study groups, the results of the sessions, etc., on the implementation of instructions from management, etc.

“Personnel” subsystem

Maintaining an archive of personal cards, recording the movement of university employees, vacations, sick leave, the formation of orders. Preparation of reports on personnel information.

“Masters” subsystem

Maintaining a master's card. Formation of a theme for dissertation works and distribution. Monitoring of Master's degree activity.

“Department” subsystem

Personal data of the faculty at the department. Formation of curricula and modules, distribution among teachers. The private office of the teacher.

Information-resource centre

Formation of a personal history of library subscribers. Online order for resources available in the library. Binding to the personal identification card of employees and students of the university with the possibility of further binding to other related services of the university.

Subsystem “Planning and financial management.”

Calculation of the staff schedule of teaching and training staff, accounting for the movement of staff and students. Planning of salaries, scholarships and other payments. Calculation of university expenses.

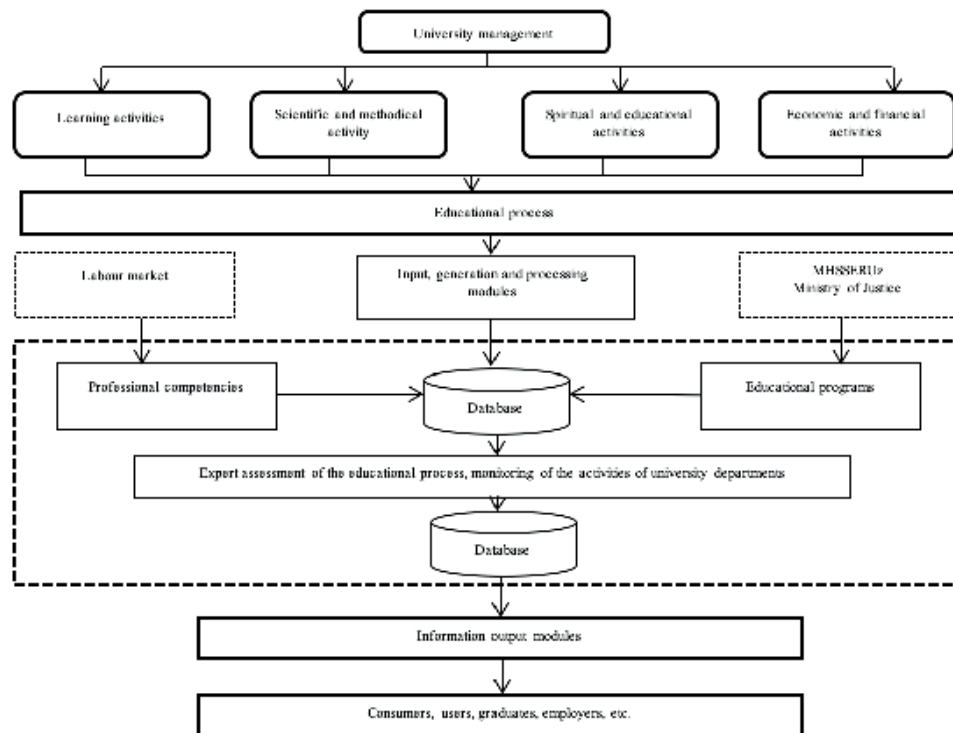
Accounting” subsystem

Accounting for the movement of materials of fixed assets. Registration of documents, maintenance of order logs and sheets. Settlements with debtors and creditors, with accountable persons, salaries.

The intellectual information management system is schematically presented in Picture 6.

Conclusion

In this article, we have tried to reveal the basic approaches in development of intellectual information system of management of educational process. By working out took into account experience of some foreign and national high schools, taking into account the general principles of educational process. The comparative analysis of the existing systems has shown that during the development of the information system there is a need for a specific approach to the development of the system based on the specifics of education. Since the systems of educational process management, where training specialises in the exact sciences differs from training in the humanitarian sphere. The analysis of different systems and literature has shown that there are many forms and different concepts for the development of education management information system. While in most cases the management of the educational process involves the management of educational activities of higher education institutions, the system under development has set us the task of developing an integrated system that includes other types of activities in higher education institutions, emanating from the specifics of public education management in our country. Despite the presence of specific problems which constrained introduction and development of information system of education management in university the system of education management which considers specific features of preparation of straight shots is created.



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Reflexiones en torno a los antropólogos en su relación con las ONG: Análisis a partir de un estudio de caso

Aproximations to the anthropologists in their relationship with NGOs: Analysis from a case study

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RESUMEN

El objetivo del este trabajo es reflexionar en torno a los ámbitos posibles para la práctica profesional de los antropólogos a partir del análisis de mi propia experiencia de trabajo profesional en una Organización No Gubernamental (ONG): “La Fundación”. El propósito de este estudio es realizar una contribución al debate más amplio en torno a las dimensiones políticas de la praxis profesional.

En primera instancia, se realizará un breve recorrido histórico de las ONG y su surgimiento como actores políticos desde una perspectiva antropológica. Luego, en un plano más empírico de análisis, se estudian algunas de las características de las ONG en el contexto nacional argentino de la crisis de 2001. Finalmente, en las conclusiones se apuntan algunas cuestiones tendientes a repensar las posibles relaciones entre teoría y práctica, así como también las dimensiones éticas y políticas de intervenir en el mundo social.

Palabras clave: ONG, practica profesional, desarrollo, desigualdad, comunidad.

ABSTRACT

The aim of this article is to analyse the possible fields for the professional practice of anthropologists based on the critical review of my own experience of professional work in a Non-Governmental Organization (NGO): “The Foundation”. The purpose of this study is to contribute to the wider debate around the political dimensions of professional practice.

In the first instance, there will be a brief historical overview of NGOs and their emergence as political actors from an anthropological perspective. Then, on a more empirical level of analysis, some of the characteristics of NGOs are studied in the Argentine national context of the 2001 crisis. Finally, in the conclusions some questions are pointed out tending to rethink the possible relationships between theory and practice, as well as the ethical and political dimensions of intervening in the social world.

Keywords: NGO, professional practice, development, inequality, community.

* Este artículo surge de la reflexión de tres años de trabajo en una ONG y en el marco de un seminario de grado que abordaba la problemática acerca de los contextos y roles para el trabajo antropológico.

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Introducción

En el presente trabajo me propongo reflexionar en torno a los ámbitos posibles para la práctica profesional de los antropólogos a partir del análisis de mi propia experiencia de trabajo profesional en una Organización No Gubernamental (ONG): “La Fundación”¹. Con el estudio de este caso pretendo realizar una contribución al debate más amplio respecto de la inserción profesional-institucional de los antropólogos en diversos ámbitos laborales.

Con el objetivo de indagar sobre las dimensiones políticas de la praxis profesional, en primera instancia realizaré un breve recorrido histórico de las ONG, de sus características y su surgimiento como actores políticos desde una perspectiva antropológica. Luego, en los siguientes apartados, adentrándonos en un plano más empírico de análisis, revisaré el surgimiento de las ONG en el contexto nacional argentino de la crisis de 2001, deteniéndome en el caso de “La Fundación” y sus particularidades. Finalmente, en las conclusiones apuntaré algunas cuestiones pendientes tendientes a repensar las posibles relaciones entre teoría y práctica, así como también las dimensiones éticas y políticas de intervenir en el mundo social.

A nivel metodológico, la propuesta es realizar una etnografía institucional. La misma permite poner al descubierto el trabajo de las instituciones y las burocracias y habilita una mirada en torno a cómo “nos producimos inevitablemente dentro de los espacios conceptuales y sociales tejidos, como una fina telaraña, por la monótona pero eficaz labor de instituciones de todo tipo” (Escobar, 1998:195).

1. Las ONG: entre el tercermundismo y la globalización

Para entender el funcionamiento y las dinámicas actuales de las ONG es fundamental realizar una mirada retrospectiva de su desarrollo histórico.

Hours (2006), desde una mirada antropológica, plantea que durante las décadas de 1960 y 1970, se generalizó la idea de que la pobreza de los países subdesarrollados se solucionaría con grandes inyecciones de recursos procedentes de los países ricos. El tercermundismo, como corriente teórica, aportó los fundamentos para la cooperación internacional o sistema de ayuda internacional. La misma era vista en términos de solidaridad entre sociedades civiles del Norte y minorías del hemisferio Sur. Rodríguez Carmona (2008) advierte que estas posturas traducían una confusa mezcla entre “paternalismo y solidaridad”, entre fortalecimiento local y colonialismo (p. 29). Thwaites Rey y Castillejo (2008) realizan una revisión histórica de los autores que criticaron fuertemente a las teorías del desarrollo y la modernización. El eje común de la crítica radicaba en que observaban que el subdesarrollo en la periferia era condición del desarrollo en el centro. Por estos motivos, varios postulaban la necesidad de romper el vínculo de dependencia establecido. Más allá de algunos avances notables, en la década del '70 y '80, poco es lo que se avanza ya que el enfoque dependientista prácticamente desaparece del horizonte académico y/o político sustancial de la región.

De manera clara, Petras sintetiza el surgimiento de las ONG y su relación directa con el modelo neoliberal. El autor plantea que la cooperación internacional se constituyó en uno de los argumentos principales de un extenso número de organizaciones. Los postulados de estas organizaciones complementaban la agenda neo-liberal en tanto comprendían que “la cooperación gubernamental e internacional en torno a proyectos específicos provoca un incremento de la producción y el desarrollo”. Otro de los grandes argumentos estaba formado por la creencia en un mundo interdependiente en el cual “hay una necesidad de una mayor cooperación internacional en la transferencia de capitales, tecnologías y know-how de los países ‘ricos’ a los países ‘pobres’” (Petras, 1998: 2).

1 El nombre de La Fundación lo modificó por recaudos profesionales.

Tanto desde el cristianismo como desde supuestas posturas marxistas, se llevaron a cabo cantidades de programas que se apoyaban en “el reconocimiento de la dignidad de los pobres y el desarrollo humano” como los principales motores de sus acciones. Las categorías de “desarrollo comunitario”, “desarrollo participativo”, “pobres”, “desposeídos”, integradas en discursos mesiánicos de salvación, fueron las que sustentaron estas aproximaciones. Como contraparte, los países ricos del Norte y sus voluntarios, por sus buenos sentimientos y por su “altruismo”, eran los que debían ayudar a desarrollar a estas comunidades para salvarlas de la pobreza (Hours, 2006).

Posteriormente, en la década de 1980, el accionar de las sociedades civiles encontró asidero en las grandes catástrofes, ya sean naturales o políticas. A través del “charity bussines” - el mercado de los buenos sentimientos-, las ONG se constituyeron en actores centrales de los acuerdos de cooperación internacional. Sin embargo, con la declaración de la ONU acerca del “derecho de intervención humanitaria”², las catástrofes y los buenos sentimientos también dejaron de ser los argumentos para intervenir en diferentes poblaciones. Se difundió el humanitarismo y el “derecho de acceso a las víctimas” (Hours, 2006: 121), lo cual provocó que el foco de la ayuda se desplazara de la “comunidad pobre” al “cuerpo víctima”, de un sujeto colectivo a sujeto individual. Desde esta mirada, los sujetos de la ayuda eran vistos pasivamente: cuerpos heridos que sufren por conflictos en los cuales no tienen injerencia. Bajo esta nueva forma, la ayuda y los donativos comenzaron a tener el mismo carácter universal que los derechos humanos.

Con la caída del muro de Berlín, y el advenimiento de la globalización, el camino que tomaron las ONG fue el de readaptarse a las nuevas exigencias de los entes financiadores, se convirtieron en el brazo técnico de las fundaciones neoliberales y de los gobiernos, aceptado ser financiadas directamente por los mismos. Para la década de 1990, Hours (2006) plantea que las ONG se habían constituido en actores centrales en la administración de las cuestiones concernientes a los derechos humanos y las acciones de salvamento de poblaciones. Paralelamente, el rol de los tele-espectadores empezó a adquirir importancia en tanto sociedad “testigo”. En el marco de una sociedad ‘global’ conectada en simultáneo, todas las intervenciones de las ONG comenzaron a formar parte de la opinión pública. De este modo, las ‘soluciones’ que ofrecían las ONG a los fenómenos de exclusión que el propio sistema engendra, empezaron a servir como representaciones que les permitían a los pecadores y a los ricos expiar sus culpas.

Considero fundamental la revisión de este proceso por el cual cuestiones propiamente estatales se fueron derivando a la administración de sectores privados. Lo cual se pone de manifiesto con mayor énfasis en los periodos en donde se recrudecen las políticas neoliberales. Las ONG se han convertido en importantes actores políticos y sociales que participan activamente en la configuración del campo de relaciones de poder. Actualmente, estas organizaciones tienen maneras de abordar la complejidad de los conflictos sociales y medioambientales históricamente constituidas, por lo que los organismos gubernamentales articulan y pactan estrategias con ellas. De este modo, la gestión estatal se garantiza un mayor conocimiento de las lógicas locales y una mejor inserción territorial de los programas (Morey et al, 2014). En los apartados siguientes, me detendré en el análisis del caso de La Fundación, lo cual permitirá una mejor comprensión de estas dinámicas.

2. La Fundación y su surgimiento en el contexto de la crisis de representación del 2001

² Al respecto, un informe de Naciones Unidas señala que “a raíz de las tragedias de Rwanda y Los Balcanes en los años noventa, la comunidad internacional comenzó a debatir sobre cómo reaccionar cuando los derechos humanos de los ciudadanos son objeto de violaciones graves y sistemáticas. La cuestión es si los Estados tienen soberanía incondicional o si la comunidad internacional tiene derecho a intervenir con fines humanitarios”. En 2001, la intervención humanitaria se convirtió en los documentos de Naciones Unidas en la “responsabilidad de proteger”. Disponible en: <http://www.un.org/es/preventgenocide/rwanda/pdf/bgresponsibility>

En este apartado busco problematizar el surgimiento de La Fundación, analizándolo en relación al contexto histórico en el cual tiene lugar. El relato institucional, al cual tuve acceso y del cual me fui empapando a partir de mi experiencia de trabajo, sirve como contrapunto concreto para los desarrollos teóricos, a la vez que permite profundizarlos y actualizarlos.

En Argentina, la década de los '90 estuvo signada por las políticas neoliberales. El gobierno de Carlos Menem (1989 – 1999) fue el impulsor de las medidas y las recomendaciones del llamado Consenso de Washington. Como plantea Thwaites Rey (2010), la globalización neoliberal no se desplegó de manera autónoma, sino por medio de los Estados nacionales.

El Estado nacional durante dichos años empezó a tener un papel sustancialmente diferente en su configuración, tamaño y rol. Se orientó a funciones coercitivas y políticas en contraste con las sociales y económicas. Durante la década del 90, “el Estado nacional se contrajo, al desembarazarse de su aparato productivo (vía privatización), de sus órganos de regulación económica (vía desregulación), de muchas de sus funciones de apoyo (vía tercerización), de la prestación directa de la mayoría de los servicios públicos (vía descentralización), de fuertes contingentes de personal (vía retiros voluntarios y jubilaciones anticipadas) y de una porción no despreciable de su capacidad de decisión soberana (vía internacionalización)” (Oszlak, 2003: 19). Respecto de las políticas sociales, las mismas se reconfiguraron en torno a tres procesos complementarios: la focalización, la privatización y la descentralización. Se pasó de políticas universales a políticas orientadas exclusivamente a resolver situaciones de pobreza; se tercerizaron las prestaciones de servicios transfiriendo el poder a empresas, ONG y a la iglesia católica; y, las decisiones de los servicios sociales que quedaron en manos del Estado, pasaron a jurisdicciones provinciales o municipales (Hintze, 2007).

Todas estas medidas fueron generando un descontento en la población cada vez mayor acerca de la situación social y política, que se sumó a una lenta acumulación de fuerzas, que se había iniciado en 1976 con el terrorismo de Estado. Este proceso desembocó en la caída del gobierno civil – por primera vez como consecuencia de una agitación de masas– a través de la insurrección del 19 y 20 de diciembre de 2001 (Ouviña, 2008). Según este autor, la crisis no fue de representantes sino de representación, en tanto se impugnó toda una serie de modalidades tradicionales de pensar y hacer política. En este sentido, la consigna “que se vayan todos” denotaba una pérdida de confianza y credibilidad tanto en el ejecutivo de turno como en las políticas gubernamentales en términos más amplios.

En este marco es que surgió La Fundación y obtuvo gran inserción territorial tanto en términos materiales como ideológicos. Por una parte, la estructura socio-económica se hallaba marcada por la desindustrialización, las consecuencias de las políticas de ajuste y los nuevos mecanismos de explotación (Thwaites Rey, 2010). Por otra, en tanto se definía a sí misma como “organización apartidaria y apolítica” se posicionaba frente al desencanto existente para con los partidos políticos y el Estado.

A través de este tipo de construcciones, las ONG aparecieron como la “voz” de los pobres, constituyendo una “mediatización de relacionamiento” entre las poblaciones y el Estado³ (Morey et al, 2014: 140). Siguiendo a Petras, las ONG “han usurpado el espacio político de las organizaciones de base, por medio de una doble tenaza: por un lado, sustituyen al Estado en la prestación de servicios sociales básicos; por otro, se atribuyen la representación de las organizaciones de base en los procesos de toma de decisiones”⁴ (citado en Rodríguez Carmona,

3 Si bien entre 2003 – 2015, en Argentina, Bolivia, Venezuela y otros países, se ha intentado deconstruir esta mediatización por parte del Estado, actualmente con la vigencia del neoliberalismo, se ha regresado fuertemente a este tipo de gestión tercerizada de las políticas sociales.

4 Paralelamente a las ONG, y como nuevas formas de resistencia, surgen nuevas formas de movimientos sociales. Ver Ouviña (2008) y Thwaites Rey (2010).

2008: 41).

Según el relato institucional, La Fundación tiene su origen en el “sueño de un grupo de recién egresadas” quienes tenían la “idea de que los chicos avancen en sus estudios secundarios”, sin embargo observaron que en ese momento la realidad era otra: existía una “necesidad imperiosa de recibir al menos un plato de comida al día” (Presentación institucional, 2016). Con el tiempo, el objetivo fue modificándose hacia el área de educación.

En el relato fundacional se observa claramente la retórica tercermundista del sueño de una sociedad desarrollada, por supuesto en términos etnocéntricos desde una óptica occidental. Por otra parte, se dibujan los dos actores fundamentales del intercambio: las egresadas de una carrera universitaria –representantes de los sectores “ricos”-, que tienen sentimientos solidarios para con los sectores “de bajos recursos”. La ONG será en un principio constituida por estos discursos, para luego autonomizarse y alimentarse de las retóricas propias del campo y, fundamentalmente, por el lenguaje utilizado en la consecución de financiamiento, en donde prima una combinación de argumentos tecnocráticos combinados con postulados ideológicos de tipo humanitario (Morey et al, 2014).

Más allá de los vaivenes que tendrá posteriormente y de las ambigüedades ideológicas que atraviesan a todas las organizaciones, es interesante destacar que se mantiene la conceptualización de sectores “de bajos recursos que viven en áreas de alta vulnerabilidad”. De esta forma, se construye una alteridad sustentada en supuestas diferencias espaciales y a partir de una dotación (alta/baja) de recursos (entiéndase materiales). Lo interesante de esta construcción es su virtualidad: el “otro” deja de ser un “otro” real con agencia para transformarse en un “otro” pasivo, víctima, en el que las características que aportan a dicha construcción son aumentadas desmedidamente “áreas de alta vulnerabilidad”. Por otra parte, esta elaboración imaginaria de la pobreza parte de nociones espaciales, que desconocen las razones que producen estos desequilibrios territoriales, por lo tanto los sigue reproduciendo (Bratisevic, 2009).

Respecto de la concepción de la educación como “herramienta de inclusión social” (Planificación institucional, 2017), me parece interesante el análisis que realiza Trincheró (2009). El binomio exclusión/inclusión implica una mirada del sujeto que niega su capacidad de producción y su productividad. Esta postura no solo desresponsabiliza al capital, sino que tampoco permite dar cuenta de las relaciones sociales de dominación que subyacen a dichos procesos. Al mismo tiempo, da de baja la posibilidad de producir relaciones sociales alternativas.

En relación a esta dicotomía, se erige el “tercer sector”, que es el que da respuesta a los excluidos. El modelo tripartito que se plantea –Estado, Mercado, Sociedad Civil- transforma un problema del capital en un problema de sector. Por su parte, se reproduce esta división ficticia en tanto las organizaciones que se autodenominan del tercer sector, a la vez postulan su carácter no-mercantil y su “posición apolítica”. Al momento de definirse a sí misma La Fundación se sitúa en este tercer sector. En distintos documentos se define como “organización de la sociedad civil (OSC)”, “organización sin fines de lucro” y “organización no gubernamental”. Estas palabras comienzan a internalizarse en cada uno de los actores de la organización, que las reproducen continuamente.

En suma, este crisol de conceptos coadyuva a correr el eje de las disputas y fortalece procesos de estigmatización y auto-estigmatización de los excluidos como “sectores vulnerables”. Se plantea la discusión en los propios términos de las relaciones desiguales y no se cuestiona la dominación. A la vez, se encierran a las disputas en pequeños círculos – constituidos por las propias ONG-, perdiendo noción de la transversalidad de las problemáticas de clase y por ende despolitizándolas.

3. Los procedimientos documentales

Los Puntos de Apoyo Escolar (en adelante PAE), son los dispositivos a través de los cuales La Fundación opera territorialmente. Mediante un permanente proceso de construcción son a la vez dispositivos institucionales “para el desarrollo” y espacios comunitarios. Bratisевич (2009) subraya la importancia de reconocer estos procesos, simultáneos y superpuestos, que se desarrollan en los diferentes niveles de actuación, por los cuales se estructuran ciertas formas de producir los espacios.

A nivel institucional, cada una de las actividades que se llevan a cabo se encuentra enmarcada en un proyecto o varios proyectos, su ejecución esta calendarizada y se realiza un reporte o evaluación final de cada una de ellas. Todos estos documentos son supervisados por la directora de Puntos de Apoyo Escolar. Es fundamental comprender que “las prácticas documentales no son inocuas en absoluto”, por el contrario “están inmersas en relaciones sociales externas y se hallan profundamente implicadas en los mecanismos de poder” (Escobar, 1998:187). A través de dichos procedimientos documentales, las organizaciones quedan ligadas a los gobiernos, las organizaciones internacionales y las corporaciones. Escobar (1998) plantea que mediante mecanismos burocráticos y textuales de este tipo se va construyendo la realidad de la interacción entre la ONG y sus beneficiarios. Todo lo cual, no impide que la institución presente los resultados como la situación real, como la forma de ser de las cosas.

Es fundamental analizar el profundo impacto de las “representaciones del desarrollo” en lo local. En este nivel, los conceptos del desarrollo y la modernidad se transforman y presentan una productividad cultural que exige una mejor comprensión, ya sea porque suscitan resistencia o porque se adaptan a las formas locales (Escobar, 1998: 97). Como coordinadora e intermediaria, puedo notar la discrepancia entre las lógicas locales y comunitarias, y los proyectos presentados para conseguir financiamiento ante entes internacionales, nacionales, estatales y privados. Los cuales son elaborados por los agentes del área institucional, que rara vez visitan el territorio.

En este sentido, es clave el doble rol que cumpla como coordinadora en tanto articuladora de la lógica local con las lógicas de financiamiento (Morey et al, 2014). En cierta medida las prácticas documentales de La Fundación, y las categorías allí desarrolladas, son las que enmarcan las dinámicas generales, son las que garantizan el acceso a los recursos, de modo tal que la comunidad local por momentos tiene que ajustarse a dicha categorización para tener éxito en sus relaciones con la institución.

Una de las ocasiones en donde esta dinámica queda en evidencia es cuando, antes o después de aprobar un financiamiento, algún representante del ente financiador visita los PAE para ver su funcionamiento. Particularmente, para atestiguar el manejo de recursos que realiza la ONG. En dichos casos, las directoras nos avisan previamente la visita al PAE y nos piden explícitamente que convoquemos la mayor cantidad de beneficiarios posible. Llegado el día, las propias directoras acompañan a los representantes en la visita y recorren el PAE enfatizando, y sobredimensionando, los beneficios de la labor que realizan. Aquí me parece fundamental analizar que además de acomodarse a la dinámica propuesta por la institución, se da una apropiación estratégica de parte de la comunidad de dicho evento. Especialmente las madres de los jóvenes, son quienes asisten ese día, acompañando a sus hijos/as, para “hacerle el aguante a La Fundación”. La representación que construye la comunidad local de su relación con La Fundación es de intercambio, en donde hay un toma y daca, que si bien está atravesado fuertemente por los intereses de La Fundación, no es unidireccional. Desarrollare con más detenimiento este último aspecto a continuación.

4. La ONG en la trama social del barrio

El PAE en el que trabajo está ubicado en el partido de San Isidro, provincia de Buenos Aires. El barrio posee una infraestructura habitacional precaria. La misma está dada por las características de las viviendas, por la falta de red de cloacas y por el hacinamiento. A partir de un total de 85 encuestas efectuadas en el barrio se estiman los siguientes resultados: cerca del 50% de los encuestados afirmaron vivir con 6 o más personas en su hogar y un 10 % viven en casilla (CIPPEC, 2004).

Uno de los jóvenes del barrio me relataba que “Santa Ana tiene 300 metros por 100 metros. Los 300 metros están divididos en 10 pasillos, que son angostos y tienen cien metros nomas, y allí hay una casa al lado de otra”.

En las cercanías del barrio Santa Ana, se encuentran además los “monoblocks” o Barrio San Isidro, edificios de propiedad horizontal de tres pisos con escaleras visibles del lado externo. Un vecino planteaba que “todo ese barrio [lo hicieron] los militares”, una fuente secundaria menciona que “el complejo fue inaugurado en 1979, y fue construido por el Instituto de la Vivienda de la Provincia de Buenos Aires” (La Noticia Web, 2010). Por otra parte se observan, en términos de los vecinos, una “hilera de casas nuevas”, las cuales fueron construidas en el marco del “Plan Federal de Viviendas – Subprograma de Urbanización de Villas y Asentamiento Precarios” aprobadas en el partido de San Isidro el año 2008 por el decreto municipal 804/2008 (Boletín oficial extra No 363, 2008).

En el barrio, además de La Fundación hay varias instituciones no gubernamentales, eclesiásticas, privadas y estatales. Como coordinadora y referente del PAE participo de una reunión mensual junto a los representantes de estas organizaciones. En dichas reuniones dialogamos sobre las problemáticas del barrio, acordamos estrategias conjuntas para difundir los servicios de cada institución y nos pasamos datos de otras instituciones y de profesionales (psicólogos, comisaria de la mujer, talleres artísticos, etc).

Uno de los actores fundamentales en este entramado es la Parroquia Santa María del Camino. La parroquia es sede de los más diversos servicios para la comunidad: recursos materiales, apoyo escolar, atención primaria para la salud, atención psicológica, grupos de canto, de tejido, etc. Coincido con Carbonelli (2009), quien considera que a partir de la inscripción territorial, el poder de convocatoria y el trabajo social propio de las iglesias del conurbano bonaerense, las mismas se constituyen en las vías de acceso de los pastores al juego político local.

De acuerdo con Ceceña, el territorio es “espacio de síntesis de la disputa por la cultura y los derechos humanos, sociales y políticos de todos los miembros de la sociedad y no sólo de los representantes institucionalizados”. La organización social del territorio es, asimismo, “un espacio de confrontación en el que se cruzan modalidades y dimensiones distintas de acumulación de capital, así como concepciones societales de temporalidades y legalidades también distintas” (cit. en Ouviaña, 2008). En este sentido, los agentes de la comunidad local intervienen activamente en la construcción del espacio y en la disputa por la definición de los roles de los propios agentes institucionales, cimentados desde sus propias trayectorias. Las personas que participan del PAE, también circulan por, y participan de, otros espacios comunitarios. A partir de estas redes y de los lazos colectivos, de ayuda mutua, es que la comunidad va tejiendo sus estrategias de supervivencia. Podemos ver, de este modo, que el territorio “no se restringe a lo meramente físico, aunque por supuesto lo incluye. También contiene las múltiples prácticas e historias de vida que constituyen la subjetividad de la comunidad que lo habita” (Ouviaña, 2008).

Es importante notar que todo este complejo entramado de relaciones sociales se opone a la homogeneización discursiva que se opera desde los procedimientos documentales y las lógicas de financiamiento, a partir de los cuales la diversidad de comunidades locales y sus experiencias

se subsumen en categorías como “pobres”, “subdesarrollados” y “sectores vulnerables”. Este reduccionismo tiene profundos efectos políticos: por una parte, se desconocen las condiciones de posibilidad de estas comunidades y al mismo tiempo se invisibilizan los procesos históricos de su constitución. Son categorías “esencializantes y fantasmagóricas que se sostienen a sí mismas” (Trincheró, 2007: 74).

Finalmente, es interesante observar cómo estas categorías junto con la idea globalizada de “lucha contra la pobreza” operan como fantasía ideológico-social a partir de la cual se borran y se disimulan los antagonismos originados en la desigualdad. La sociedad aparece, así como no escindida, en tanto la relación entre sus partes es armónica y de ayuda complementaria (Zizek, 1992 cit. en Mastrangelo, 2006).

5. Contextos de trabajo profesional de los antropólogos. Las posibilidades y los limitantes de la propia formación universitaria.

En principio, es fundamental reconocer que la antropología como disciplina científica surge del hecho colonial por excelencia. Si bien con el transcurrir de la disciplina se fue problematizando su origen, sigue vigente una visión de los antropólogos como profesionales capacitados para trabajar en situaciones o ámbitos marcados por la lógica colonial. Escobar (1999) plantea que “si el fenómeno colonial determinó la estructura de poder dentro de la cual se desarrolló la antropología, el fenómeno del desarrollo ha proporcionado a su vez el marco general para la formación de la antropología contemporánea” (p. 100). En este sentido, considero que no fue casual que me hayan convocado para trabajar desde La Fundación, ni tampoco que las directoras enfatizen continuamente que ellas me ven en “el trabajo territorial”. Este locus de la antropología sigue siendo reproducido al día de hoy, también por parte del Estado delegando a los antropólogos el abordaje de la “cuestión étnica” (Trincheró, 2003).

Actualmente, la inserción profesional para los antropólogos y otros científicos sociales se está abriendo a los campos de la gestión estatal y privada. Ochoa Gautier (2002) reconoce que para muchos intelectuales que viven en América Latina el trabajo en estos espacios no siempre parte de una elección y un compromiso, sino también debido al “decreciente mercado académico o la subvaloración económica del mismo” (p. 215). Paulatinamente, y a partir de la reflexión crítica y los aportes de los profesionales que trabajan en estos ámbitos, se ha empezado a considerar que dichas experiencias aportan a hacer visibles otros aspectos de las problemáticas y temáticas propias de la disciplina: “Este lugar de las intersecciones se revela no sólo como un espacio desde el cual ejercer una crítica al mercado o al ‘saber instrumentalizado’, sino como un lugar de fuertes contradicciones que genera preguntas sobre los límites y las posibilidades de los procesos de articulación entre pensamiento crítico y espacio público” (Ochoa Gautier, 2002: 215).

En una primera instancia reflexiva sobre el trabajo profesional en el marco de una ONG surge la paradoja entre lo que Escobar (1999) denomina “antropología para el desarrollo” y “antropología del desarrollo”. Los antropólogos para el desarrollo serían aquellos quienes se comprometen activamente con las instituciones que fomentan el desarrollo, con el objetivo de transformar la práctica desde dentro⁵. En contraposición, la antropología del desarrollo esboza una crítica radical al desarrollo institucionalizado y prescribe el distanciamiento. Desde esta mirada podría definirse a los profesionales que formamos parte de La Fundación como antropólogos para el desarrollo. En este sentido, operaríamos como intermediarios culturales: recabando los puntos de vista locales, corrigiendo las intervenciones que ya están en marcha, relevando sobre el

5 En esta línea se sitúa Hours (2006) cuando plantea que “Los proyectos de las ONG constituyen así un terreno insoslayable para la investigación sobre el desarrollo que puede encontrar allí tanto las preguntas esenciales que debe afrontar como la posibilidad de experimentar soluciones y métodos, abocándose a la adecuación de tales medios a las condiciones locales. Una colaboración de este tipo, por lo demás, no puede más que mejorar la eficacia de aquellas ONG que se dedican a la implementación de soluciones sustentables de desarrollo” (p. 124).

terreno los datos primarios imprescindibles para planificar. El resultado sería la implantación del desarrollo ‘con más beneficios y menos contrapartidas’ (Cernea 1995: 9 cit. en Escobar, 1999).

Sin embargo, con el transcurrir del tiempo la reflexión a partir de mi labor cotidiana me permitió alejarme de esta primera definición simplista. Aquí me parece clave revisar y servirme de la noción de praxis. La misma permite dar cuenta del “movimiento por el cual los conocimientos teóricos se desarrollan a la par de nuestros conocimientos prácticos, de tal modo que la intervención en la realidad social es acción y ciencia a la vez” (Bastide, 1971). Por otra parte, mi desempeño cotidiano no es ingenuo, está informado por una formación antropológica (históricamente situada) que ha contemplado críticamente las corrientes teóricas del desarrollo. La carrera me ha orientado en la construcción de una mirada problematizadora que busca visibilizar las relaciones de poder que sustentan las prácticas sociales. En este sentido, el trabajo en La Fundación fue una experiencia que me permitió repensar y valorar desde la práctica todo el complejo de competencias, disposiciones y saberes construidos en mi trayectoria universitaria.

En este punto, coincido con Restrepo (2007) en entender que el giro decolonial en la antropología no es ‘tirar al bote de la basura’ toda la disciplina en su conjunto; sino por el contrario, “es poner en evidencia los múltiples efectos de la operación de la colonialidad en toda su profundidad y extensión para tener en claro las fisuras y los límites desde las cuales se abrirían nuevas condiciones de conversabilidad que empujen a sus extremos los constreñimientos epistémicos, institucionales y subjetivos que están en juego en la disciplina” (p. 11).

Pensar la práctica profesional como práctica política nos permite poner en cuestión los presupuestos de colaboracionismo con el desarrollo. Muy por el contrario, la etnografía, como herramienta metodológica, permite informar y debe proporcionar una visión acerca de las negociaciones locales sobre las condiciones que van más allá del proyecto de desarrollo. Es en esos intersticios en donde es posible co-producir desde, y en conjunto con, los saberes subalternos, dispersos y ocultos, nuevas prácticas de socialidad, nuevas relaciones sociales de contrapoder. La construcción activa de nuevas prácticas y espacios emancipatorios está ocurriendo en el seno mismo del capitalismo (Ouviña, 2008).

Trabajar desde la ruptura de la disyuntiva “inclusión - exclusión”, habilita nuevas miradas, nuevas experiencias que se constituyen desde la operación del habitar. Destaco la importancia de propiciar espacios en donde la creación colectiva, y sobre todo la creación artística, posibilitan encuentros que, partiendo desde la composición con saberes subalternizados, permiten vislumbrar otras prácticas de socialidad. En resonancia con esta mirada Williams (1980) plantea que “sería un error descuidar la importancia de las obras y de las ideas que, aunque claramente afectadas por los límites y las presiones hegemónicas, constituyen—al menos en parte—rupturas significativas respecto de ellas y, también en parte, pueden ser neutralizadas, reducidas o incorporadas, y en lo que se refiere a sus elementos más activos se manifiestan, no obstante, independientes y originales” (p. 18).

En este accionar cotidiano queda de manifiesto la relativa autonomía que tenemos los sujetos particulares que operativizamos los objetivos y proyectos de La Fundación. En relación a este aspecto, Raggio (2013) propone que los técnicos y profesionales a cargo desarrollan cotidianamente acciones que pueden incluso estar contrapuestas a las orientaciones de la conducción. Esto se debe a que en tanto agentes también estamos atravesados por condiciones históricas, políticas y socioculturales específicas que nos permiten reinterpretar y resignificar las prácticas dentro de las estructuras dadas. Sin embargo, estamos en mejores condiciones de aprovechar estas rupturas en tanto podamos reconocer y reflexionar conscientemente en torno dichos límites y presiones que caracterizan a lo hegemónico. Para visibilizar y potenciar la “apertura finita pero significativa de muchas contribuciones e iniciativas” (Williams, 1980: 18) es preciso un proceso persistente y continuo de reflexividad.

Asimismo, como profesional, es central poder dar cuenta de las condiciones sociohistóricas de producción del ámbito en el cual desarrollo mi accionar cotidiano, ya que “son éstas las que determinan el qué, el cómo y el por qué de dicha producción” (Trincheró, 2003: 79). Profun-

dizar en esta reflexión involucra al mismo tiempo poner de manifiesto las propias limitaciones y condicionamientos a los cuales como individuo social estoy sujeta (Trincheró, 1994 cit en Trincheró, 2003).

Finalmente, me gustaría mencionar que siendo que la carrera de Ciencias Antropológicas (UBA) se encuentra orientada hacia dos salidas laborales concretas: la investigación académica y la carrera científica y, por otro lado, la docencia⁶, en consecuencia, existe una escasa reflexión en torno a las posibilidades y los límites de la labor antropológica en otros ámbitos como el Estado y las ONG, entre otros. En el actual contexto, creo que es de suma importancia poder revisar, desde una perspectiva crítica, las estructuras, dinámicas y problemáticas de la administración pública y ONG, teniendo en cuenta las particularidades de estos espacios y su estrecha vinculación con las lógicas coloniales.

6. Sobre el debate en torno a la torre de marfil y la gran prostitución

Para cerrar me gustaría retomar una de las preguntas que se hace Escobar (1999) acerca de la relación entre la teoría y la práctica. Invitándonos a pensar en torno a “una nueva práctica de la teoría y una nueva teoría de la práctica” y en consecuencia cuestionándose acerca de si esta relación exige pensar una “reinención radical de la antropología fuera del ámbito académico que conduzca a la disolución de la misma antropología aplicada” (p. 118).

Así como Wallerstein (2006) se pregunta en relación a la reestructuración de las ciencias “¿dónde se encuentran las oportunidades de experimentación creativa?”, me parece interesante retomar esta pregunta en relación a los ámbitos de inserción profesional de los antropólogos.

Creo que es fundamental repensar críticamente los encuentros que nos propone la antropología con la “alteridad”, con “saberes subalternos”, y más específicamente repensar el rol del antropólogo, y su lugar en el proceso de producción de conocimiento en pos de la emancipación. Esta postura implica una toma de posición activa y política que le permita involucrarse en los procesos sociales que investiga, así como también tener en cuenta los usos políticos que se le puedan dar al conocimiento producido (Trincheró, 2003).

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6 El desarrollo del profesorado en la carrera fue recién a partir de 1988. Cuando se propuso para abrir la mirada acerca del rol del antropólogo como profesional en ámbitos diferentes al de la producción académica, estrictamente universitaria.

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A study of corporate social responsibility (CSR) initiatives of selected organizations in and around Pune city, state of Maharashtra, India

Un estudio de iniciativas de responsabilidad social corporativa (RSE) de organizaciones seleccionadas en y alrededor de la ciudad de Pune, estado de Maharashtra, India

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ABSTRACT

From the last many years, Indian business organizations are implementing various corporate social responsibility (CSR) activities for the well-being of society. Nowadays, in the business sector, the concept of corporate social responsibility has achieved prominence from all avenues. Several Indian organizations are realized the importance of CSR activities with a view to promoting their brands. This study aims at to understand the perceptions of officials regarding CSR concept, the measure failed where they have initiated their CSR practices, their CSR approaches and major challenges faced by organizations in the implementation of CSR activities. Through the study, it is found that officials have different perceptions about CSR concept and adopted different approaches of CSR there are several challenges facing by the organizations in India. The study also focused on the advantages of CSR and the major aim of the organization for implementing CSR activities.

Keywords: Corporate Social responsibility activities; Corporate social responsibility approaches; Challenges in CSR; Perception of CSR.

RESUMEN

Desde los últimos años, las organizaciones empresariales indias están implementando diversas actividades de responsabilidad social corporativa (RSE) para el bienestar de la sociedad. Hoy en día, en el sector empresarial, el concepto de responsabilidad social corporativa ha alcanzado prominencia en todas las vías. Varias organizaciones indias se dan cuenta de la importancia de las actividades de RSE con el fin de promocionar sus marcas. Este estudio tiene como objetivo comprender las percepciones de los funcionarios con respecto al concepto de RSE, la medida fracasó cuando iniciaron sus prácticas de RSE, sus enfoques de RSE y los principales desafíos que enfrentan las organizaciones en la implementación de las actividades de RSE. A través del estudio, se encontró que los funcionarios tienen diferentes percepciones sobre el concepto de RSE y adoptaron diferentes enfoques de RSE. Las organizaciones en India enfrentan varios desafíos. El estudio también se centró en las ventajas de la RSE y el objetivo principal de la organización para implementar actividades de RSE.

Palabras clave: Actividades de responsabilidad social corporativa; Enfoques de responsabilidad social corporativa; Desafíos en RSE; Percepción de la RSE.

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1. Introduction

Today, the majority of the leading Indian corporate organizations had realized the significance of CSR. Corporate Social Responsibility has provided organizations with a new tool to compete in the corporate and business sector (Asemah, Okpanachi, & Edegoh, 2013). CSR concept facilitates the alignment of corporate and business functions with social values. This concept is considered as a point of convergence of different initiative aimed at ensuring the social and economic improvement of the society (Idemudia, 2008). Majority of Indian corporate organizations have been quite sensible in implementing CSR activities and integrating them in their business processes. In simple words, CSR is referred to as business responsibility and an organizations activity on environmental, ethical, social and economic issues. (Saxena, 2016). As for the United Nations and the European the commission, CSR leads to triple bottom line-profits, protection of environment and combat for social justice.

The concept of CSR evolved from its early beginnings in the 1950s. This concept found its fate in Europe than in the USA. According to Arora, & Puranik, (2004), "The CSR concept had various meanings, depending on the stakeholder and that depending on the specific solutions". It is the procedure of assessing and organizations impact on society and evaluating their responsibilities towards society.

Nowadays, CSR has come a long way in India. From responsive practices to sustainable initiatives, organizations have clearly demonstrated their inability to make a significant difference in the community and improve the overall quality of life. Changing a business scenario, liberalization, and globalization, ethical consumerism is adding heat to the concept of CSR (Hamid, Singh, & Abdullah, 2017). Today, the majority of the organizations are indicating their commitments towards CSR practices with a view to enhance their corporate image or reputation or to be in the competition. therefore, CSR has become a successful concept for every corporate organization in order to ensure their capacity for long-term value and gain competitive benefits. In the opinion of Azim Premji chairman of Wipro Ltd, CSR aims at fundamental social development. In the Indian context, it means and efforts to realize the vision of just, humane and equitable society and where every action, however, small, is driven by this large vision, that is real action (Sharma, & Kumar, 2015).

Through the present study, the paper researcher has attempted to focus on the perceptions of officials on the CSR concept and major field of CSR. This study also focuses on the bay TS CSR approaches adopted by the organizations, major aims of implementing CSR activities, main challenges in implementing CSR activities and advantages of CSR activities.

2. Review of Literature

Uvais, & Cholasseri. (2013), have focused on the findings and reviews the Dimensions of CSR and challenges in CSR in India. Authors have pointed out that, lack of understanding, lack of trained workforce, lack of coverage, lack of policy, etc., are some of the challenges in the CSR. Through the study, authors have discussed on the CSR and business ethics. Authors have stated that the concept of CSR is now firmly rooted in the global business agenda. In the opinion of authors, the major challenges facing by the corporate organizations is the need for more reliable indicators of development in the field of CSR; along with the dissemination of CSR strategies. Through the study, authors have attempted to comprehend and gain insight into the behaviour or attitude of organizations towards various aspects of social contribution.

Sarkar, & Sarkar. (2015), have analyzed the potential implications of mandated CSR under the recently enacted companies act 2013 in India on firm incentives, likely responses of corporate are that came under the ambit of the law, implications for resource availability and delivery of social goods and the prospects and challenges of implementing mandated CSR. Through the study, authors have focused on the legal framework of CSR in India and reasons for implementing corporate social responsibility, regulatory approaches to CSR and CSR practices of Indian organizations. This study paper urges that notwithstanding the potential economic costs that may accompany mandated CSR, the provisions of the act are designed thoughtfully to balance the goals of the organization and its shareholders on the one hand and that of the society and its stakeholders on the other.

Shyam (2016), has stated that today in India, CSR has become a fundamental business practice and has achieved much attention from the management of large scale business/corporate organizations. The author has explained the concept of CSR and analyze the development of CSR in the Indian context. Through the study, the author has also discussed the policies governing in India and the cases of CSR initiatives by Indian organizations including small and medium scale enterprises role in CSR. The author has focused on the overreaching and growth of CSR in India and changing trends in CSR, that this from charity to responsibility. The author has concluded that effective partnership among organizations and NGOs and government agencies will place India's social development on our right track.

Gautam, & Singh (2010), have discussed the various definitions and descriptions of CSR. Authors have elaborated the development of the CSR concept in Indian organizations. Authors have examined how India's top 500 organizations view towards CSR and process of their CSR. Through the study, authors have also identified key CSR practices and maps these against the global reporting initiative standards. Authors have found that CSR is now presented as a comprehensive business strategy, arising mainly from performance considerations and stakeholders pressure. Authors have suggested that business and CSR strategy appeared to be on a convergent path, towards business and CSR integration across the organization. This study paper gives a perspective on how top Indian

organizations view and conduct CSR.

Sharma, & Kiran (2013), have presented some reviews of study articles related to corporate social responsibility from 1975 to 2011. The review of these articles, study papers are conveying changing departments of CSR practices. Through the study, authors have presented currents in the idea of CSR in India and the world. Authors have examined the evaluation of policy, framework, parameters and observed that, rather than evidence of a single form of CSR practices, the organizations have two diversify the CSR practices from philanthropic practices to Carroll's social responsibility practices. Authors have pointed out that, majority of corporate organizations are new showing their commitments towards CSR. This study paper is based on the literature reviews published in various journals. In the opinion of authors, there is a need for further research to determine whether the findings of the previous studies are situational rather than generalizable.

3. Significance of The Study

The present study is significant due to the increasing strategic business weight and attention paid by Indian corporate organizations which have result business to be more sustainable. CSR activities enable corporate organizations to give something to society. It induced organizations to create church are economic and environmental innovation (Geethamani., (2017). The organizations selected for the study purpose are from various sectors i. e. Service, Banking, Manufacturing, Information Technology, etc. and the role of these organizations in the Indian economy and Indian society is very important. This CSR practices playing an important role in improving the repetition of these organizations in the corporate world and CSR activities he is catching up in these organizations to now. Indian organizations have now realized that customers are willing to pay more of the organization that acts on ideas, therefore, this study is significant with a view to know all about the CSR activities implemented by the selected organizations.

4. Objectives of The Study

- a) To understand the perceptions of officials about the role of CSR in community development.
- b) To understand the major fields of CSR.
- c) To understand the CSR approaches adopted by selected organizations.
- d) To understand the major aims of implementing CSR practices.
- e) To understand the opinions of officials about the advantages of the CSR.
- f) To understand the major challenges/constraints in the implementation of CSR activities.

5. Research Methodology

This study is exploratory in nature and based on primary and secondary information. Primary information is collected with the help of a small questionnaire prepared for CSR officials of the selected organizations. Secondary data which includes published shows the sector-wise a number of selected organizations.

5.1 SELECTION OF SAMPLE

Sector	Number of organizations
Manufacturing	43
Information Technology	42
Service	39
Banking	26
Total	150

Convenient sampling method has been adopted for the section of organizations. Questionnaires well fed up from the CSR officials of the selected 150 organizations situated in and around Pune city.

5.2 Limitations of The Study

- a) The present study is restricted only to the selected corporate organizations located in and around Pune city.
- b) The reluctance on the part of few CSR officials to provide accurate information is limiting factor.
- c) The results of the study are situational and may not be generalizable. The results of the study area as per the social economic conditions of the study area; specifically, in the context of challenges or constraints

facing in the implementation of CSR activities by the selected organizations.

6. Results and Discussion

Table 1, Perceptions of officials on CSR concept

Perception	No. of Respondents	Percentage
It is a link between organization and the society	18	12%
It is an important source of attracting talented people towards organization	07	5%
It is an important tool of environment protection and social obligations	12	8%
It is an important tool for sustainably of corporate goals	15	10%
All the above	98	65%
Total	150	100%

As per the collected information from the CSR officials of the elected organizations, 12% of them stated that through the CSR practices can create a link between the society and the organization. In the opinion of them, through the CSR practices, the existence of organizations in the society is felt beyond a perception that organizations are not only are places of just getting employment and other business and service procedures, but are centers of social capital that are necessary for the development of the society. In the opinion of 5% officials, CSR practice is an important source to attract talented employees towards organizations. Organizations can take benefit of their reputation in the context of CSR and strengthen their appeal by making their commitment part of their value proposition for the potential candidate and the employees also view their organization's commitment to socially responsible behavior more favorably and tend to have a positive attitude towards organizations that co-relate with their better performance. 8% officials have stated that, CSR activity ease and important tool of environment protection. Nowadays, many organizations have been engaged in learning and advocacy of nature and environment protection to CSR practices. Protection of nature and environment is a CSR initiative that caves advantage to the society in preserving the latter's rights towards repaying healthy environment. 10% officials have stated that CSR activity is an important tool of the substantive ability of corporate goals. CSR practices represent a continuing commitment by the organization to behave ethically and involved in the economic development and improving the quality of life of their employees and society. Majority of the officials (65%) have stated that all the above-stated aspects make clear the concept of corporate social responsibility(CSR).

Table 2, Major Fields of CSR in which selected organizations are engaged

Fields of CSR	No. of Organizations	Percentage
Public Health Care	20	13%
Rural Development Projects	18	12%
Environment protection	21	14%
Promotion of Education	52	35%
Women and Child Welfare	39	26%
Total	150	100%

As per the information provided by the CSR officials of the selected organizations, 13% of organizations are involved in the public health care activities through CSR, which includes a free medical check-up camps in rural areas for adolescent girls, old age people movement and children, promoting preventive health care, sanitation and promoting pure drinking water. If the prior percent of organizations are conducting a ruler and development projects include the programs related to eradicating malnutrition, agricultural guidance for farmers and strengthening rural parts by developing roads, housing, etc. 14% of organizations are involved in environmental protection to CSR activities. The environment protection activities involve ecological balance, agroforestry, conservation of natural resources, maintaining the quality of soil etc. 35% of organizations are involved in the education field through CSR practice, which involves promoting primary education, donation of benches, blackboards and other furniture to the village-based schools. Apart from this some organizations are enhancing vocational skills training programs for rural women. Some organizations have taken the responsibility of providing mid-day meal to the primary

school children. 26% of organizations are involved in women and child welfare programs through CSR, which included entrepreneurship development, an adult education program for women, women health care, etc.

Table 3, CSR approaches adopted by the selected Organizations

Approaches	No. of Organizations	Percentage
Established own foundation	22	15%
Working with NGO'S or Charitable trusts	63	42%
Working with govt. Agencies	65	43%
Total	150	100%

The above table depicts the various CSR approaches adopted by the selected organizations. As per the collected information, 15% of organisations have their own foundations for implementing their CSR practices. Majority of such organizations are in IT sectors. These foundations are not having the aim of making a profit but these foundations are established with a view to providing good welfare service to society through CSR activities. A good example of such organizations are Infosys, Hindustan Lever, Mahindra, and Mahindra, etc. some of the organizations (42%) are working with NGOs or charitable trust for achieving their objectives of corporate social responsibility examples of these organizations are Jet Airways, Cummins India, Tata Power Ltd, etc. which are working with the NGOs to carry out its CSR practices apart from this 43% organizations are working with government agencies for carrying out their CSR practices.

Table 4, Aims of Organizations of implanting CSR activities

Aims	No. of Organizations	Percentage
To increase reputation of Organization	29	19%
To increase customers	11	7%
To get tax benefits from government	34	23%
To develop and enhance relationship with society	10	7%
All the above	66	44%
Total	150	100%

The above table highlighted the main aims of organizations for implementing CSR activities. As per the information provided by the CSR officials, 19% of organizations are implementing CSR activities for increasing reputation for their organizations. 7% of organizations main aim for implementing CSR activities is to increase and retain the customers 23% of organizations major aim is to get tax benefits from the government. 7% organizations are implementing CSR activities with a view to develop and enhance the relationship with society. Majority of the organizations (44%) are implementing CSR activities for fulfilling all the above-stated objectives.

Table 5. Advantages of CSR (Opinions of Officials)

Opinions	No. of Organizations	Percentage
Reduction in exploitation of labour, bribery corruption	08	5%
It helps in business growth	11	7%
Growth in profitability	20	13%
It helps in redressing the balance between organization and employees	10	7%
It helps in increasing reputation of the organization	22	15%
All of the above	79	53%

Total	150	100%
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The above table depicts the advantages getting by implementing CSR activities. In the opinion of 5% CSR officials, due to implementing CSR activities there is a reduction in the exploitation of labor, bribery, and corruption according to 7% officials, successful CSR activities help in business growth and improvement in organizations reputation. In the opinion of 13% officials, CSR activities help to improve profitability, growth and sustainability of the organization. According to the 7% CSR officials CSR activities play an important role in redressing the balance between organizations and employers and according to 53% are officials, they are getting all about is the advantages due to implementing CSR activities by their organizations this shows that CSR activities take organizations beyond compliance with the legislation and leads them to respect people and society.

Table 6, Challenges and Constraints in implementation of CSR activities

Challenges	No. of Organizations	Percentage
Poor response of Society	42	28%
Transparency Issues	28	19%
Lack of trained and capable workforce	39	26%
Lack of clear guideline of CSR	30	20%
Narrow outlook of NGOs and government agencies	07	4%
Lack of consensus of local agencies or NGOs	04	3%
Total	150	100%

If as per the information provided by the CSR officials, there are several challenges and constraints in the implementation of CSR activities. For a response of society and biased mindset of people is a key challenge which hindering CSR cities in India, stated by 28% CSR offices. 19% of officials opine that, lack of transparency on the part of local agencies as they are not willing to disclose information about their programs, issues related to audit, utilization of funds and assessment impacts etc. all these factors created negative impacts on the trust between organizations and society, which make people biased about CSR activities of the organizations lack of trained and capable workforce is also an important constraint in the implementation of CSR activities, stated by 26% CSR officials. According to them due to non-availability of trained and capable workforce to work in remote and rural areas, it is highly impossible to assess and find out the real requirements of the community. 20% of CSR officials have stated that there are no clear statutory guidelines or policy directives for the implementation of CSR activities. 4% of CSR officials have opined that narrow group of NGOs and government agencies towards CSR activities create a good stack can in the CSR initiatives of the organizations. Therefore, many organizations find it difficult to participate in CSR activities. According to the 3%, CSR officials lack consensus among local agencies about CSR activities, also make an obstacle in the implementation of CSR activities by the organization. This front results in duplication of activities by the organizations in the areas of their intervention. This fact creates a competitive spirit between local agencies and organizations, rather than making collaborative approaches on the problematic issues and this has created a limitation on the inability of the organization to assess the effects of their CSR activities from time to time.

7. Findings and Conclusions

- i. Through the study, it is found that almost all the officials are having clear cut perception regarding CSR activities. According to them, CSR is a link between the community and the organization's tool of attracting and retaining employees in the organization and it is an important tool of environment protection. It is concluded that almost all the officials are aware of the exact role of CSR practices in the corporate world.
- ii. It is found that, promotion of primary education, the welfare of women and Child, rural development, public health are some of the major areas of CSR in which major radio of the organizations are involved. It is concluded that nowadays CSR practices in India is headed in a positive direction and playing an important role in those areas where there is a lacking.
- iii. Organizations have adopted different approaches with a view to carrying out their CSR activities. Many of organizations are having their own foundations, some of them working with NGOs and government agencies charitable trust, instead of appointing separate trained employees for implementing CSR treaties

it is observed that the majority of the organizations are working with government agencies. The main intense behind at opting this approach is to avoid the cost of maintaining separate CSR fell for CSR cost of employees their training etc.

- iv. It is found that, all the organisations are having certain aim for implementing CSR activities. The basic aim of implementing CSR today he's to maximize the organization's overall impact on society and receive tax benefits from the government. It is concluded that the Total organizations CSR has become significant due to heightened interest in the role of corporate organizations in the society has been promoted by increased warmth to and ethical issues and environmental awareness.
- v. Through the study, due to implementation of CSR activities, organizations are getting some advantages. In this regard it is concluded that CSR is an approach of organization which contributes to sustainable growth, improvement by providing social economic and environmental advantages not only to the organizations but also to the society at large.
- vi. It is found that there are several challenges and constraints in the implementation of CSR activities. Lack of community participation or poor response from society is the major constraint or challenge facing by the organizations. Apart from this, the challenge of getting the trained and capable workforce to carry out the CSR activities. There are no clear guidelines or policy directives for implementing CSR activities. It is observed that the scale of CSR initiatives is according to the size of the corporate organizations and the profile of the organizations that is large-scale organization larger is its CSR activities.
- vii. It is found that the CSR activities conducted by Indian organizations lack specific guidelines regarding their investment parameters, effect majoring criteria and areas to be covered for CSR activities.

8. Suggestions

- i. For effective implementation of CSR activities, it is suggested that there should be public – private partnership with well-defined controls and process with a view to optimum utilization of available resources for the well-being of the community.
- ii. There should be a provision of the special budget by the organizations for treating CSR activities as an investment from which returns are expected.
- iii. There should be proper guideline directives prepared by the government with a view to effective implementation of CSR activities in rural as well as in remote areas.
- iv. There issued more focus through CSR on primary education, women's health programs, vocational training programs for women, disaster management, Green marketing, etc.

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Crisis management: financial crisis and fund combination

Gestión de crisis: Crisis financiera y combinación de fondos

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ABSTRACT

The main purpose of this research is to investigate the relationship between the financial crisis and fund structure in companies admitted to Stock Exchange during the period of 2001-2017. To collect theoretical foundations of this research, the library method and to collect statistical information from financial statements and notes It has been used along with it. In terms of purpose, the research method is applied research, in terms of substance and content, is a correlation type that is used to explore the correlation between variables by post-event method. The results of information analysis show that there is a significant relationship between financial crisis and fund combination, and the financial crisis has a positive effect on the fund combination of the company, as well as the findings from the sub-hypotheses, which shows that the observed effect and the growth of corporate assets have a negative effect on the structure have to fund.

Key words: economy, financial crisis, statistical information, fund combination, negative effect

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RESUMEN

El objetivo principal de esta investigación es investigar la relación entre la crisis financiera y la estructura de los fondos en compañías admitidas en la Bolsa de Valores durante el período 2001-2017. Para recopilar los fundamentos teóricos de esta investigación, el método de la biblioteca y para recopilar información estadística de los estados financieros y notas, se ha utilizado junto con ella. En términos de propósito, el método de investigación es la investigación aplicada, en términos de sustancia y contenido, es un tipo de correlación que se utiliza para explorar la correlación entre variables mediante el método posterior al evento. Los resultados del análisis de la información muestran que existe una relación significativa entre la crisis financiera y la combinación de fondos, y la crisis financiera tiene un efecto positivo en la combinación de fondos de la empresa, así como en los hallazgos de las sub hipótesis, lo que demuestra que El efecto observado y el crecimiento de los activos corporativos tienen un efecto negativo en la estructura que deben financiarse.

Palabras clave: economía, crisis financiera, información estadística, combinación de fondos, efecto negativo

1. Introduction

The main goal of corporate governance is to maximize the value of the stock market, that is, the wealth of shareholders in joint stock companies. In this regard, the functions of financial management of companies are divided into three categories of investment, financing and profit sharing (Ataei Zadeh, 2014). Financing decisions that ultimately determine the company's financial structure or structure are important because such decisions lead to a firm's optimal fund structure. Financial management decisions are critical to improving corporate finances, but unwise decisions can ultimately lead to a financial crisis. For a new business unit, nothing is more important than providing fund (Baral, 2004). However, the cash-delivery method has a great impact on the success of an institution. This argument applies not only to new business units, but also to all business units. How companies choose a combination of debt and fund in their fund structure depends on a variety of factors, including corporate characteristics, economics, managerial outlooks and goals. The financial literature provides different perspectives on how to make managers' fund structure decisions (Altman, 1992). The financial leverage has been introduced as a factor in determining the company's financial capability, and it is believed that the financial leverage increases the degree of financial distress (Gonzalez, 2013).

The financial risk increases the company's risk. Many researches used their financial leverage in their models as a measure of corporate risk or fund structure costs. Various studies have assessed the impact of leverage on corporate performance negatively, suggesting that corporate leverage increases their risk. The fund structure of firms in different countries is significantly different, so managers have to use various factors such as economic factors and corporate features when deciding on the optimal composition of fund structure, and they must make decisions about financing and the effects that these factors have on the structure Invest, pay attention (Brealey, 1984). In addition, financial managers should consider the internal characteristics of the company and the economic factors to create the appropriate financial structure and, in the light of these variables, seek to maximize the value of the company. Today, with the growth of commerce and commerce, and the creation of complexity in economic and commercial relations, financial tasks have changed dramatically (Gordon, 1974). The emphasis of governments on economic growth has made companies and institutions more and more expanding, and these tasks have become more complicated (Jefferson, 2001). On the other hand, technological advances and widespread environmental changes have led to an accelerated economic growth, and increased competition has grown, due to the growing competition of firms, limited profitability and increased bankruptcy (Murillo, 2013). The rate of financial crises in the world in recent years is more than ever. In the last two decades, figures and numbers indicate an unprecedented increase in bankruptcy. The existence of financial crises in a country is an important economic indicator that attracts public attention. Also, the economic costs of bankruptcy are also very high.

Therefore, the ability to predict the financial crisis and prevent its occurrence is essential and prevent the inappropriate allocation of scarce economic resources. The importance of predicting a financial crisis has always been increasing in corporate ownership; global economies are today facing the dangers of corporate liabilities, especially after the collapse of major organizations such as Vervelkom and Enron, and that one of the objectives of the Basle II Laws Reducing credit risk, being aware and sensitive. On the other hand, bad corporate finances also cause disadvantages for different segments of the society, especially investors, including shareholders and creditors, which not only investors but also senior executives and accountants and auditors are also interested in scientifically predicting the financial condition of companies (Whitaker, 1999). The corporate financial crisis creates huge losses for investors, creditors, managers, workers, suppliers and customers. If someone finds out the cause

of the collapse of the company, it will save the firm from the necessary death with the necessary planning. Therefore, the prediction of the corporate financial crisis, the prerequisite for preventing the financial crisis, is the same as the “prevention is better than cure”.

Therefore, according to the mentioned materials, the main purpose of this paper is to investigate the relationship between financial crisis and fund structure in companies admitted to the exchange. Few Experts investigated the impact of the financial crisis on the fund structure of British companies. Their results show that companies first increased their leverage ratio from the pre-crisis (2006 and 2007) to the crisis (2008 and 2009), and then reduced it after the crisis (2010 and 2011) (Higgins, 2007). Companies use debt and equity to finance themselves, but they still rely on short-term debt instead of long-term debt over the course of the year. The reasoning of the relationship between fund structure and corporate performance during the financial crisis is largely overshadowed by arguments for the creation of value of debt, but it can be summed up in summary: the net effect of leverage on firm performance is a result of various effects. If the financial crisis (often a debt ratio) is more costly and more important than debt discipline roles, companies with more debt will have more functional problems, while if the financial crisis forces the company to force its operating efficiency and efficiency. To expand beyond the cost of the financial crisis, then companies that have more debt will certainly have better performance during the financial crisis (Gonzalez, 2013). In the real world where firms and companies operate, optimizing financial resources is one of their most important issues.

Optimizing financial resources maximizes returns with the lowest cost of fund. Firms do not just use one source (fund or debt) to finance, but they use a combination of them. The important thing is that companies have to choose which financial resources to choose from and how much to use it in their fund mix to achieve their main goals. Definitely identifying different ways of financing and using the right financial tools will help management to make more informed decisions and benefit more from companies, and the optimal use of financial resources will give managers the opportunity to maximize the company's overall value and the wealth of the owners of the fund. Increase Companies can finance domestic resources (through accumulated profits) or external resources (through the sale of shares or debt). Financing methods to sustain business and run profitable projects in the company's growth process are very effective and lead to the company's continuing life in competitive markets. The prediction of the continuity of business units and future periods is one of the key elements in decision making for investment. One of the methods for predicting the continuity of companies is the use of predictive models of financial crisis. The financial crisis is a condition in which many financial institutions or assets suddenly lose much of their value. In the financial sector, a firm is once considered to be in a financial crisis when it faces difficulties in fulfilling obligations to its creditors. Debt of a company may be used to finance its operations, but this will put at greater risk of experiencing a financial crisis. Therefore, if the corporate financial crisis does not improve, it will lead to bankruptcy. In one academic study on financial malpractice, Gordon defined it as reducing the company's profitability, which is likely to be unable to repay principal and interest. Most companies are entering a financial crisis as a result of poor management and economic distress. In the early stages of the financial crisis, the average operating profit of the company is not adjusted to ASA, and is measured after controlling other factors that significantly change the company's performance. The results of Jensen's positive assertions suggest that the financial crisis is a corrective action that improves corporate performance. From an economic point of view, the company's financial crisis is a natural phenomenon that should not be ignored. It is often in the latent period that economic losses occur and property returns fall. The best situation for the company is to discover the problem at this stage. The cash outflow stage begins when there is no cash available to the entity for the first time to meet current obligations or urgent needs. However, it may have several physical assets (Moghadam, Yansari, 2012). The problem here is that the assets are not sufficiently criticized and that the fund is imprisoned. The hypotheses in this study have been formulated with regard to the study of past research and theoretical foundations; The main hypothesis

- There is a significant relationship between fund structure and financial crisis. Sub-hypotheses
- There is a significant relationship between tangible assets and fund structure.
- There is a significant relationship between the growth of corporate assets and fund structure.

2. Methodology

The method of this research is based on the nature and content of the research as correlation, which was used to discover the correlation between variables by post-event method. The present research is descriptive in terms of type of work, descriptive research and in terms of purpose, is an applied research

that uses real information and various statistical methods to reject or not reject hypotheses. In this study, based on the type of data and available statistical analysis methods, the panel data method was used. For the collection of theoretical sources, subject literature and theoretical research topics, library resources (books, articles and journals in the field of research), dissertations, international authoritative journals available online on the Internet and other authoritative scientific databases were used. The required data from the audited financial statements and notes accompanying the audited financial statements of the companies admitted to the stock exchange were extracted from the novation software and the Codall site and the financial information processing center. The independent variable of this research is the financial crisis, which is a situation in which financial institutions or financial assets suddenly lose value to a large extent. In this research, Altman (1993) model has been used to calculate the financial crisis variable. This model, which is calculated based on the values of some variables, indicates the probability of a financial crisis occurring in companies. The smaller the amount obtained from this model, the greater the probability of a financial crisis for the company. This model, which is calculated based on the values of some variables, indicates the probability of occurrence of financial crisis in the companies. The smaller the size of the model means the greater the likelihood of a financial crisis for the company.

$$CRISIS_{it} = X_1 + X_2 + X_3 + X_4 + X_5$$

3. CRISIS: Financial crisis in company

$CS_{it} = \beta_0 + \beta_1 Cisis_{it} + \beta_2 Tangibility_{it} + \beta_3 Growth_{it} + \varepsilon_{it}$ X1; Ratio of working fund to total assets, X₂; Ratio of accumulated profits to total assets, X₃; Profit before interest and taxes to total assets, X₄; The ratio of the market value of equity to the total value of the total debt, X₅; The proportion of sales to total assets. The lower CRISIS_{it} in this model is the degree of corporate financial crisis. Companies with CRISIS_{it} higher than 2.9 enter a healthy corporations group with CRISIS_{it} less than 23.1 as bankrupt companies, and if CRISIS_{it} reaches between 1.32 and 2.9, it is considered as a doubtful area. And the area should be interpreted with caution. The dependent variable of this research is the fund structure, which is derived from the ratio of total debt to total adjusted assets, indicating how much debt has been used to finance the company. The controlling variables of this research include intangible assets and company finance growth. Tangible assets that are derived from the ratio of fixed assets divided by total assets are fixed assets is the difference between total assets and current assets. The growth of the company's assets, which represents is total assets minus the assets of the previous year and divided by assets of the previous year. Model 2 is used to test the main hypothesis and sub-assumptions (Ataei Zadeh, 2014).

CS; Fund Structure, Tangibility; Visible assets, Growth; Growth of company assets, Crisis; financial crisis, $\varepsilon_{i,t}$; Random error of company i at the end of year t.

The actual data needed for this research is gathered from the actual information of the companies admitted to the stock exchange, and companies with specific requirements are selected as statistical samples. At the end of the fiscal year, during the reviewed period (2014-2018) there is no change in the fiscal year, the required information is available during the period under review, not part of the financial intermediation, investment, banks and holding companies. By applying the above conditions. The sample number was 122 companies equal 732 to years. Statistical analysis was performed on two dimensions of inferential statistics and descriptive statistics. In descriptive statistics, mean, mean, standard deviation, elongation, skewness and inferential statistics, the panel data or combination data was used. To determine the optimal method Using the chow or F test, the appropriate tests were performed. In the present study, for information between the hypothesis variables, information about the sample companies, the initial calculations were made in the software spreadsheet, and the data were prepared for analysis, then the Eviews8 software was used to make the final analysis.

4. Results

As shown in Table 1, the F FLYmer test probability of the research model is less than 5%. Therefore, a panel method is used to estimate the model. Since the probability of test is less than 5%, constant effects method is used to estimate the research model.

Table1. The results of the F lemmer test and the Hausman test

	Test	The statistics	Possibility	Result
Research model	FLymer	15/9597	0/0000	Panel Data
	Hausman	29/3901	0/0003	Fixed effects
$CS_{it} = \beta_0 + \beta_1 Cisis_{it} + \beta_2 Tangibility_{it} + \beta_3 Growth_{it} + \epsilon_{it}$				

Main hypothesis: There is a significant relationship between financial crisis and fund structure.

Main hypothesis: There is a significant relationship between financial crisis and fund structure. In order to test this hypothesis, the results of model estimation presented in Table 2 have been used. The probability (or significant level) of F is 0, 0000 and since this value is less than 0.05, the assumption zero is rejected at the 95% confidence level, meaning the model is significant. The amount of camera statistics is Watson's 2/247, which indicates this lack of autocorrelation. The results of the determination coefficient show that approximately 88% of the variations of the variables dependent on the model of the independent and control variables of the model are explained. In general, the results show that the coefficient of financial crisis variable is 0/029979 which indicates the positive effect of financial crisis on fund structure, which according to the t-statistic of financial crisis variable is significant. According to the above, the main hypothesis of research Approved. This means that there is a positive and significant relationship between the financial crisis and the fund structure, with the rise of the financial crisis, the level of corporate fund structure also increases.

Table 2. Estimates of the research model

$CS_{it} = \beta_0 + \beta_1 Cisis_{it} + \beta_2 Tangibility_{it} + \beta_3 Growth_{it} + \epsilon_{it}$				
Variable	Estimated coefficient	Standard error	Statistics t	Possibility
CS	0/645524	0/208443	3/096879	0/0021
Financial crisis	0/029979	0/007054	4/249671	0/0000
Visible assets	-0/295107	0/121142	-2/436049	0/0153
Growth of company assets	-0/016041	0/032959	-0/486696	0/6268
The coefficient of determination		0/907		
Adjusted coefficient of determination		0/877		
Durban-Watson		2/247		
F statistics		29/9513		
Probability (f statistics)		0/0000		

First sub-hypothesis: There is a significant relationship between tangible assets and fund structure. In order to test this hypothesis, the results from the estimated model of the intended model in Table 2 are used. The results show that the coefficient of variables of tangible assets is -0/295107 which indicates the negative effect of assets that are visible on fund structure, which according to the t-statistic tangible assets is significant. According to the above, the first hypothesis of the research can be verified. This means that there is a negative and significant relationship between the tangible asset and the fund structure, that is, with the increase of tangible assets, the level of corporate fund structure decreases. Second sub hypothesis: There is a significant relationship between the growth of corporate assets and fund structure. In order to test this hypothesis, the results of model estimation

presented in Table 2 have been used. The results show that the coefficient of growth of company's asset growth is -0.124160 which indicates the negative effect of the company's fund growth on the structure of the company's fund, but according to the t-statistic, the coefficient of variable of the company's asset growth is not meaningful. Accordingly, the sub-hypothesis cannot be considered. The second confirmed the research. This means that there is no significant relationship between the growth of corporate assets and fund structure in the sample. In this study, the relationship between financial crisis and fund structure in companies accepted in Stock Exchange with 122 statistical samples in the period of 2014-2009 was investigated.

The theoretical foundations of this research are extracted from the library method as well as statistical data from the financial statements of the companies accepted in the oversold exchange, and panel data is used to analyze the information. In this research, the financial crisis as an independent variable and fund structure as an associated variable, as well as the ratio of evident assets and the growth of company assets as control variables have been used. According to the analysis, according to Table 2, the probability of statistical t for the coefficient of financial crisis is less than 0.05. As a result, a significant relationship between financial crisis and fund structure is confirmed at 95% confidence level. Therefore, the main hypothesis of the research is accepted and with 95% confidence it can be said that there is a significant relationship between financial crisis and fund structure. The positive coefficient of this variable (0.029979) suggests a direct relationship between the financial crisis and the structure of the fund of the companies. The result of the main hypothesis of the study is consistent with the results of Iqbal et al. (2014). Also, the probability of t statistic for the coefficient of variables of tangible assets is less than 0.05. As a result, a significant relationship between tangible assets and fund structure is confirmed at 95% confidence level. Therefore, the first sub-hypothesis of the research is accepted and 95 percent can be said that there is a significant relationship between tangible assets and fund structure. The negative coefficient of this variable (-0.295107) indicates an inverse relationship between the tangible assets and the fund structure of the companies. This means that there is a negative and significant relationship between tangible assets and fund structure, that is, with the increase of tangible assets, the level of corporate fund structure decreases. The result of the first hypothesis of this study is consistent with the results of Asadi's research (2014).

Also, the probability of t for the coefficient of growth of the company's asset growth is less than 0.05. As a result, a significant relationship between the growth of corporate assets and fund structure is confirmed at 95% confidence level. Therefore, the second sub-hypothesis of the research is accepted and with 95% confidence it can be said that there is a significant relationship between the growth of corporate assets and fund structure. The negative coefficient of this variable (-0.016041) suggests an inverse relationship between the growth of corporate assets and the structure of the fund of companies. This means that there is a negative and significant relationship between fund stock growth and fund structure, which means that the level of corporate fund structure decreases with increasing asset growth. The result of the second sub-hypothesis of this research is consistent with the results of the trustworthiness study and Montazeri (2013).

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Modern technologies of professional teaching in the system of life-long learning

Tecnologías modernas de enseñanza profesional en el sistema de aprendizaje permanente

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ABSTRACT

The professional education system is experiencing an active search for ways and methods to improve the quality of education, which increases the role of imitative teaching methods aimed at developing individual creative skills, forming specialized professional and personal qualities, their ability of adjustment and adaptability to the new economic conditions. Teaching methods as forms of interaction between teacher and students are intended to acquire skills, as well as to educate and develop personality. The teacher's task consists in the rational use of such teaching methods that ensure the best achievement of the objective, which is the training of qualified specialists. The diversity of these methods should increase students' interest in learning and cognitive activity.

This study concludes on the benefits of a professional school where, priority should be given to active teaching methods aimed at increasing students' cognitive activity, developing their personal initiative and potential, forming their creative approach and allowing them to solve important learning tasks. and organization.

Keywords: quality of education, methods of professional teaching, future specialist, imitative teaching methods.

RESUMEN

El sistema de educación profesional está experimentando una búsqueda activa de formas y métodos para mejorar la calidad de la educación, lo que aumenta el papel de los métodos de enseñanza imitativos destinados a desarrollar habilidades creativas individuales, formando las cualidades profesionales y personales especializadas, su capacidad de ajuste y adaptabilidad a las nuevas condiciones económicas. Los métodos de enseñanza como formas de interacción entre el maestro y los estudiantes están destinados a adquirir habilidades, así como a educar y desarrollar la personalidad. La tarea del maestro consiste en el uso racional de tales métodos de enseñanza que aseguren el mejor logro del objetivo, que es la capacitación de especialistas calificados. La diversidad de estos métodos debería aumentar el interés de los estudiantes en el aprendizaje y la actividad cognitiva.

Este estudio concluye en los beneficios de una escuela profesional donde, se debe dar prioridad a los métodos de enseñanza activos destinados a aumentar la actividad cognitiva de los estudiantes, desarrollar su iniciativa y potencial personal, formar su enfoque creativo y permitirles resolver importantes tareas de aprendizaje y organización.

Palabras clave: calidad de la educación, métodos de enseñanza profesional, futuro especialista, métodos de enseñanza imitativos.

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Introduction

In the conditions of competitiveness, in order to meet the requirements of the market economy, an educational institution has to take care of its specialist training quality. The encyclopedia of professional education defines quality as a complex of properties and characteristics of a product, service or work which determine their ability to satisfy people's needs and demands, serve their purpose and meet the required conditions. The quality is determined by the degree in which the product, work or service corresponds to the conventions and requirements of standards, agreements, contracts or customer needs. It is universally accepted to differentiate the quality of a product, work, labor, materials, goods, services [3]. Academician A.N. Romanov defines quality as a synthetic indicator reflecting a complex manifestation of many factors, from the dynamics and level of a national economy development to the ability to organize and manage the process of forming the quality within any economic unit [9]. The world's experience shows that in the conditions of open market economies, impossible without intense competition, the factors appear which make quality a condition of manufacturer existence, a measure of a business's efficiency or a country's economic well-being [18-22].

The notion of knowledge quality implies the correlation between the types of knowledge (laws and patterns, theories, applicative knowledge, work mode knowledge, evaluative knowledge, worldview knowledge) and the education content as well as the level of achievement. In accordance with this, the knowledge quality has the following characteristics: *completeness*, i.e. the amount of knowledge about objects, phenomena, processes; *depth*, i.e. the complex of digested connections and relations between different knowledge; *systematic character*, i.e. understanding the complexity of knowledge, its continuity and interrelation; *system*, i.e. understanding the place of some knowledge in the structure of a scientific theory and its practical application; *operational efficiency*, i.e. the ability to use knowledge in different learning and training situations; *flexibility*, i.e. the ability to find variable ways of using knowledge in changed, untypical conditions; *concreteness*, i.e. the ability to divide knowledge into elements and use generalized knowledge in learning and training conditions; *generalization*, i.e. the ability to express particular knowledge in a generalized conceptual form. Knowledge quality is also characterized by consciousness (understanding the ways of its receiving, the ability to prove it) and stability (sustainable storage of sufficient knowledge and ways of its application). All the characteristics of the knowledge quality are independent and do not replace each other. The most important in professional education are such knowledge qualities as operational efficiency, flexibility and consciousness as they critically influence the development of sound proficiency of qualified workers and specialists.

Currently, the educational services market is facing the process of intense perfection. It makes educational institutions reconsider the approach to the training of professional specialists. Much attention is given to the education content and to teaching technologies. In this connection educational institutions have to develop new teaching methods and procedures, create new organizational forms of pedagogical activity.

Literature review

Wide-scale development and implementation of teaching technologies began in the 60s-70s of the last century in Europe and the USA and is mostly connected with the works of B. Bloom [1]. F. Percival and G. Ellington point out that the term '*an educational technology*' includes every available kind of providing information [8]. This can be the equipment used in education, such as TV, different data projectors, etc.

Many foreign scientists distinguish 4 scientific views on defining and using the term 'a pedagogical technology':

- pedagogical technologies as a MEANS, i.e. production and usage of tutorial tools, apparatus, training facilities and technical equipment in the educational process [4, 16];
- pedagogical technologies as a METHOD, i.e. it is a communication process (mode, model, the technique of fulfilling learning tasks), which is based on a certain algorithm, program, system of interaction between the participants of the pedagogical process [10, 15];
- pedagogical technologies as a SCIENTIFIC FIELD, within which they are approached as a vast area of knowledge based on the data accumulated by social, managerial and natural sciences [5, 13];
- pedagogical technologies as a MULTIDIMENSIONAL CONCEPT, which represents a multi-faceted approach and implies that *pedagogical (educational) technologies are a multidimensional process* [6, 7].

D. Finn notes that only naïve people consider a technology to be only a complex of equipment and training toolkits. However, this implies much more. This is an organizational mode, this is a thoughtway about materials, people, institutions, models and systems of the 'man – machine' type.

Having analyzed more than a hundred works on the subject under consideration, P.D. Mitchell believes that a pedagogical technology is a research and practice field (within the framework of education) related to all aspects of pedagogical systems arrangement and to the procedure of distributing resources in order to achieve specific and potentially reproductive results [7]. UNE-

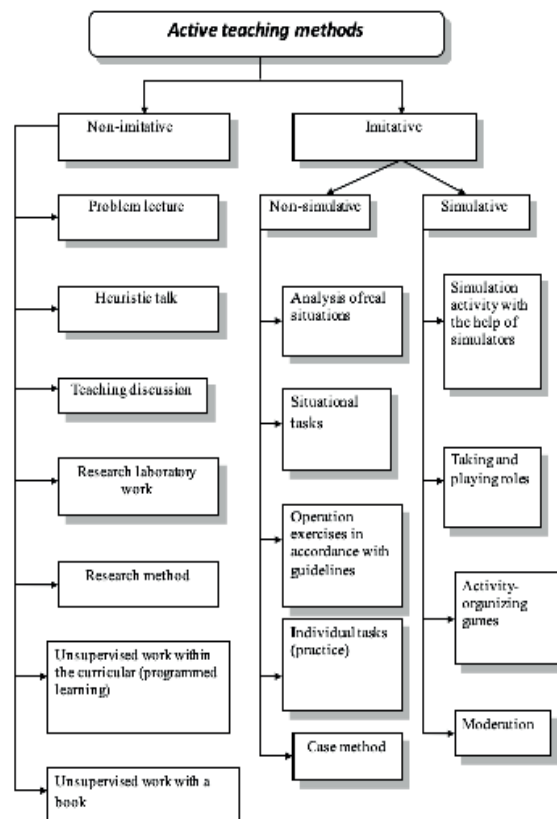
SCO offers a wide approach to a pedagogical technology. It is a systematic method of planning, using and evaluating the entire teaching and learning process by means of considering people and technical resources and interaction between them in order to achieve a more effective mode of education. Speaking about the technology of pedagogical work, A.S. Makarenko warned that “we pedagogues flew very high theoretically, however, were very low practically. We used to think that we would supply a child with a good qualification, but in fact only supplied with the skill to make a bad stool... I personally experienced a feeling of pathos when I had a bad stool made. Later, I got rid of this pedagogical prejudice.” [11].

Nowadays there are more than 2,000 business games used in the world. Experimental game modelling has been intensely developing since the 50s of the 20th century. The first games were worked out in the USA, gradually business games spread throughout England, Canada, Japan, France, Germany, Poland, and Russia. In Russia, the large-scale game *The Reform* appeared in 1966 followed by *Aster* in 1968. A number of scientific centers have been created aimed at developing the theory and practice of business games; regular seminars on active teaching methods have been held. In the past years, business games have gained the largest popularity.

The shift to the market economy and the necessity in an informal system of specialist training triggered the wide use of game modelling in the educational process of universities. A business game can be seen as a *modelling of a specialist real activity* in any specially created pedagogical or business situations. A business game is a means and method of preparing and adapting to the labor activity and social contacts.

Proposed Methodology

In our time of rapid development of information it is crucial to constantly renew knowledge. It can be mainly achieved through self-education, which, in its turn, demands cognitive activity and self-dependence. A teacher’s task consists in developing students’ aspiration for learning, teaching them to respond to the cognition process, developing their interest in a learning discipline. In this regard, students should learn to think independently, develop a good sense of a new situation, find their own approach to solving a given task, and have a desire to digest information or find it independently. These qualities can lead to developing active teaching methods whose appearance and cultivation are determined by the fact that studying now has new tasks: not only giving knowledge, but also forming and developing cognitive interests and abilities, creative thinking, abilities and skills of independent mental work. The new tasks are due to constant evolution and renewal of information. In the past, the knowledge received at school, college or university used to serve a person for a long time, sometimes for a whole life. In the age of information boom it is necessary to constantly renew it. Active teaching methods can be used at different stages of study: in introducing knowledge, in fixing and perfecting it, in forming skills. Yet, it is impossible to divide the existing teaching methods into active and non-active. Using different techniques of cognitive activity activation a teacher works towards increasing student cognitive activity. In accordance with their purpose either to form the system of knowledge or to acquire skills and expertise, active teaching methods are divided into imitative or non-imitative (Graphic. 1).



The analysis of works on the imitative teaching methods usage allowed establishing their advantages, disadvantages and their specifications in training a specialist as well as evaluating the efficiency of their usage at lessons in a professional school. [2, 12, 14, 17].

Result Analysis

Imitative teaching methods divide into simulative and non-simulative. Imitative non-simulative teaching methods comprise analyzing particular real situations, solving situational tasks, fulfilling operation exercises in accordance with guidelines, fulfilling individual tasks (practice), and the case method.

The analysis of real situations consists in presenting to students a particular business situation with its conditions and participants' actions. The students should analyze and evaluate the correctness of the actions. Such analyzing tasks are to be done individually or in small groups of three to five students, whose decisions are then to be discussed jointly.

The students' task is to come to a collective managerial decision in the particular situation. The teacher makes a general conclusion characterizing and evaluating each project. The usage of *the analysis of real situations* method only makes sense with particular, relatively structurally complex economic or managerial tasks the correct solution to which is known to the teacher in advance.

While solving *the situational business task*, students develop professional skills. The basic didactic material is a situation task which comprises the conditions (the description of the situation and initial quantity data) and a question (task) set for the students. A situation task must contain all the data necessary for its solution, and in the case of their shortage it must be possible to extract them from the given information. The tasks must completely correspond to the students' specialization and qualification or be slightly more difficult than those which they will have to solve in their future professional activity. One of the basic aims of this method is acquiring skills of applying theoretical knowledge in the process of solving particular managerial situations. Thus, in the course of the lesson, the received theoretical knowledge is systemized, the skills of holding a discussion are developed as well as managerial and conformity skills.

While fulfilling *operation exercises in accordance with guidelines*, students should come to independent conclusions about properties of different substances, interconnection and interdependence between them and about methods of establishing these properties. On the basis of experiments, students make conclusions and theoretical generalizations. The experiments with different substances and methods enrich the collective experience and make theoretical statements more reasoned and persuasive.

The method's value is in the unity of theory and practice, in the support of the learning material by practical skills.

In the course of fulfilling *individual tasks in the process of internship* students of secondary professional schools acquire skills and expertise in one or more professions within their specialization. Professional internship is the first stage of continuous practical learning, an integral part of specialist training in modern economic conditions. Practical learning does not only allow receiving special knowledge and skills, but also facilitates the reinforcement of theoretical knowledge. Professional internship is the most supervised form of practical learning and provides a definite consistent student work mode.

The case method is a set of descriptive statements about a situation or events which a specialist may face in his/her professional activity, and possible ways of solving the problems. Students are to find and describe concrete actions for solving the given problem and consider advantages and disadvantages of each variant in order to choose the best possible variant as the person in trouble may think fit.

Imitative simulative teaching methods include simulation activity with the help of simulators; taking and playing roles; business game and moderation.

Simulation activity with the help of simulators develops action skills which become automatic as a result of multiple repetitions.

For *taking and playing roles* it is critical to set one certain task for the students. In the course of its solving, the participants play roles characterized by different interests; their interaction should bring them to a compromised decision.

The business game facilitates developing future specialists' creative abilities, expands their individuality and independence.

Business games have widely spread in the past years. The shift to the market economy and the necessity in an informal system of specialist training triggered the wide use of game modelling in the educational process. The business game can be seen as modelling of a "specialist's" real activity in any specially created pedagogical or business situations. The business game is a means and method of preparing and adapting to the labor activity and

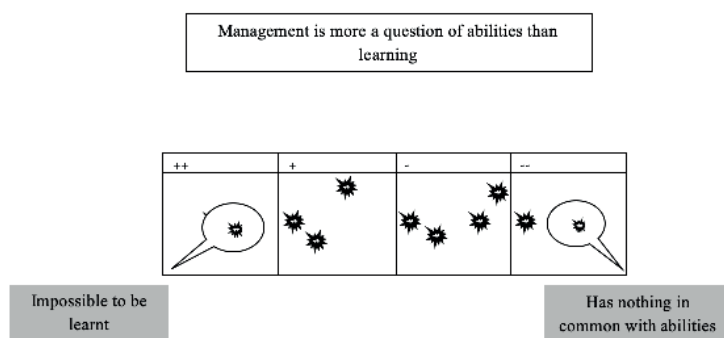
social contacts.

A vivid example of a teacher's creative search of pedagogical art perfection is the usage of *the imitation moderation method*. It is generally assumed that in meetings, sessions and conferences there is a leader who knows everything best, that is why he/she establishes the order of the event, sets the targets and the desired result. Such a method does not allow the participants to really take part in the discussion and deprives them of the last word.

The moderation is the process of setting rules and monitoring their execution in the work with an audience. The moderation is a way of holding a meeting which will bring to quicker results and which provides the participants with the possibility to take collective decisions as their own.

The technology of this method implies dividing the process of discussing a problem and taking decisions into more or less smaller parts which need different moderation methods. A moderator uses different auxiliary aids, e.g. *Pinwand* (a soft board, usually made of cork, which is easy to pin cards to) and colored cards. The method of moderation suggests the usage of different information processing methods, such as filling cards on given topics by each participant, pinning the cards to the *Pinwand*, sorting, finding similar answers, classifying the cards, discussing and evaluating spoken ideas at the plenary meeting, making catalogues of action points, etc. Thus, the problematic topic *Elaborating the Program of Training and Retraining Leaders* the assumption "*Management is more a question of abilities than learning*" comes forward. It is evaluated on the four-step scale (++, +, -, -). The result is to be discussed collectively in the group; the moderator fixes the participants opinions on the flipchart page (pic. 2).

The results evidently show that management is partially dependent on learning. This proves that training leaders is a thing which is worth doing.



- the main statement is *both factors are important*;
- acquired skills are more important than abilities;
- 2 opinions opposite to the majority;
- the main emphasis is made on training;
- the group is not homogeneous.

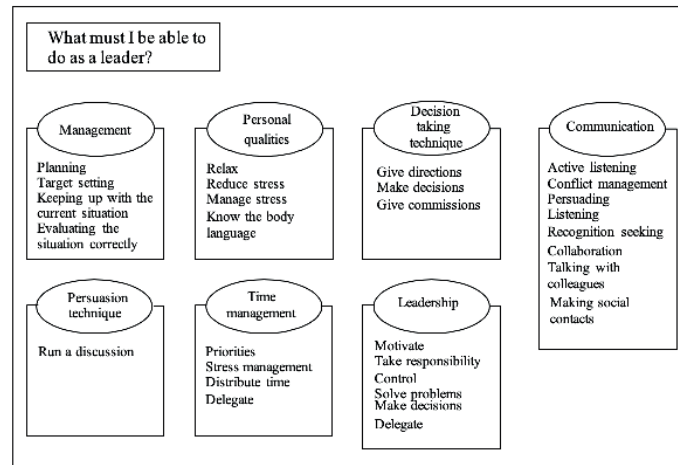
Graphic 2. Participants' evaluation of the assumption "*Management is more a question of abilities than learning.*"

The second stage of the moderation is the answer to the question "*What must I be able to do as a leader?*" After some opinions have been spoken out aloud, the answers are also to be pinned to the *Pinwand*. At the same time, the answers can be sorted, with similar answers to be clustered together. Each cluster receives a corresponding heading.

At the next stage of the method, the heading are to be compiled into topic catalogues as the prior learning points (pic. 3). As it is impossible to learn everything in all spheres simultaneously, it is necessary to think everything through and make a choice. For this reason the question "*What three spheres do I need urgent training in?*" is set. Each participant receives three round cards and determines with their help the necessary topics. He/she can attach all the cards to one topic. Depending on the number of the attached cards, the most actual topic is chosen.

In order to determine subtopics, smaller problems and assumptions are singled out within each topic. These smaller issues are taken consideration in small groups. The results are then presented to all participants on the flipchart, and they can be complemented by other participants' ideas.

At the final stage of the moderation all the action points are inserted into the catalogue of action points, with deadlines and those who are in charge of each action point.



Graphic 3. Suggested learning topics

As another example of the moderation method we can suggest solving the problem “*What qualities must a modern teacher possess?*” The task is to propose 7 qualities from the point of view of administration, parents, students, and teachers. The participants cluster into four groups correspondingly, who in the course of a discussion propose the teacher’s qualities from the point of view of their group. The results of the discussion are presented in Table 1.

Table 1. A modern teacher’s qualities

Groups	Qualities
Administration	<ol style="list-style-type: none"> 1. Professionalism. 2. Extraordinary performance capacity. 3. Responsibility. 4. Honesty. 5. Sense of duty. 6. The teacher image increasing the university prestige. 7. Readiness to teach several disciplines.
Parents	<ol style="list-style-type: none"> 1. Professionalism. 2. Fairness. 3. Emotional balance. 4. Full commitment to the teaching work regardless of his/her own family. 5. Complementary classes for students. 6. Health. 7. Responsibility.
Students	<ol style="list-style-type: none"> 1. Communicability. 2. Interesting classes. 3. Fairness. 4. Empathy. 5. Helpfulness. 6. Emotional balance. 7. Sense of humor.
Teachers	<ol style="list-style-type: none"> 1. Personality. 2. Health. 3. Image. 4. Time management. 5. Upgrade qualifications. 6. Working efficiency. 7. Conflict and stress sustainability.

At the next stage, the necessary qualities were determined. After discussions in small groups and in the plenary meeting, the participants singled out emotional balance, the teacher’s image and fairness.

Within the chosen qualities, the following focus areas for further discussion and problem solution were outlined: what this quality is necessary for, why this quality may be underdeveloped and how it can be trained, what difficulties may occur in the process of developing this quality.

As a result of the moderation, within each focus area a catalogue of further action points was created aimed at

developing the chosen qualities in a teacher.

Tables 2 and 3 show what personal characteristics and professional knowledge can be developed by means of using particular imitative teaching methods.

Table 2. Developing personal characteristics by means of imitative teaching methods

Teaching methods	The analysis of real situations	Situational business tasks	Exercises in accordance with guidelines	Individual tasks (practice)	Simulation activity with the help of simulators	Taking and playing roles	The business game
Personal characteristics							
Empathy	+	+	-	-	-	+	+
Authenticity	+	+	-	+!	-	+!	+!
Stress sustainability	+	+	-	+	+!	+!	+!
Perception maturity	+	+	+	+!	+	+!	+!
Intuition maturity	+	+	-	+!	+!	+!	+!
Analyticity	+	+	-	+!	-	+!	+!
Reaction rapidness	-	-	+	-	+!	+!	+!
Observation skills	+	+	-	+	+	+	+!
Criticism and mental wholeness	+	+	-	+	-	+	+
Communicability	+	+	-	+	-	+!	+!
Risk taking capacity	+	+	-	-	-	+!	+!
Responsibility	+	+	-	+!	-	+	+
Leadership and conformity abilities	+	+	-	-	-	+!	+!

Note:

- + – the method forms the personal quality;
- – the method does not form the personal quality;
- +! – the method is the best in forming the personal quality.

Table 3

Developing professional knowledge by means of imitative teaching methods

Teaching methods	The analysis of real situations	Situational tasks	Exercises in accordance with guidelines	Individual tasks (practice)	Simulation activity with the help of simulators	Taking and playing roles	The business game
Basic professional characteristics of knowledge quality							
Completeness	+	+	+	+	+	+	+
Depth	+!	+	+	+	+	+!	+!
Systematic character	-	-	+	+!	-	+	+
System	-	-	+	+!	-	+	+

Operational efficiency	+!	+	+!	+	+!	+!	+!
Flexibility	+	+	-	+	-	+!	+!
Concreteness	+	+!	+	+!	+!	+!	+!
Generalization	+	+	+	+!	+	+	+!

Note:

+ – the method forms the characteristic of knowledge quality;

- – the method does not form the characteristic of knowledge quality;

+! – the method is the best in forming the characteristic of knowledge quality.

The comparative analysis of the imitative teaching methods usage brings to the conclusion that none of the suggested methods taken separately forms the competitive specialist to the full extent. It is necessary to combine them and apply together, which will allow forming professional and personal qualities of the future competitive graduate. This made it possible for us to work out a new imitative teaching method which we called *the Simulative Company* and consider to be a systemized complex of imitative methods [12].

Conclusion

The established advantages and disadvantages of the used imitative teaching methods allowed us to determine specifics of their usage which facilitate forming and developing personal and professional characteristics of a future specialist in the process of his/her training.

In the research, two types of characteristics were taken into consideration: the professional knowledge quality (completeness, depth, systematic character, system, operational efficiency and others) and personal qualities (empathy, authenticity, stress sustainability, perception and intuition maturity, analyticity, reaction rapidness and others).

The Simulative Company as a teaching method comprises all characteristic methodology properties (certain forms and management of student learning activity; specific knowledge acquisition; managing and exchanging learning information between the teacher and students; stimulation and motivation of the student learning activity; monitoring the educational process efficiency) and provides the teacher with the following **possibilities**:

- ***in the educational process arrangement*** – to project the educational activity elements on the workplace; to create the simulation of the student's future real professional activity; to match the learning goals with commercial tasks; to practically show the students interpersonal relations in the market environment, etc.;
- ***in setting pedagogical teaching goals*** – to decrease dramatically the gap between the process of education and the market requirements; to establish new interrelationships between the teacher and students; to form and develop students' individual qualities in the professional, managerial and ethic projections; to increase the students' motivation for the chosen specialty; to gain the experience of team work, etc.;
- ***in pedagogical tasks solving*** – to perfect the quality of the competitive specialist training; to increase their ability to adapt to new types and conditions of their professional activity; to encourage students to continuously enhance their professional art; to develop the skills of rapid orientation in the information flow, etc.

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The Effects of Celebrity Endorsements towards Purchase Intention among Malaysian Millennials

Los efectos de los endosos de celebridades hacia la intención de compra entre los Millennials de Malasia

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ABSTRACT

This article aims to identify the effects of the use of different celebrities as a sponsor of local health and beauty products on the purchase intention among Malaysian millennials. This document also proposes to conceptualize the proposed framework. The results of this study will offer some valuable ideas for marketing and advertising professionals, especially for local small and medium enterprises (SMEs) in Malaysia, in relation to the benefits obtained from the use of celebrities as sponsors. In addition, the study is expected to provide a better understanding of how celebrity may or may not trigger millennial interest in the use of products and, therefore, provides opportunities for professionals to regulate marketing initiatives in their strategies. advertising

Keywords: Celebrity attractiveness, Celebrity credibility, Purchase intention, Celebrity endorsement

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RESUMEN

Este artículo se propone identificar los efectos del uso de diferentes celebridades como patrocinador de los productos locales de salud y belleza en la intención de compra entre los millennials de Malasia. Este documento también propone conceptualizar el marco propuesto. Los resultados de este estudio ofrecerán algunas ideas valiosas para los profesionales de mercadotecnia y publicidad, especialmente para las pequeñas y medianas empresas (PYMES) locales en Malasia, en relación con los beneficios obtenidos con el uso de celebridades como patrocinadores. Además, se espera que el estudio proporcione una mejor comprensión de cómo la celebridad puede o no desencadenar el interés de los millennials en el uso de los productos y, por lo tanto, brinda oportunidades para que los profesionales regulen las iniciativas de marketing en sus estrategias publicitarias.

Palabras clave: atractivo de la celebridad, credibilidad de la celebridad, intención de compra, respaldo de la celebridad

Introduction

The rise of local health and beauty companies in Malaysia leads to the dynamic and competitive environment. To excel in the market, companies have spent a substantial amount of money, time and resources by designing a creative marketing initiatives. Local health and beauty companies have begun to employ celebrity who are familiar, admired and idolized to endorse their products, differentiate their products from competitors and position the products in the minds of the customers. For example, Safi, a health

and beauty brand has been using several celebrities such as Fazura, Ayda Jebat, Fattah Amin, Nora Danish, and currently Sarah Hilderbrand as their brand ambassador. Celebrity endorsements are more common on cosmetic industry. For instance, Chriszen Cosmetic appointed Nelydia Senrose as the company ambassador to highlight and promote its Halal cosmetic brands.

Companies have splurged substantial money for hiring celebrity as an endorser with the perception that the use of celebrity make the advertisement more believable and thus produce favourable advertisement results. Furthermore, according to Munnukka, J. et. al., (2016) celebrities are impactful in promoting products and the celebrity may have a significant effect on the associations of a brand. As a role model for young consumers, celebrity may influence them in making decision to purchase health and beauty products (Ahmad A.N, et al, 2015). Advertisement said to become more effective with the use of familiar celebrity (McCormic.K, 2016) and their role are more important to influence consumers. However, few research found contradicted result where non-celebrities also substantially help promote products (E.g Pileliene. L et. al 2017). Celebrity endorsement also found to have a negative effect on consumer behavior when society associate negatively with the celebrity endorsers. In other words, negative information leads to negative perception of the endorsed products as well as negatively affect the companies' performance and sales (McCartney. G. 2014). Moreover, some companies worry that celebrities overshadow the brand and thus impair brand recall.

The above-mentioned problems and the gaps in the present literature point to the purpose of this study with the aim of conceptualizing the celebrity attributes factors which relates the independent variables to the dependent variable on Malaysian millennials of the Malaysian beauty and health industry. This study attempts specifically to investigate the effects of celebrity attributes on Malaysian millennial's purchase intention and to conceptualize the proposed framework.

Here is the need to study the celebrity attributes that responsible for the change in purchase intention such as celebrity credibility (trustworthiness and expertise), attractiveness of the celebrity (similarity, familiarity, likeability) and the fit between celebrity and the endorsed brand (Bergkvist, L. 2016). The study also necessary to understand how the celebrity endorsers are able to improve brand image in the minds of consumers, thus able to influence them. As the growth in the local beauty and health products have surged rapidly, so does the trend in using celebrity endorsements making this study is crucial to help determine its success due to the large investment involved. Further, although extensive research has been carried out on the effect of celebrity endorsement (e.g Priyanka et.al, 2017), no marketing study has yet been conducted which investigates the effect of the use of celebrities within the local health and beauty products in Malaysia. Hence, an in-depth investigation on the possible critical celebrity attributes that can potentially influence Malaysian millennials' purchase intention needs to be conducted. Without a thorough analysis on the effect of celebrity endorsements companies fail to succeed in the marketplace due to the effectiveness of a celebrity endorser may vary for each markets, different products and may create positive impacts on consumer minds and lifestyle (Adnan. A. et.al, 2017). The result of this study will assist local companies in Malaysia to develop their marketing strategies to capitalize millennial consumers' segments who prefer to buy homegrown products and be able to compete with international companies to gain favorable respond towards their brands.

The next section presents a review of literature on consumer profile, celebrity endorsement, source credibility, source attractiveness and the fit between celebrity and the endorsed brand. Next, the paper will discuss on the methodology that will be used to carry out the study followed by discussion and the proposed conceptual framework. Lastly, the last section describes the conclusion and the implications of the study.

Literature Review

According to Department of Statistics, Malaysian population was 32 million in 2017. Of these, the millennials make up 36.82% of total populations age 17- 34 years old and were born in the golden years of Malaysian development. They grew up in a booming economy, had a much higher standard of living and spend 1.4 time more than other generation (Audrey, V., 2017) simultaneously shows that this generation have more purchasing power than other generations. Other characteristics of millennials are they are demanding consumers, expecting extraordinary value gain from the products, willing to pay more for the sustainable brands-not making sense (Nielsen, 2016) and hold a characteristic of buy- now

-pay -later behavior (Audrey, V., 2017). In addition to these characteristics, millennials are more likely to purchase products if it's personalized to their interests and rely heavily on social network to explore and value the brands. These characteristics thus create a market opportunity for local health and beauty products to enter the market and serve this highly attractive and influential market segment. However, millennials are emotional and less loyal to a brands as compared to all other previous generations (Bilgihan, 2016). Therefore, it is crucial for the companies to carry out a constant update on the relevant marketing strategies to maintain sustainable competitive advantage to attract and retain their customers.

Celebrity endorsement and purchase intention:

According to Bergkvist, L. (2016), celebrity endorsement is “an agreement between an individual who enjoys public recognition and an entity to use the celebrity for the purpose of promoting the entity”. There are several categories of endorsers that perceived as someone aspirational by consumers such as actors/actresses, politicians, CEO and professional athletes. Addition to these categories, the definition of celebrity has been extended. Real people featured on reality television shows also perceived as celebrities due to their popularity (Morimoto, M., 2017). For example, Jehan Musa from Raja Lawak reality shows program in Malaysia was appointed as ambassador for Secret Skin White Kawaii Collagen brand.

Celebrities who endorse the brand are likely to influence persuasion (Yang, W, 2018) for instance, study done by Eren-Erdogm, I. et. al., (2016) documented the purchase of both non-durable and durable products also influence by celebrity characteristics. The intention of purchase increases when an endorser has the key credibility source factors (Jaffari, S.I.A et.al., 2017). Furthermore, the use of celebrities in advertisement have given them the greater and positive effect on purchase intention (McCormick, K., 2016). Celebrity endorsement may position the brand in the consumers' mind (Munnukka, J. et. al., 2016) retain and attract consumer attention towards the brands (Pileliene .L et al. 2017) and thus positively affect the brand recall as well as the brand equity (Munnukka, J. et. al., 2016).

Moreover, according to Munnukka, J. et. al. (2016) not all celebrity appointed as endorser always credible to consumers as the use of non-celebrity as endorsers has gained popularity such as consumers that popular through social media. In addition, study done by Pileliene. L et. al (2017) in the context of female celebrity as an endorser for FMCG products found, there is no different on the level of purchase intentions for the brand advertised by both celebrity and non- celebrity endorser. Given the benefits and limitations of the celebrity endorsements, it is crucial to understand how to choose the right celebrities, what characteristics should be considered and investigate how true celebrity influence the purchase intention of Malaysian millennial.

Source Credibility and purchase intention:

According to McCormic.K., 2016, major factor influencing consumer attitudes towards celebrity endorsement is a credibility of a celebrity. The author explained, the reason for using a celebrity as endorser is to make the message of advertisement more credible and thus change consumer's attitudes towards brands and influence their brand choices. A number of research found expertise and trustworthiness as a dimensions of source credibility and it is more significant factors influence consumer purchase intentions (E.g Jaffari, S.I.A et. al. 2017). However, the effects of celebrity credibility were affected differently by product categories (Pileliene .L et. al. 2017). For instance, the use of female celebrities for beauty products increase credibility of the endorsement (McCormic.K., 2016).

Trustworthiness: Ohanian. R., (1990), defined trustworthiness as honesty and sincerity of the source. Meanwhile, Yang, W (2018) posited trustworthiness refers to a celebrity endorser's perceived believability, honesty and integrity and affected by the familiarity, status and personality. The level of trusts on the endorsed products has been influenced by the trust in the celebrity's ability. This study conjecture that, the advertisement become more persuasive when consumers identify a celebrity as highly trustworthy.

Expertise: The concept of expertise defines as the knowledge of the celebrity in the field of the product endorsed and it will also bring a sure state of mind towards the product (Munnukka, J. et. al., 2016).

In health and beauty products, a consumer's perception of celebrity's expertise must be based on the information provides by the celebrity himself or herself (Ahmad A.N, et. al. 2015). Consumers may presume competence celebrity with high expertise are more persuasive than a celebrity with low levels of expertise. Study done by Thomas. T and Johnson. J. (2017) found that celebrity expertise influenced purchase intention directly as well as indirectly through advertisement and brand attitudes. Translating these findings of credibility sources (expert and trustworthiness), this study proposed that the more credible the celebrity, the more positive image the endorsed product's will gain from the endorsement of the celebrity. In the context of local health and beauty products, this study proposed to form the following hypothesis:

H1A: There is a relationship between Celebrity A credibility and purchase intention among Malaysian Millennial consumers.

H1B: There is a relationship between Celebrity B credibility and purchase intentions among Malaysian Millennial consumers.

Source Attractiveness and purchase intention:

Solomon & Michael R., (2017) referring celebrity attractiveness as the endorser's physical appearance, personality, likeability, and similarity to the consumer. Early study relate three attributes associated to attractiveness: likeability, similarity and familiarity of the endorser and the consumer (McGuire, W.J., 1969). Likeability of the celebrity based on attributes such as values or physical looks, as well as the bond of similarity where the viewer or reader feels they have or would like to have a similar self-image of the celebrity (McCartney.G., 2014). The previous study stated that physically attractive spokespersons for both celebrity and non-celebrity were have a positive impact on brand attitude and buying intentions. Physically attractive person is more successful at changing belief. It attracts attention to the products, leading the consumer to purchase the endorsed product (Eren-Erdogm, I. et. al, 2016). From the above discussion, the following can be proposed:

H2A: There is a relationship between Celebrity A attractiveness and purchase intention among Malaysian Millennial consumers.

H2B: There is a relationship between Celebrity B attractiveness and purchase intention among Malaysian Millennial consumers.

The fit between celebrity and the endorsed brand and purchase intention:

The celebrity should fit with the endorsed brand and thus it added extra effectiveness in the advertising message (McCormic.K, 2016). The previous study revealed the association between brand personality and celebrity personality had a significant influence on brand attitude and purchase intention (Munnukka, J. et. al., 2016) and study on millennials also shown that they are likely to be influenced to purchase the product when there is a fit between the celebrity and the product (McCormic.K., 2016). Therefore, consumer must have both positive attitudes towards the celebrity as person and also as an endorser to influence them to purchase the products. This lead the researcher to predict, the consumer perceived celebrity fitness with the endorsed brand is based on the types or nature of products the celebrity endorsed. Thus, this study offers the following hypothesis:

H3A: There is a relationship between the fit between celebrity A and the endorsed product and purchase intention among Malaysian Millennial consumers.

H3B: There is a relationship between the fit between celebrity B and the endorsed product and purchase intention among Malaysian Millennial consumers.

Even though these attributes (i.e. celebrity credibility, attractiveness and the fit between celebrity and the endorsed product) are considered by many marketing researchers as a positive attributes related to effectiveness of celebrity endorsement, there is no legitimate answer on how these attributes affect the purchase intention of Malaysian millennials, which represents a significant gap in knowledge. Hence, to conceptualize such variables, the researcher should address each celebrity attributes of two (2) different endorsers for the local health and beauty products as predictors to the outcome, which is of value to Malaysian millennials and companies.

Material and Methods

Primary objective of this study is to examines the effect of two different celebrity endorsement towards purchase intention among Malaysian millennials. Preliminary discussions with the local health and beauty companies were carried out to identify issues related to celebrity endorsement issues. This study will focus on Malaysian millennials generational cohort from 17 years old to 36 years old. The minimum acceptable age is 17 since respondents below 17 may lack authority in purchase decisions. For this purpose, the study intended to adopt a quantitative method to meet the research objectives. Two different celebrities will be selected for one product category: local/ domestic beauty and health products. To capture the respondent's respond, a questionnaire will be designed and the dependent variable scales measuring the endorsement effects all came from prior literature. The variable of interest includes the source of credibility, source of attractiveness, and the fit between the celebrity and the endorser.

The dependent variable measure includes items from Coyle & Thorson, (2001); source of credibility and source of attractiveness will rely on items from Ohanion (1991); and items related to the fit between the celebrity and the endorsed product will come from Schimdt & Hitchon, J. (1999). The variables measurement will be developed using a five- point likert scale ranging from 'strongly disagree' (1) to 'strongly agree'. In addition, this study will also ascertain demographic variables (gender, age, marital status, income and education level). A non-probabilistic sampling method- convenience sampling, will be used to reach the target population.

Discussion

According to the U.S Commercial Service (The U.S Commercial Service, 2014), Malaysian local health and beauty market is lucrative and valued at about RM 3 billion with a growth rate of 13% annually. Malaysian department of statistics declared total expenditure of this products is about RM 1.68 billions in 2013. These statistics shows this industry has offer a promising opportunities, a huge potential to earn substantial revenue and a cue that Malaysian consumers increasingly putting their trust on the local health and beauty products. With this vast opportunities, many local companies introduced their own private label brands. The appearance of these local brands also results from the demand of the consumer as health and beauty are the most preferred product that Malaysian millennial purchase via online (Audrey. V., 2017).

As millennials are depending on advertisement and feedback in social network to gain a trust about the products therefore companies need to put extra effort in crafting specific marketing campaigns aimed at millennial need, lifestyle and delivering it to them at a right time. For example, companies are working to harness the power of the celebrity as an influencer to promote and spread the word about the company's products. The personal words and recommendations tend to be more credible. However, the challenge is companies must be careful when selecting celebrities to represent their brands especially for the millennials that look to brands to stand up for certain values. Selecting the wrong endorser sometimes is harmful. It might not only result in embarrassment but also a tarnished image and incur high lost on revenue. Hence, key for companies is to find celebrity who have strong networks of relevant readers, a credible voice and a good fit with the brand and thus strongly position the company against competitors and give the strongest possible strategic advantage. Therefore, by understanding the characteristics of millennials,

this study will be able to provide further insight on how millennials in Malaysia react to the effects of celebrity as an endorser and thus assist local companies to align their strength with the characteristic of Malaysian millennials hence connecting consumers and products in more meaningful ways.

A Conceptual Framework of Study

Following this discussion in the literature and discussion, Figure 1 depicts the proposed conceptual framework of this research:

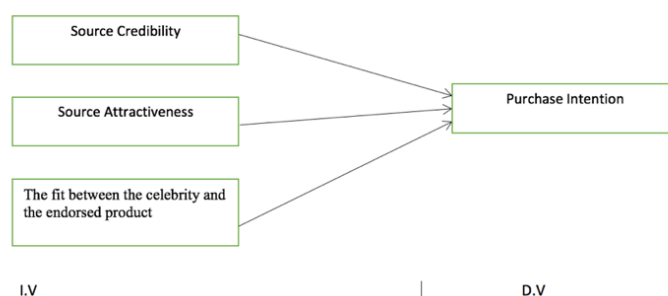


Fig. 1: Proposed conceptual framework

Conclusion

The related issues of celebrity endorsement have been increasingly the focus of attention of both researcher and practitioners over the marketing area. Therefore, the study will be conducted firstly to provide a guideline for marketers and advertisers especially local companies to understand main aspects associated with celebrity endorsement and the effects on the Malaysian millennial’s purchase intention. Secondly, it will provide valuable insights the elements of celebrity endorsement that influence best the purchase intention of local health and beauty products. Thirdly, the result of this study will also provide important implications for local health and beauty companies in terms of how to adopt celebrity endorsement strategies to maintain millennials’ intention to purchase local health and beauty products for instance, companies could carefully strategize the selection of celebrity to increase the positive effects on the millennials’ purchase intention. Consumers depends mainly on the image and the attractiveness of the celebrity to evaluate the product. This is especially relevant for the beauty and health products. Hence, by understanding these predictors, companies may adapt their marketing initiative to reflect the changing dynamics of Malaysian millennials and reposition themselves in light of the finding as purchase intention varies by product and customer orientation.

For academics, the conceptual insights from this study will add to the literature on the various factors affecting purchase intention among Malaysian millennials on the local or domestic products. Given the above, it is important for the researcher to produce future articles that will discuss details on the descriptive and empirical results as well the managerial implications of this issue to gain further understanding. Future results of this study definitely will be interesting and useful as the study is focusing on the Malaysian millennials in terms of their reaction towards celebrity endorsement. Understanding and giving attention to the characteristics of this target market (millennials), companies could increase their performance through the consumers’ product acceptance.

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Dom Adriano Hypólito e a Teologia da Libertação: Do mundo para Nova Iguaçu

Adriano Hypólito y la Teología de la Liberación: Del mundo a Nova Iguaçu

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RESUMO

Este artigo é parte da minha dissertação de mestrado em História Social defendida pela PUC/SP em 2018, cujo título é **Dom Adriano Hypólito no rastro da violência em Nova Iguaçu**. Aqui objetivo analisar a obra desse bispo católico adepto da Teologia da Libertação na cidade de Nova Iguaçu, que fica na Baixada Fluminense uma região do estado do Rio de Janeiro. As fontes deste trabalho serão exemplares do jornal diocesano *A Folha* e entrevistas concedidas por Dom Adriano. A metodologia utilizada será a análise das fontes em uma perspectiva dialógica entre o contexto social de suas produções e trabalhos científicos que versaram sobre a Igreja Católica, a Baixada Fluminense e o Brasil. Este trabalho se justifica pela proposta de reflexão sobre o papel da religiosidade na sociedade brasileira em um momento em que muitas ideias conservadoras ganham força no país.

Palavras chave: Ditadura, Nova Iguaçu, Teologia da Libertação, Violência.

RESUMEN

Este artículo es parte de mi disertación de maestría en Historia Social defendida por la PUC / SP en 2018, cuyo título es **Don Adriano Hypólito en el rastro de la violencia en Nova Iguaçu**. Aquí el objetivo es analizar la obra de ese bispo católico adepto a la Teología de la Liberación en la ciudad de Nova Iguaçu, que se encuentra en la Baixada Fluminense una región del estado de Río de Janeiro. Las fuentes de este trabajo serán ejemplares del diario diocesano *A Folha* y entrevistas concedidas por Don Adriano. La metodología utilizada será el análisis de las fuentes en una perspectiva dialógica entre el contexto social de sus producciones y trabajos científicos que versaron sobre la Iglesia Católica, la Baixada Fluminense y el Brasil. Este trabajo se justifica por la propuesta de reflexión sobre el papel de la religiosidad en la sociedad brasileña en un momento en que muchas ideas conservadoras ganan fuerza en el país.

Palabras clave: Dictadur, Nova Iguaçu, Teología de la Liberación, Violencia.

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1. Introdução

Dom Adriano Hypólito foi bispo da cidade de Nova Iguaçu no estado do Rio de Janeiro. Nasceu em 1918 em Sergipe e recebeu o nome de Fernando Polito. Se tornou franciscano em 1937 e em 1942 foi ordenado sacerdote na cidade de Salvador. Participou do Concílio Vaticano II (1962 – 1965), quando foi indicado como bispo auxiliar da Arquidiocese de São Salvador da Bahia. Nomeado pelo papa Paulo VI chegou à Nova Iguaçu como bispo em 1966, onde ficou até 1994. Dom Adriano faleceu em 1996. Na conflituosa cidade de Nova Iguaçu, mesmo perseguido pela ditadura militar, pelas elites locais e enfrentando oposição dentro da Igreja, Dom Adriano desenvolveu uma pastoral que o converteu em uma figura de grande expressão nacional (MENESES, 2010). Era um seguidor da Teologia da Libertação, mas tal posicionamento era perigoso em um período em que a América Latina era dominada por regimes autoritários.

Na discussão sobre a Teologia da Libertação no Brasil faremos uma breve análise da história da Igreja Católica a partir do Congresso de Berlim (1884 – 1885) até os anos de 1970, auge desse movimento no Brasil. Sempre seguindo os discursos de Dom Adriano Hypólito e não perdendo de vista a condição conflituosa do Brasil e da cidade de Nova Iguaçu nas décadas de 1970 e 1980. Assim, objetivamos analisar a luta política de Dom Adriano Hypólito durante o referido período, particularmente em uma região conhecida nacional e internacionalmente pela violência. Através do modelo de Igreja desenvolvido por em Nova Iguaçu, questionaremos a afirmação de que a religião cumpre um papel de estranhamento humano e conseqüente alienação, uma vez que dentro do cenário e períodos analisados, aparentemente parte da Igreja Católica se converteu em um instrumento de práxis social atuando ao lado do povo mais simples.

Como base deste trabalho teremos o jornal diocesano de Nova Iguaçu denominado *A Folha*, que funcionou entre os anos de 1972 e 1993. Através de suas páginas e de entrevistas concedidas por Dom Adriano a outros jornais e revistas, guiaremos nossa análise. Também utilizaremos fontes filmicas como os documentários: *Nova Iguaçu, a cidade dos meus olhos* (2003) de Marcus Faustini e *Diocese de Nova Iguaçu: 50 anos de missão* (2013) de Paulo Pereira e Francisco Militão, como também utilizaremos documentos oficiais. Mas como fonte histórica requer cuidados, observaremos as subjetividades e intencionalidades dos documentos analisados através de um método dialógico de análise dos discursos, método esse discutido pelo pensador russo Mikhail Bakhtin (1895-1975) em: **Estética da Criação Verbal** (1997) e **Marxismo e Filosofia da Linguagem** (2006). Apesar de Bakhtin não ter formalmente proposto uma metodologia de análise de discurso, ele nos legou caminhos que auxiliam na compreensão de um discurso, tais como as relações entre língua, linguagem, sujeitos, lugares, contextos e culturas. Assim, neste trabalho levaremos em consideração o universo no qual estava inserido Dom Adriano (sujeito produtor dos discursos) e os suportes utilizados por ele para transmissão de seus discursos (jornais e revistas). Também empreenderemos uma leitura cautelosa dos discursos selecionados, partindo do conceito de hermenêutica, interpretando e argumentando outros autores.

Nesta produção dialogaremos as fontes citadas com os apontamentos biográficos sobre Dom Adriano produzidos por Carlos Lacerda de Meneses (2010) e com os autores: Alessandra Siqueira Barreto (2004) **Um Olhar Sobre a Baixada: Usos e representações sobre o poder local e seus atores**; José Cláudio de Souza Alves (2002) e (2003) **Violência e Religião: Repensando os conceitos a partir da Baixada Fluminense** e **Dos Barões ao extermínio – Uma história de violência na Baixada Fluminense**; Elisa F. Corrêa e Marcelo Hernandez Macedo (2007) **Zé Pureza: E a reforma agrária no Rio de Janeiro do pré-64**. Também dialogaremos com os trabalhos: **A Igreja na Sociedade Liberal e no Mundo Moderno** de Aubert, Crunican, Ellis, Fredrick e Bruls (1976); **500 anos de História da Igreja na América Latina** organizado por Enrique Dussel (1992); **Diálogos na sombra – Bispos e militares, tortura e justiça social na ditadura** de Kenneth Serbin (2001); o trabalho de Paulo César Gomes (2014) **Os bispos católicos e a ditadura Militar no Brasil – A visão da espionagem** e o texto de Ralph Della Cava (1986) **A Igreja e a abertura, 1974 – 1985; A Igreja do Brasil: de João XXIII a João Paulo II, de Medellín a Santo Domingo** de José Oscar Beozzo (1993); os trabalhos de Michael Lowy (2005): **Walter Benjamin: Aviso de Incêndio – Uma leitura das teses “Sobre o conceito de história”** e **A Teologia da Libertação: Leonardo Boff e Frei Betto**; de Alexandre de Souza Gomes (2012) **Religião e política: construção da memória de Dom Adriano**; o trabalho **A Igreja Católica e o Movimento Popular: Nova Iguaçu – 1974 – 85** de Scott Mainwaring (1986); **O Cristianismo da Libertação na Igreja Católica de Nova Iguaçu: o jornal diocesano A Folha em oposição ao Regime Militar (1975-1981)** de Rafael Cerqueira do Nascimento (2014); **O embate que rachou a Igreja** de Fernando Molicca (2014); **A Igreja de Nova Iguaçu no Regime Militar** de Daniel Nonato (2012).

Este trabalho se apresenta como uma proposta de análise um modelo de Igreja que nos anos violentos da ditadura civil militar no Brasil inverteu seu papel de legitimadora da ordem estabelecida e empreendeu uma transformação das práticas católicas. Tal situação propõe uma reflexão atual sobre o papel da religiosidade na sociedade brasileira em um momento em que muitas ideias tendem para o conservadorismo.

2. Nova Iguaçu – Do povoado à “modernização”

Nova Iguaçu é uma cidade da Baixada Fluminense, uma região no estado do Rio de Janeiro composta pelos municípios: Belford Roxo, Duque de Caxias, Guapimirim, Itaguaí, Japeri, Magé, Mangaratiba, Mesquita, Nilópolis, Paracambi, Queimados, São João de Meriti, Seropédica e Nova Iguaçu. Como a grande maioria das cidades brasileiras essas também possuem histórias de contradições que geram um território fértil para os conflitos sociais.

As dezenas de milhares de veículos diários deslizam pela rodovia pres. Dutra, atravessando sem prazer e talvez com sobressalto o mundo inflacionado da Baixada Fluminense. Nos lados das pistas, o mar sem fim das casas modestas. Casas e mais casas, ladeando ruas esburacadas. Loteamentos e mais loteamentos, arrancando o verde pela raiz e acinzentando a paisagem (A FOLHA, 1972, p. 1).

As palavras do bispo definem bem a imagem que se tem de Nova Iguaçu. Essa cidade fica a 28 km da capital do estado e em 2012, de acordo com Instituto Brasileiro de Geografia e Estatística, sua população estimada era de 801 746 habitantes. Na década de 1980, a cidade ficou conhecida nacional e internacionalmente pela violência, condição desenhada no seu devir histórico. Pois, de acordo com o documentário: *Nova Iguaçu, a cidade dos meus olhos* (2003) na época da colonização a economia da região se apoiava na mão-de-obra escrava e se dava em torno da cana de açúcar, já no final do século XIX passou a produzir e a exportar laranjas, sendo o auge da citricultura entre os anos 1930 e 1950. Porém após a Segunda Guerra Mundial houve a “crise da laranja” e as áreas antes destinadas a essa cultura foram loteadas e vendidas a preços baixos. Isso atraiu novos moradores que, estimulados pelo Governo Federal que pretendia criar na Baixada Fluminense um cinturão verde para abastecer a Cidade do Rio de Janeiro, se dirigiram para a região em busca de novas oportunidades. Assim, a cidade entrou em um profundo processo de urbanização acompanhando a crescente industrialização do país. A grande maioria dos migrantes e dos antigos moradores formou um enorme contingente de pessoas que passaram a servir como mão-de-obra barata, particularmente para a Cidade do Rio de Janeiro. Mas a cidade não estava preparada estruturalmente para receber tanta gente. Nas palavras de Dom Adriano:

De fato, uma grande parte da população, vinda de fora, isto é: do Nordeste, do Espírito Santo, de Minas Gerais e do Norte Fluminense, aqui ainda não encontrou a possibilidade de se enraizar. Quase todos eram pequenos lavradores que usavam como instrumento principal na lavoura a velhíssima enxada. Outros eram agregados de grandes latifúndios. Aqui têm de mudar de trabalho sem poder mudar de mentalidade” (A FOLHA, 1972, p. 1).

No período de grande urbanização e de expressivas alterações sociais a realidade conflituosa da cidade de Nova Iguaçu foi logo reconhecida e enfrentada pelas ações de sua diocese. Um das lutas de Dom Adriano era apontar que a violência atribuída a essa cidade era consequência dos graves problemas sociais, mas suas preocupações iam para diversas direções como: as ações arbitrárias da polícia, os grupos de extermínio, as questões da terra e de moradia, o menor abandonado... Na citação acima o bispo aponta a perda de identidade dos trabalhadores da Baixada Fluminense, destacando o estranhamento em relação às novas formas de vida e às novas atividades produtivas e se refere às pessoas vindas do interior e “de fora” do estado, mas após 1945, Nova Iguaçu também se converteu em uma periferia da Cidade do Rio de Janeiro, pois à medida essa última crescia, seus imóveis ficavam cada vez mais caros e isso deslocava as classes populares para as favelas ou para as periferias como Nova Iguaçu (MAINWARING, 1986, p. 74 e 75). Nas primeiras décadas do século XX, Nova Iguaçu se alterava historicamente e se inscreviam novas geografias sociais na cidade, que terão a partir da década de 1960 graves consequências.

3. Caminhando para a Libertação

Na década de 1960, Dom Adriano já lutava por condições básicas de sobrevivência para a população de Nova Iguaçu, pelo respeito à integralidade da pessoa humana e se mantinha como resistência aos desmandos do poder político e das elites locais. Sob essa perspectiva, estava de acordo com o posicionamento defendido por setores da Igreja Católica influenciados pelo movimento da Teologia da Libertação, que surgiu como

resultado de um longo processo de mudança na Igreja como instituição. Estudos mostram que a Igreja começou a pensar mais sobre a questão social a partir da expansão das ideias liberais na sociedade moderna, pois o Iluminismo e a Revolução Francesa espalharam um sentimento negativo em relação ao clero. Já na segunda metade do século XIX se espalharam pelo mundo o individualismo e os ideais dos socialistas. Diante disso a Igreja Católica apresentou mudanças em sua doutrina e se voltou mais para questões sociais (GOMES, 2014).

O Congresso de Berlim (1884-1885) deu início a um processo de mudanças nas práticas católicas, pois as potências europeias permitiram que as instituições e empreendimentos religiosos nas regiões colonizadas receberiam proteção para suas práticas, assim como também seriam garantidas a liberdade de consciência e a tolerância religiosa dos indígenas, dos naturais e nacionais. Já no início do século XX os movimentos operários e o comunismo cresciam e a Igreja mais uma vez buscou alternativas para lidar com esses novos “ateus”. Assim, elaborou um discurso disciplinador em relação ao socialismo e ao liberalismo, propondo a união entre empregados e patrões, reforçando o paternalismo da ação social com relação aos pobres, onde o operariado seria o receptor de concessões dos patrões e não o protagonista nas conquistas de direitos (GOMES, 2014). Mas essa situação se inverterá nos anos 1970. Nas palavras de Dom Adriano:

(...) esta Igreja, que é uma instituição, certo, é antes de tudo um ministério (...) um serviço (...) que veio para servir e não para ser servido (...). Também na realização de sua opção pelos pobres, a Igreja tem de estar bem cônica de que veio para servir. Senão, assumirá uma posição de paternalismo (...) que vai perturbar e mesmo estragar o crescimento do Povo de Deus. (D. ADRIANO, 1981, p. 60)

Acima o bispo afirma que não cabia à Igreja uma postura paternalista em relação ao povo, mas sim uma posição de serviço ao povo. Essa seria uma filosofia da Teologia da Libertação, movimento que ganhou força na América Latina nos anos de 1970. Contudo, estudos mostram que a realidade católica na América Latina começou a apresentar mudanças desde 1898, quando o Papa Leão XIII convocou o Concílio Plenário Latino Americano (Roma, 1899). Este Concílio deu um novo estímulo à Igreja latino-americana, impulsionando as comunicações entre a Igreja Católica da América Latina e o Vaticano. Porém, Aubert *et al.* (1976) apontam o pontificado de Pio XII (1939-1958) como o período em a Igreja objetivou se aproximar da realidade social dos povos (AUBERT *et al.* 1976, p. 227). Antes disso, em 1955 aconteceu no Rio de Janeiro um Congresso Eucarístico Internacional que procurava formar uma frente única católica. Ao final desse congresso foi constituída uma Conferência Geral do Episcopado Latino Americano, de onde surgiu o plano de criação do Conselho Episcopal Latino-Americano (CELAM). Este Conselho foi um grande passo em direção a uma Igreja mais engajada socialmente. Nos anos de 1960 padres reformistas da América Latina já trabalhavam em um processo chamado de *conscientização*, que seria a transmissão de consciência e solidariedade de classe aos trabalhadores, além de buscar despertar o potencial dos mesmos para traçar seus próprios destinos. Nesse período alguns arcebispos e bispos da região foram para o Concílio Vaticano II (1962 e 1965) em Roma. Depois de encerrado o Concílio o episcopado latino-americano demonstrou disposição em assumir uma posição mais autônoma em relação a Roma (AUBERT *et al.* 1976). A partir de então parte da Igreja Católica buscou construir uma Igreja mais identificada com a realidade social latino americana.

Todavia, a situação se complicou particularmente na década de 1970, pois esse foi um período marcado por repressões e lutas na região. O cenário mundial estava complicado por causa dos ideários rivais da Guerra Fria que dividiam o mundo entre socialistas e capitalistas. Após a Revolução Cubana (1959) a vigilância norte-americana sobre a região foi intensificada e, forças conservadoras aliadas a alguns setores da sociedade civil apoiaram a instituição de governos militares e a ascensão de ditaduras na região. Como ocorreu no Brasil o golpe militar no dia 31 de março de 1964; em 1971 na Bolívia; em 1973 o Congresso do Uruguai foi dissolvido; em 11 de setembro do mesmo ano Allende foi assassinado e Pinochet chegou ao poder no Chile; em 1975, Francisco Morales Bermúdez tomou o poder no Peru; em 1976 caiu o governo nacionalista no Equador e no mesmo ano ascendeu Videla na Argentina. Entretanto, foi com a implantação dos regimes ditatoriais na América Latina que parte da Igreja da região começou a viver mais profundamente os fundamentos da Teologia da Libertação e por isso passou a ser oprimida (DUSSEL, 1992, p. 24 e 25). Em 1981 Dom Adriano refletiu:

Nas circunstâncias políticas de nossos países latino-americanos é muitas vezes a Igreja a única voz ou pelo menos a voz mais forte de defesa dos direitos humanos, de defesa do Povo, de defesa da justiça social. Daí os conflitos e atritos com os regimes

autocráticos e ditatoriais. Cabe assim à Igreja um importante papel conscientizador de nossos Povos latino-americanos (D. ADRIANO, 1981, p. 64).

No sentido das palavras do bispo segue a história que nos diz que a Igreja Católica com sua estrutura e alcance foi fundamental para a propagação de ideias e para legitimar denúncias das ações arbitrárias dos governos autoritários e das violações dos direitos humanos. A Igreja também foi importante em movimentos sociais das décadas de 1970 e 1980. Todavia, tal posicionamento de parte do clero no Brasil passou a ser relacionado às ideias comunistas. Para compreender melhor a correlação da Igreja do povo com o comunismo nos anos de 1970 é importante saber que a Teologia da Libertação ia além da propagação do evangelho de Cristo entre os pobres, estava relacionada com a transformação das condições de vida das pessoas exploradas e das relações entre a Igreja e seu povo (Lowy, 2008, s/p). Com uma dimensão popular e marginal a Teologia da Libertação se abria para articulações com pressupostos marxistas, o que nos leva a crer que muitos cristãos teriam agido inspirados por essas ideias. Contudo, na América Latina nos anos de 1970, alinhada com os interesses capitalistas, dominada por governos autoritários e marcada pela pobreza e pela desigualdade social, a situação era perigosa para os defensores da Teologia da Libertação.

No Brasil, no regime de exceção estabelecido pela ditadura civil militar a partir de 1964, a materialização das ideias da Teologia da Libertação foi difícil, mas o país despontou como um forte representante desse movimento e essa situação estremeceu a relação entre a Igreja Católica e o Estado Brasileiro, relação essa que tradicionalmente foi de alinhamento desde a chegada dos portugueses. A separação oficial entre Igreja e Estado se deu apenas com a Proclamação da República (1889), quando o Estado Brasileiro passou a ser laico, fato que não foi bem recebido pelo episcopado, pois acarretaria a perda privilégios da Instituição, mas a Igreja sempre buscou alianças com a República (Gomes, 2014). Em 1964 não foi diferente, a Igreja oficialmente esteve ao lado das elites e das Forças Armadas apoiando o golpe civil militar no país. Não obstante, é preciso ter cuidado ao empreender uma análise sobre o apoio da Igreja do Brasil ao golpe de 1964, pois estudos revelam que esse apoio não foi unânime, mas o posicionamento oficial da CNBB foi de apoio ao golpe militar de 1964.

Aos poucos o apoio da Igreja Católica ao golpe militar no Brasil diminuiu e no decorrer da política dos militares alguns setores da Igreja mudaram de posição e, inspirados pelos ideais da Teologia da Libertação, passaram a criticar o regime autoritário, a defender os direitos humanos e a trabalhar nas comunidades uma pastoral voltada para a conscientização política e para as necessidades materiais do povo pobre. Parte da Igreja voltada para a Teologia da Libertação estava consciente de que sua função seria enfrentar os problemas concretos do povo e, particularmente no Brasil, eles teriam muito trabalho devido aos históricos problemas sociais de ordem material. Dessa forma, em um ambiente de repressão os defensores da Teologia da Libertação seguiam um trabalho social e denunciavam os desmandos da ditadura brasileira.

Alguns os autores se dedicaram a analisar essa mudança de posição da Igreja no Brasil. Temos em Cava (1986) a ideia de que o empenho da Igreja em trazer o país de volta ao “Estado de direito” foi mais forte a partir dos anos de 1970 e levava em consideração engajamentos políticos e interesses institucionais. Já Gomes (2014) aponta que a Igreja mudou sua posição inicial em relação ao golpe principalmente através de alguns integrantes da CNBB e membros da nova esquerda que se posicionavam abertamente contra o regime e passaram a denunciar a cumplicidade entre os católicos conservadores e os militares. Ao que se estuda, as questões sociais e os direitos humanos foram determinantes para a mudança de posicionamento da Igreja, temos então Serbin (2001), que afirma que a Igreja mudou radicalmente sua estratégia para uma militância em favor dos direitos humanos e da igualdade social, a partir da decretação do AI5¹ (Ato Institucional 05), que continha supressão de liberdades.

Com a decretação do AI5 e diante dos desmandos da ditadura iniciou-se uma forte atuação social dos religiosos adeptos da Teologia da Libertação. Tal situação deu aos militares e à parte da sociedade civil uma impressão de que havia dentro da Igreja Católica uma ala muito próxima dos ideais comunistas. Muitos clérigos negavam alinhamento com o marxismo, mas a possibilidade dessa aproximação fez da Igreja em toda a América Latina ser alvo de violentas perseguições: Héctor Gallegos, desaparecido do Panamá em 1972; Carlos Mujica, ferido com balas na Argentina em 1974; Ivan Betancourt, morto em Honduras em 1975 e em 1981, Dom Oscar Romero assassinado em San Salvador. Os leigos, operários, camponeses cristãos que morreram pela fé não têm número (DUSSEL, 1992).

1 O Ato Institucional No 5, AI-5, baixado em 13 de dezembro de 1968, durante o governo do general Costa e Silva, foi a expressão mais acabada da ditadura militar brasileira (1964-1985). Vigorou até dezembro de 1978 e produziu um elenco de ações arbitrárias de efeitos duradouros. Definiu o momento mais duro do regime, dando poder de exceção a governantes para punir arbitrariamente os que fossem inimigos do regime ou como tal considerados. (Maria Celina D’Araujo, <<http://cpdoc.fgv.br/produção/dossiês/Fatosimagens/AI5>> (acesso em 19/08/2016).

4. Dom Adriano em Nova Iguaçu

Diante dos históricos problemas sociais enfrentados pelo povo da Baixada Fluminense, Dom Adriano empreendeu ações corajosas, principalmente no período da ditadura militar, quando essa diocese se posicionou em oposição ao regime político de então e em luta com as elites locais:

Opressores, aqui (...) são todos aqueles que participam do sistema elitista comprometido somente com o bem das classes altas e dos privilegiados, deixando o povo à margem do processo social. O problema na Baixada Fluminense se agrava pela porcentagem diminuta das classes de elite e pela massa imensa de Povo marginalizado (...) pela falta de espírito público dos homens públicos. Aqui se junta, força econômica, força política, força militar, força cultural (...) para, como bloco de poder solidário, preservar e ampliar seus privilégios e status (D. ADRIANO, 1981, p. 69)

Dom Adriano como bispo de Nova Iguaçu empreendeu transformações significativas no trabalho pastoral dessa cidade, desenvolveu um trabalho voltado aos problemas sociais da região e boa parte de sua obra está registrada em entrevistas concedidas para vários jornais e revistas e no jornal semanal de sua diocese denominado de *A Folha*. Esse semanário iniciou suas publicações sob a égide de Dom Adriano Hypólito e, com participação de outros membros da diocese, funcionou de 1972 até 1992 (NASCIMENTO, 2014). Nas palavras do bispo:

Inicialmente *A Folha* queria ser um instrumento de comunicação interna da Diocese de Nova Iguaçu. Aos poucos foi assumindo uma dimensão pastoral conscientizadora a partir da Liturgia e das linhas pastorais de nossa diocese. Baseando-se na Liturgia do domingo e na doutrina do Vaticano II, os artigos procuraram exprimir os dois grandes mandamentos nos quais se resumem a lei e os profetas: amor a Deus e Amor aos irmãos e irmãs. Nunca faltou em *A Folha* a dimensão social da Boa Nova de Libertação total (...) os artigos procuravam sacudir a consciência dos católicos e movê-las a assumir a causa dos irmãos pequenos com os quais Cristo se identifica (...) Lembrando-nos da integralidade da pessoa humana em sua dignidade total de corpo e de alma, gostaríamos de atender como Jesus às necessidades materiais prementes como são: trabalho, educação, saúde, salário, participação no processo social, direitos humanos, direitos da cidadania etc (A FOLHA, 1993, s/p).

Na citação acima observamos que a intenção inicial do semanário *A Folha* era de servir como instrumento de comunicação interna da diocese de Nova Iguaçu, mas aos poucos sua fama ultrapassou os limites das Igrejas Católicas dessa cidade e assumiu um importante papel regional de conscientização política a partir das linhas pastorais da Teologia da Libertação e se transformou em um instrumento de denúncias de violações de direitos humanos durante a ditadura militar brasileira. Esse jornal diocesano teve seu último número publicado em 26 de dezembro de 1993, totalizando ao longo de sua atuação 1146 números publicados (Nascimento, 2014). Nas palavras acima o bispo também reconhece a importância que o jornal diocesano *A Folha* teve para a realização de sua obra em Nova Iguaçu. Todavia, ao assumir uma postura de conscientização política *A Folha* se transformou em objeto de contínua vigilância dos órgãos de informação da ditadura civil militar, como relatou o próprio bispo:

A Folha nasceu durante a ditadura militar (...) Apesar de sua humildade, nosso jornal era alvo da desconfiança, sobretudo dos oficiais da Vila Militar, no subúrbio carioca do Realengo bem perto da Diocese de Nova Iguaçu. Um político, amigo dos militares me contou que *A Folha* era lida assiduamente e comentada com animosidade pelos oficiais da linha dura. A mim pessoalmente o Coronel Moraes da Vila Militar, me disse que certos artigos de *A Folha*, que eram transcritos por um “jornal comunista” de Nova Iguaçu, faziam *A Folha* também suspeita (A Folha, 1993, s/p).

A interpretação que os militares faziam do jornal diocesano *A Folha* ocorria em função de que nesse jornal Dom Adriano escrevia sobre a Baixada Fluminense, sobre o Brasil, sobre o mundo e desenvolvia suas ideias de trabalhar uma Igreja com opção pelos menos favorecidos. Tais ideias indicavam que Dom Adriano era um seguidor dos pensamentos propostos pela chamada de Teologia da Libertação, e esse movimento

católico durante os anos da ditadura militar no Brasil foi associado ao comunismo. Tal situação levou Dom Adriano a ser perseguido por muito tempo e sequestrado e torturado, em 1976.

No Brasil alguns padres e bispos foram perseguidos, além de Dom Adriano podemos citar a morte do padre Antônio Henrique Pereira Neto em 1969, torturado, crivado e pendurado numa árvore por forças paramilitares de direita. No ano de sua morte o Padre Henrique era um importante auxiliar do então arcebispo de Olinda e Recife, Dom Hélder Câmara, conhecido como o “bispo vermelho”. Tal violência foi vista como um aviso a Dom Hélder. Também em 1969 as forças de segurança prenderam freis dominicanos acusados de ajudarem à Ação Libertadora Nacional (ALN) de Marighella. Mas a Igreja reagiu e no ano seguinte Dom Hélder Câmara denunciou a prática de tortura pelo regime militar brasileiro em um evento em Paris. Naquele momento parte do clero brasileiro estava em pleno protesto contra os atos arbitrários do regime e criticava o silêncio de alguns bispos em relação aos desmandos da ditadura (SERBIN, 2001). Há duas datas determinantes na luta da Igreja contra as ações arbitrárias da ditadura: 1970, quando a Pontifícia Comissão de Justiça e Paz do Vaticano e o próprio Papa Paulo VI denunciaram a tortura no Brasil e 1971, quando Dom Paulo Evaristo Arns, Arcebispo de São Paulo, condenou publicamente a tortura de funcionários da Igreja nas prisões dessa cidade. Em 1973, por ocasião do 25º aniversário da Declaração Universal dos Direitos Humanos das Nações Unidas, as Igrejas cristãs do Brasil lançaram uma campanha pelos Direitos Humanos (Cava, 1986).

Em consonância com o clero progressista Dom Adriano seguia seu trabalho em Nova Iguaçu e por seus posicionamentos no jornal diocesano *A Folha* era visto pelos analistas da ditadura como uma figura de clara influência comunista, o que lhe rendeu mais perseguições. Em entrevista em 1981 o bispo falou sobre esse período:

Lembro-me agora de alguns acontecimentos. Além do sequestro (...) houve a falsificação de *A Folha* (...) com milhares de números falsos distribuídos (...) pelo Brasil afora; panfletos caluniosos contra o bispo (...) em março de 1978, sou seguido secretamente em meus movimentos dentro da diocese e nas visitas que fiz a outros bispos (...) acompanhado até mesmo de helicóptero, quando fui fazer uma conferência para o clero de Volta Redonda, no centro de Formação de Arrozal; ameaças de novo sequestro e de castigo exemplar (...) (D. Adriano, 1981, p. 68).

Vasta documentação arquivada na diocese de Nova Iguaçu aponta que entre os anos de 1976 e 1979 o bispo foi bastante perseguido, vigiado e ameaçado. Nada obstante, Dom Adriano enfrentava oposição dentro da própria Igreja, pois católicos conservadores e a própria Igreja como instituição temiam que a insatisfação com o regime extrapolasse o âmbito dos católicos radicais e bispos que se opunham ao regime e se espalhasse. Além disso, o regime estimulava os católicos ultraconservadores a denunciarem alguns padres e bispos como “comunistas”. Parte da Igreja buscava reestabelecer as relações amigáveis com o Estado. Segundo Serbin (2001):

(...) as duas mais importantes instituições brasileiras precisavam uma da outra. Os generais queriam a benção dos bispos ao seu regime, e os prelados queriam a garantia dos privilégios e do espaço doutrinal concedidos à Igreja, desde o início da história do Brasil. Tanto os generais como os bispos acreditavam que poderiam modificar as ideologias uns dos outros. Os militares enfatizavam os perigos do comunismo, enquanto a Igreja apontava para a necessidade de justiça social (SERBIN, 2001, p. 35).

Sobre as relações entre a Igreja e as Forças Armadas durante o regime militar no Brasil, Serbin (2001) nos diz que particularmente entre os anos de 1970 e 1974 houve uma série de encontros entre alguns bispos católicos e militares. Tais encontros ficaram conhecidos como “Bipartide” e tinham como objetivo diminuir o desgaste nas relações entre a Igreja Católica e as Forças Armadas. Se por um lado, as relações entre essas duas instituições revelavam tensões, por outro havia fortes interesses as aproximando, ambas buscavam táticas para sua perpetuação no poder e espaço para realizar adequadamente suas atividades.

5. Um bispo comunista?

(...) Era essa a opinião firmada dos militares e dos grupos de direita. Para eles minha atuação pastoral (...) era comunista. Bispo comunista de um clero comunista. De um laicato comunista (...) me rotularam de “bispo vermelho” (Dom Adriano, 1991, s/p).

Apesar das várias tentativas de reconciliação entre a Igreja e o Estado durante as décadas de 1970 e 1980 a repressão aos setores “progressistas” da Igreja seguiu, particularmente a partir de 1974 com o governo Geisel. Segundo Gomes (2014): “(...) a questão dos direitos humanos e o envolvimento da entidade com os presos políticos, além da defesa da justiça social, eram evidências de que o comunismo crescia no seio da Igreja e de que os bispos progressistas eram os principais responsáveis por fortalecer essa ideologia” (GOMES, 2014, p. 135 e 136) (Grifos do autor). Entretanto, muitos clérigos acusados de aproximação com o marxismo negavam essa ideia, inclusive Dom Adriano.

Mas apesar das negativas, tal aproximação não era absurda, pois a partir da Teologia da Libertação, estudiosos marxistas passaram a repensar a ideia tradicional de religião, que até então se baseava no que fora escrito por Marx no século XIX, quando esse denunciou o obscurantismo e o conservantismo da religião. Mas com a Teologia da Libertação na América Latina, surgiram novas questões que poderiam ser respondidas a partir de uma renovação da análise marxista sobre este tema. Lowy (2008) nos diz que a aproximação entre as ideias Teologia da libertação com ideais comunistas não era algo difícil de perceber, pois nos próprios escritos dos teólogos da Igreja dos Pobres encontravam-se temas marxistas:

Uma implacável acusação moral e social contra o capitalismo como sistema injusto e iníquo, como forma de pecado estrutural. O uso do instrumento marxista para compreender as causas da pobreza, as contradições do capitalismo e as formas da luta de classes. A opção preferencial a favor dos pobres e a solidariedade com sua luta de emancipação social (LOWY, Adital, 2008).

Interessante observar que no livro **Jesus Cristo libertador** (1985) de Leonardo Boff, principal representante brasileiro da Teologia da Libertação, há a defesa da ideia de que como o Cristianismo não se identifica com os mecanismos da Santa Inquisição, o marxismo também não se comparava aos “socialismos” então existentes, pois o ideal socialista poderia e deveria assumir outras formas históricas (BOFF *in* LOWY, 2008). Aqui se percebe uma aproximação de ideais, mas também o cuidado de Boff (1985) em não identificar as propostas da Teologia da Libertação com os modelos de “socialismo” existentes, que ficaram historicamente conhecidos como “socialismos reais” e estariam muito distante do “ideal” socialista. Para os estudiosos da Libertação poderia haver nesse movimento a ideia de que o marxismo se materializaria de outras formas, inclusive motivado pela teologia. Essa não seria nova para. Aqui me baseio pela análise da tese I de Walter Benjamin, feita a partir do livro **Walter Benjamin: Aviso de Incêndio – Uma leitura das teses “Sobre o conceito de história”**, de Michael Lowy (2005):

Como se sabe, deve ter havido um autômato, construído de tal maneira que, a cada jogada de um enxadrista, ele respondia com uma contra jogada que lhe assegurava a vitória da partida. Diante do tabuleiro, que repousava sobre uma ampla mesa, sentava-se um boneco em trajes turcos, com um narguilé à boca. Um sistema de espelhos despertava a ilusão de que essa mesa de todos os lados era transparente. Na verdade, um anão corcunda, mestre no jogo de xadrez, estava sentado dentro dela e conduzia, por fios, a mão do boneco. Pode-se imaginar na filosofia uma contrapartida dessa aparelhagem. O boneco chamado “materialismo histórico” deve ganhar sempre. Ele pode medir-se, sem mais, com qualquer adversário, desde que tome a seu serviço a teologia, que hoje, sabidamente, é pequena e feia e que, de toda maneira, não deve se deixar ver (Grifos do autor, Benjamin *in* Lowy, 2005, p. 41).

De acordo com Lowy (2005), na interpretação das alegorias utilizadas pelo filósofo alemão Walter Benjamin: o *autômato* e o *anão*, para ganhar a partida o materialismo histórico precisa da ajuda da teologia, que seria o pequeno anão escondido na máquina. Este por sua vez, só poderia agir às escondidas. Nesse caso a teologia não visaria apenas à contemplação de verdades eternas, mas estaria também a serviço da luta dos oprimidos. Na perspectiva analítica de Lowy (2005), aos olhos de Benjamin a teologia deve servir para restabelecer a força explosiva, messiânica, revolucionária do materialismo histórico, para que enfim o desenvolvimento das forças produtivas leve à crise final do capitalismo, à vitória do proletariado e às transformações graduais da sociedade (Lowy, 2005).

Esse pensamento de Lowy (2005) aparece também quando o filósofo apresenta o cristianismo como uma forma cultural sujeita a transformações segundo o período histórico, como por exemplo, o seu início como religião de escravos que virou ideologia de Estado do Império Romano, depois se adequou às condições da hierarquia feudal e enfim, se adaptou à sociedade burguesa (Lowy, 1991). Assim, podemos situar a “Igreja dos Pobres” ao lado do crescimento inicial do cristianismo, com os mais humildes e por isso a Igreja Católica deveria por eles e com eles trabalhar. Essa ideia aparece repetidamente nos discursos de Dom Adriano:

Um dos grandes mistérios da Igreja foi o seu fabuloso crescimento inicial. Como é que pode? Algumas pessoas humildes de uma das mais insignificantes províncias do império Romano conseguiram, em pouco tempo, expandir tanto a mensagem do reino de Deus (...) que em vida mesma dos apóstolos o nome de Cristo já estava conhecido em todo o mundo.

Podemos crer que não havia, neste indomável entusiasmo dos primeiros cristãos, muita coisa planificada ou programada sistematicamente. (...) Mesmo assim ou talvez por isso a Igreja de Cristo transformou-se numa onda gigantesca que batizou o Império Romano (A FOLHA, 1972, p.2).

Mas como já mencionado, tal postura e o forte engajamento da Igreja dos Pobres em lutas sociais, para a ditadura mostrava um forte teor marxista. Condição exhaustivamente negada por Dom Adriano. Em 1994 o bispo afirmou:

(...) Apesar das acusações de dentro ou de fora da Igreja (...) eu nunca conheci um bispo brasileiro que pudesse ser acusado de “comunista” com base no seu posicionamento ou na sua atividade. As aparências de uma ação pastoral dedicada aos pobres e marginalizados eram interpretadas como fruto do marxismo (...) (Hypólito, 1994, s/p)

Na negativa de Dom Adriano de que sua pastoral nada tinha a ver com o comunismo, não podemos perder de vista que, o bispo era um representante da religião católica no Brasil e mantinha seus cuidados como tal, uma vez que um marxista é teoricamente um ateu (Gomes, 2014). Todavia, em entrevista à Tribuna da Imprensa em 1979 o bispo falou:

Caetano: Quais os pontos comuns entre o Marxismo e o Cristianismo?

D. Adriano: (...) um ponto comum está na preocupação fundamental com os problemas sociais e na esperança firme de um “paraíso”, isto é: na modificação radical das estruturas de maneira que todos os homens possam encontrar a felicidade. Mas aí começam já as grandes diferenças. Que felicidade será essa? Que meios empregar para modificar as estruturas? Que é libertação? Tenho para mim que Marx só podia ser Marx dentro de um contexto social cristão. Apesar de sua crítica da Religião. Apesar do Cristianismo estatal do seu tempo. Uma aproximação entre Marxismo e Cristianismo seria possível na medida em que o Marxismo deixasse de lado a pretensão de absoluto, de totalidade, de “transcendente material” (...) na medida em que o Marxismo deixasse de ser Religião (...) (Caetano, 1979, s/p)

6. Considerações finais

Aqui convém esclarecer que de acordo com Nascimento (2007) em seu texto **O Cristianismo da Libertação na Igreja Católica de Nova Iguaçu: o jornal diocesano A Folha em oposição ao Regime Militar (1975-1981)**, a Igreja de Nova Iguaçu através de Dom Adriano não se declarava comunista. Por outro lado, o bispo via a política da ditadura militar no Brasil como um fracasso nos aspectos econômicos e sociais. Com sua formação ideológica e com as armas que lhe cabiam Dom Adriano chegou à Nova Iguaçu em 1966, período em que a cidade estava imersa nas transformações ocasionadas por um intenso desenvolvimento industrial e nas páginas de seu semanário diocesano *A Folha* resistiu à ditadura, lutou pela democracia e pelos Direitos Humanos. Assim, é importante reconhecer, na figura de Dom Adriano, que nos anos

violentos da ditadura civil militar no Brasil, parte da Igreja Católica inverteu seu papel de legitimadora da ordem estabelecida e empreendeu uma transformação das práticas católicas, defendendo um cristianismo que ia contra a aceitação imóvel das injustiças sociais e priorizava o aspecto social da religiosidade.

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Legal system transformation in the digital age: problem statement[†]

Transformación del sistema legal en la era digital: planteamiento del problema

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ABSTRACT

This paper discusses the prospects for the development of the legal system, the system of legislation and the judicial system of the Russian Federation in the context of the fourth industrial revolution associated primarily with the digitalization of all spheres of social life, all social institutions, including the law, of course. There is a range of problematic issues that will require their resolution in the near future. It is suggested that the process which can be described as “technologization of law” is inevitable. The possibility of revising the key institutions of law and actually forming new terminology is not ruled out.

Keywords: law, legal system, system of legislation, system of law, digital technologies.

RESUMEN

Este documento analiza las perspectivas para el desarrollo del sistema legal, el sistema legislativo y el sistema judicial de la Federación de Rusia en el contexto de la cuarta revolución industrial asociada principalmente con la digitalización de todas las esferas de la vida social, todas las instituciones sociales, incluidas la ley, por supuesto. Hay una variedad de problemas problemáticos que requerirán su resolución en un futuro cercano. Se sugiere que el proceso que puede describirse como “tecnologización de la ley” es inevitable. No se descarta la posibilidad de revisar las instituciones jurídicas clave y, de hecho, formar una nueva terminología.

Palabras clave: derecho, sistema legal, sistema de legislación, sistema de derecho, tecnologías digitales.

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Introduction

We are far from thinking that within the framework of a single paper we can throw light on all the processes that occur in modern society in connection with the transition to the VI technological mode or the fourth technological revolution, and, accordingly, how they affect the legal sphere. Paying tribute to a legal form, we do not forget that the law as a universal regulator of social relations has always followed the economy. This is eloquently evidenced by scientific research. Being at the present level of their development, archaeology, anthropology and other branches of scientific knowledge provide us with convincing evidence of the developed legal everyday life of the first civilizations: firstly, the river-borne ones (Egypt, China), and then the Mediterranean civilizations (Greece, Rome). In this regard, one cannot but agree with Jean-Louis Bergel that: "The legal organization of human life exists from the very moment when a human society appeared on earth since there can be no societies without a legal system. Even primitive forms of joint life of people suggest the existence of an institution for affirming the identity of each member of the community and recognizing it by others, that is, having a "trans-subject" connection, the development of which leads to the emergence of institutions that apply to a large number of individuals and new forms of activity"[2, p.273].

A generally accepted approach with respect to the legal system in legal science has not yet been developed; the generally accepted definition has not been formulated, and that will be the subject of this study.

Methods

The methodological foundations of the study should include a system-holistic approach to legal phenomena, allowing them to be treated as systems that have not only internal but also external relations; sociological approach to the law, its study in action, evolution (functioning); comparative legal approach involving the exchange of information at the level of world legal science and the search for new parameters comparing the legal reality phenomena of different countries.

Discussion and results

The central subject (element) of a legal system is still a subject of law. The legal concept of this category was formed gradually, as the relations of production and exchange of goods became more complex. The right as the most effective regulator of social relations arises with the institution of property. Barter relations which formed the basis of economic life in antiquity began to gradually recede into the background after the Sumerians invented money - this universal index of the value of a commodity. The human who has created a product had transferred to it the property of use value and at the same time had turned in to an owner, and, therefore, the carrier of certain rights and obligations. Speaking in modern language, he became a subject of law.

To some extent, one can dispute with Bergel and his claim that the personification of an individual is allegedly taking place in the conditions of a primitive society. One can agree that individual claims to something served as an initial psychological impetus to that an individual began to separate himself from others, and, strictly speaking, the law began to form from this point. However, there are serious doubts that this happened already at the stage of primitive society. Moreover, even in the ancient world, a man did not separate himself from others and did not know about freedom in its individualistic interpretation. This was convincingly written by B. Konstant, who investigated the problem of freedom among ancient and new peoples. He notes that only the ancient Germans introduced into the understanding of freedom an individualistic aspect, while it was not present among the Greeks and Romans.

This circumstance fits into the logic of the historical development of ancient civilizations. The law was part of religion among such people as the Hindus, Greeks and Romans. The ancient people's faith was that they received their laws from their gods. For them, the laws were not a creation of the human mind, they were of divine origin. As Plato liked to repeat, "To obey the laws is to obey the gods." Under the conditions of this historical social reality, there could be no talk of any personal principle.

According to Fustel de Coulanges, "law did not come from the idea of justice, but from religion and did not go beyond it. In order for a legal relationship to be established between any two people, religious relations should already exist between them, so that they would have the cult of the same hearth and the same sacrifices. If there was no religious connection between them, then, apparently, there could be no legal relations"[6, p.194].

Religious origin of the ancient law explains one of its main features. Religion was purely civil, that is, special for each city, and therefore the law could only be civil. It is important to understand the meaning that the ancients put into this word. Speaking about civil law, they simply meant that each city had its own code, as in our days every state has. In addition, they believed that the laws of each city are valid and are valid only between citizens of a particular city [6, p.193].

The political ideal of antiquity (for example, Greece) was autarky: a closed, self-sufficient city-state (polis). Ancient Greece and Rome are the basis of modern European civilization, the distinctive features of which, according to Arnold Toynbee, is the synthesis of “technology and nationalism.” In this case, nationalism has found its expression in a more presentable design: Eurocentrism. According to the Eurocentrism ideology, the whole history of mankind, in fact, boils down to the birth and development of European civilization which not only influenced many other cultures but was, in fact, their foundation.

For the sake of justice, it is worth agreeing with that. Again, if we consider the history of mankind from its technical, and in the context of the title of the paper, technological aspect, then anyone will hardly take to challenge the technological primacy of the West for many centuries of history for the simple reason that there is no convincing argument in the stock of evidence.

The first cardinal shift in the human lifestyle, the transition from gathering to farming, occurred 10 thousand years ago thanks to the domestication of animals. The agrarian revolution was built on combining the power of animals and people in order to ensure production, transportation and communication. Gradually, the efficiency of food production increased, stimulating population growth and ensuring the viability of large settlements. This eventually led to urbanization and the flourishing of cities.

The agrarian revolution followed by a series of industrial revolutions which began in the second half of the XVIII century. They became milestones on the path from the use of muscle power to mechanical energy and, ultimately, led to that in the process of the fourth industrial revolution, production develops through human cognitive activity.

The first industrial revolution lasted from the 1760s to the 1840s. Its trigger was the construction of railways and the invention of a steam engine, which contributed to the development of mechanical production. The second industrial revolution which began at the end of the 19th century and lasted until the beginning of the 20th century led to the emergence of mass production due to the spread of electricity and the introduction of a conveyor. The third industrial revolution began in the 1960s. It is usually called a computer or digital revolution since its accelerator was the development of semiconductors, the use of large computers in the sixties of the last century and personal computers and the Internet in the nineties in the seventies and eighties.

According to Klaus Schwab, the founder and President of the World Economic Forum in Geneva (Switzerland), we are today at the origin of the fourth industrial revolution. It began at the turn of the millennium and relies upon the digital revolution. Its main features are the “ubiquitous” and mobile Internet, miniature production devices (which are constantly becoming cheaper), artificial intelligence, and learning machines.

The lesson of the first industrial revolution is still relevant today: the main indicator of progress is still the measure of the adoption of technological innovations by society [14, p. 15-17].

Industrial revolutions caused changes in the legal system of society. Turning to the first industrial revolution, it is impossible not to mention the French Civil Code of 1804, named as Napoleon’s code, and its influence on the development of civil legislation in a number of European states. Its development and adoption can be qualified as a kind of legal consolidation of the transition from feudalism to capitalism, a more progressive stage of social development. As Napoleon Bonaparte himself said, “my true glory is not in the forty battles I have won; Waterloo crossed them all out. But the Civil Code will not and cannot be forgotten.” [10, p.429]

Structurally, it was divided into three parts: persons, things, obligations. From this, it follows that the central element of the legal system was recognized as subjects of law. With the adoption of the Code, the process of the bourgeois civil law formation was basically completed [9, p.184].

In the “homeland” of capitalism, England, significant changes occurred in the legal system under the influence of the first industrial revolution. The archaic of the legal norms of the feudal period reached back. A number of legislative acts aimed at regulating economic relations appeared: the Parliamentary Act “On Companies” (1856), the parliamentary act “On the Rules for Concluding Deals on Real Estate” (1875), the Act “On Entrepreneurs and Workers” (1875), the Act “On the sale of goods” (1893).

The second industrial revolution is connected with mass production through the use of electricity and conveyor. Mass production means a truly gigantic increase in the number of wage workers. The legal protection of workers has appeared as one of the main social and legal problems. Labor legislation and the right to social security are painfully but, nevertheless, being developed. For example, in England, the system of collective agreements on working conditions began to take shape as early as the 60s of the nineteenth century. They were a kind of “gentleman’s” agreements and did not have a strict legal force. The hiring of labour was governed by civil law rules

for a long time. In Germany, the social protection and position of the workers were significantly better than in England; that was associated with the social policy that Otto von Bismarck began.

The third industrial revolution can be characterized by a fairly stable legal system. In all industrialized states, the system of law, like the system of legislation, were rather clearly structured on the basis of the subject and method of legal regulation as the largest blocks of the legal system. However, branches of legislation, are increasingly becoming complex. Interest in intellectual property rights has been revived.

The fourth industrial revolution which began in the 2000s led to the emergence of new branches of law and legislation. Up to the moment, we cannot say exactly what trends will prevail in the development of the legal system. This revolution is at the very beginning. Its difference from previous revolutions is that the nature of the changes taking place is so fundamental that world history has not yet known a similar era which is a time of both great opportunities and potential dangers. The independence of the fourth industrial revolution can be justified by three factors.

The pace of development. Unlike previous ones, this industrial revolution is developing at a non-linear, but rather exponential pace.

Latitude and depth. It is based on the digital revolution and combines a variety of technologies, causing the emergence of unprecedented paradigm changes in the economy, business, society, in each individual life. It changes not only the “what” and “how” we do but also the “who” we are.

Systemic exposure. It provides for a holistic external and internal transformation of all systems, across all countries, companies, industries and society as a whole [14, p.10-11].

The digital revolution will affect all elements of the legal system to one degree or another. As it was already mentioned above, in legal science there is no unity of approaches to the legal system. There is no consensus on which elements of legal reality can be included in the legal system. And the most important thing is that in the legal literature there are proposals to abandon the category of “system” in relation to such structures as a legal system, a system of law, a system of legislation. Often there are voices that the systematic approach is outdated, we need to give it up, or retaining it, move on.

System (from Greek word “systema” - composed of parts, connected) is a set of elements that are in relationships, connections and links among themselves and form certain integrity or unity. A system is characterized not only by the availability of connections and relations between its constituent elements (a certain organization) but also by an inseparable unity with the environment, in relations with which the system manifests its integrity [4, p.329].

From our point of view, there are no methodological, theoretical and practical grounds for abandoning the system, systematicity, and systematic approach in the study of legal phenomena. Moreover, it is the systemic nature that gives institutional properties to the law as is an integral institution which is relatively separate from the social environment. A society in which law is intended to establish strong social discipline is also a system.

The concept of “society” is used to describe structured social relations and institutions in a large community of people, which cannot be reduced to a simple set or aggregation of individuals. A society is considered as a coherent whole [7, p.28, 32].

The idea of society has never been universal. Nevertheless, various interpretations of society were based on the foundation of a national state, and this means that the emphasis was placed on the fact that it, i.e., society, is an integral systemic entity. Now, in connection with globalization, the perception of society formed on the basis of a nation state is changing. The statement that “...Legal science by its very nature is transnational” is obvious [3, p.11]. Globalization also affects law, but it does not lose its systemic nature.

S.S. Alekseev considered that the law is a very complex holistic system. From his point of view, the most important common features of law as a systemic phenomenon are:

- the law belongs to a special class of system objects combining the features of inorganic and organic systems, and depending on the development of the law of a given state, such its features as a structural commonality caused, in particular, by the codification of legislation, the level of organicness of law increases; in this aspect, some features of the logical system are also inherent to the law;

- law is a functional social system: its origin, existence and development is subordinated to class-specific goals, and in accordance with this, a number of specific functions are characteristic of it and its divisions (branches);

- law is a formalized system: a legal substance is objectified in legal acts, giving the law a distinct institutional character;
- differing by its stability, law time has the features of a dynamic system at the same and even some mechanisms for a kind of its self-regulation;
- law is a social system, the existence and functioning of which is associated with the individual legal activity of the competent authorities (justice);
- and, finally, the law is characterized by a complex and multi-level structure [1, p. 278].

Recognizing the systemic nature of law, it is logical to go to the concept of the legal system.

According to professor V.K. Babaev, the legal system is “a set of interrelated, coordinated and interacting legal means governing public relations, as well as elements characterizing the level of legal development of a country” [11, p. 85].

Professor V.D. Perevalov considers that it possible to define a legal system “... as an integral complex of legal phenomena conditioned by objective laws of the development of society, which is recognized and constantly reproduced by people and their organizations (a state) and used by them to achieve their goals” [12, p. 463].

Professor N.I. Matuzov understood the legal system as “...a set of internally consistent, interconnected, socially homogeneous legal means (phenomena) with the help of which public authority has a regulatory, organizing and stabilizing effect on public relations, behavior of people and their associations (consolidation, regulation, authorization, prohibition, persuasion and coercion, stimulation and restriction, prevention, sanctions, responsibility, etc.)” [13, p. 178].

The definitions of the legal system are not very different from each other. It seems to us that the definition is clearly not suitable for the objectification of the legal system since it claims to be extremely accurate. Therefore, the definitions are applicable in the legal sphere more to the legislation than to such a broad category which is the legal system, since it is a “container, a centre of various legal phenomena” [8, p.276].

The category “legal system” began to be applied in Russian legal science in the 80s of the twentieth century. Prior to this, a more familiar construction was used: a legal superstructure. It is reasonably considered that the legal system is much broader in its content and includes a legal superstructure.

The structural construction of the legal system is of the greatest scientific and practical interest. Lawrence Friedman rightly believes that “it is the structure of the legal system, its skeleton or framework and its long-existing part; it gives shape and certainty to the whole” [5, p. 10].

The legal system structure is seen in different ways. The elements of the legal system include phenomena of a spiritual or ideological nature (legal science, legal concepts, legal principles, legal culture, legal policy); the law and the law expressing it; legal relations; legal practice; and legal technology (V.K. Babayev).

In addition to law, the legal system also includes law-making, justice, legal practice, normative, law-enforcement and right-interpretive acts, legal relations, subjective rights and duties, legal institutions (courts, prosecutor’s office, legal profession), legality, responsibility, mechanisms of legal regulation, and also legal conscience. In addition, there are several blocks in the legal system: the normative, the legal, the doctrinal (scientific), the statistical, and the dynamic block, and the block of rights and obligations (N.I. Matuzov).

Conclusions

Comparative analysis shows that the structural description of the legal system using different categories, such as an element, unit, level, does not indicate fundamental differences between the positions of various authors. Roughly, they say about the same elements of the legal system. It is another matter that some authors consider the law itself to be the main element of the legal system, and to some extent fall into eclecticism, while others consider as such the subjects of law, and, above all, human, a personality. The second point of view seems preferable.

Obviously, not all structural elements will be altered to the same extent. For example, legal culture and legal consciousness are conservative enough to react so quickly to the processes which occur in the modern digital era.

Legal science responds faster to the calls of the times. Recently, a lot of work has appeared on the digitalization of law. Information law has long been a part of the nomenclature of scientific specialities. At the University named

after O.E. Kutafin (MSLA), a master's program "Master in IT-technology" is implementing.

Information and communication technologies are actively being introduced into the activities of legal institutions: prosecutors, courts, and legal professions. It is impossible to imagine any kind of legal activity without the use of reference information systems.

Of course, it is possible to predict serious changes in such branches of law as banking, tax, financial, civil, labour with the introduction of Internet technologies, robots, electronic commerce, artificial intelligence, distributed databases, genetic engineering, the Internet of things, electronic currency. Already today, the so-called joint economy is being formed, which will make serious adjustments to civil law and related branches of law. Many companies will not be rigidly "tied" to certain jurisdiction. In short, the system of law and the system of legislation are to be gradually modernized. The speed of these changes will depend on the speed of changes that occur in modern, globalizing society.

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Teaching language through literature: an ELT based study

Enseñanza del lenguaje a través de la literatura: un estudio basado en ELT

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ABSTRACT

The present study aims to: firstly, highlight the effectiveness of using literature in ELT classes in an interesting and innovative manner in Pakistan; secondly, to help language teachers develop a thoughtful and principled approach to using literature in the language classroom; thirdly, to provide teachers with the tools for developing their own classroom materials and for using these materials in a way that is relevant to their learners' needs. This paper explores the text of 'Good Bye Mr. Chips', a famous novel by James Hilton (1934) for teaching at Intermediate level. For the analysis of data, insights are taken from the works of Dubin & Olshtain (1977), Collie & Slater (1987) and Robinette. B. W (1978). It was found that the activities like role plays and a lot of pair work and group work not only caused reduction in anxiety level of students but also increased their level of interest and enthusiasm. It also concluded that for facilitating language teaching and learning, formation of a variety of activities based on learners' needs from carefully and properly selected texts is unavoidable. The future researchers can exploit similar literary texts following the same frameworks for language teaching purposes.

Keywords: ELT, Language Skills, English Literature, Pakistani ELT Classroom, Innovation

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RESUMEN

El presente estudio tiene como objetivo: en primer lugar, destacar la eficacia del uso de la literatura en las clases de ELT de una manera interesante e innovadora en Pakistán; en segundo lugar, ayudar a los profesores de idiomas a desarrollar un enfoque reflexivo y basado en principios para utilizar la literatura en el aula de idiomas; tercero, proporcionar a los maestros las herramientas para desarrollar sus propios materiales de clase y para usar estos materiales de una manera que sea relevante para las necesidades de sus alumnos. Este artículo explora el texto de "Good Bye Mr. Chips", una famosa novela de James Hilton (1934) para la enseñanza a nivel intermedio. Para el análisis de los datos, se toman ideas de los trabajos de Dubin y Olshtain (1977), Collie y Slater (1987) y Robinette. B. W (1978). Se descubrió que actividades como juegos de roles y mucho trabajo en pareja y en grupo no solo redujeron el nivel de ansiedad de los estudiantes sino que también aumentaron su nivel de interés y entusiasmo. También concluyó que para facilitar la enseñanza y el aprendizaje de idiomas, es inevitable la formación de una variedad de actividades basadas en las necesidades de los alumnos a partir de textos cuidadosamente seleccionados. Los futuros investigadores pueden explotar textos literarios similares siguiendo los mismos marcos para la enseñanza de idiomas.

Palabras clave: ELT, habilidades lingüísticas, literatura inglesa, aula de ELT paquistaní, innovación

Introduction

It is widely acknowledged that literature can be interesting and motivating for English language learners and can be used to prompt the responses of students studying language skills. It helps to stimulate the imagination of the learners, increase their comprehension and stimulate discussions. It helps students to get involved in the activities.

Communicative Language Teaching also recommends the use of literary text for language teaching. Learners can be easily engaged in the process of meaning production by the successful use of communicative approaches of language and the conversational nature of literary text can be greatly helpful in this regard. (Kramsch, 1993).

An experienced professional language teacher always prefers to adopt the eclectic approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

Use of literary text in language classrooms is also recommended by the present study. It is demonstrated that the major skills as well as different sub- skills of the learners can be used in language class effectively by using literary texts specifically novels. Some practical suggestions for teaching language through literature have also been provided through this study.

Background of the Study

Not so many years ago, there seemed to be a decisive movement against literature in the English as a foreign language (EFL). Classroom literature was thought to be containing static, convoluted kind of language, for removed from the utterances of daily communication. Explanation of finer literary points was a very time consuming process. It was also considered to carry undesirable freight of cultural connotations. Dubin & Olshtain (1977) declared literature unsuitable for language teaching classes where only one skill is focused in one activity and the learners are

least motivated to learn anything. Rather they recommended Grammar Translation Method (GTM) as the most apt way for teaching literature.

Learners are introduced to literature in our (Pakistani) classrooms in a very traditional manner. The students sit in rows facing the teacher. The teacher stands near a blackboard and a desk. The desk is often an elevated podium to allow a better view of the whole class. From this position, the teacher is involved most of the time, in delivering a formal and frontal lecture. The students have very little opportunity of moving around in the classroom. They remain seated in their places for most of the lesson. Some have the advantage of seeing and hearing the teacher simply because they are lucky enough to set up front, others find it much more difficult to concentrate or feel involved in any real sense. In a traditional classroom a lot of teaching is carried out every minute of the lesson, but much less learning is possible. The teacher lectures on and the students listen passively. There is little interaction between teacher and learners.

Too many language classes have spent quantities of time on repeating sentence without giving enough consideration whether or not the meaning of the message was vital enough to students' interests to have mattered to them in the least. Parrots too can listen and repeat, but human beings can listen, understand, and continue to create and generate sentences of their own. The distance between practicing language substance in a language classroom and using a new language in real life situations is a vast no man's land which some never manage to cross.

Significance of the Study

In the last decade particularly, there has been an upsurge of interest in how literature can be used with the language learner. This research explores the text of 'Good Bye Mr. Chips', a famous novel by James Hilton (1934) which has been a permanent component of the Intermediate Syllabus in Punjab for almost last five decades. This study works to improve the quality of English Language Teaching (ELT) and learning in Pakistan. It demonstrates the effectiveness of the use of literary texts especially novels in language classes for developing all the four language skills if learners in interesting and innovative manner. The exercises and activities that are based on the literary texts help the teachers in bringing about changes in conventional setup of ELT classes in Pakistan. The relationship has been explored in order to enhance effective teaching and learning of Literature and English Language that would ultimately contribute immensely in addressing the seeming poor academic performance in the context of Pakistani ELT classroom.

Objectives of the Study

- To investigate the benefits of using literature in teaching language skills and to develop the appropriate classroom activities for facilitating language teaching and learning
- To broaden students' horizons by giving them a knowledge of the classics of literature
- To improve student's general cultural awareness
- To develop their appreciation of literature and to stimulate students' creative and literary imagination
- To add to students' knowledge of the world at large and to expose students to masterpieces in English literature as an educative experience

Literature Review

Many critics raise objections against the use of literature in language classrooms. But researchers have established logical understandings of the use of literature in language learning classrooms. They focused that literature helps students in learning language skills in a natural way and meaningful contexts. A profound range of vocabulary, dialogues and prose, introduced through the literary texts can be used to prepare interesting activities in language classrooms. Different critics and researchers have conducted researches on this issue and gave strong points in favor of the inclusion of literature in teaching language skills.

Povey (1972) observed that literature helps to integrate all language skills. It is because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Practice in contextualized language provides ample insight and improves students' writing skills by familiarization with various features of writing style such as the formation and function of sentences, structural variation, coherence and cohesion. Brumfit and Carter (1987) proposed the point that the literary texts are authentic texts which can be real and can be responded directly. Such a text grips the Students' imagination is gripped by such a text and scopes for the examination of language is also offered.

Lazar (1990) provided various approaches for using novel in language-learning classrooms. He discussed various reasons for using novel for teaching language. The main reasons explored are developing students' interests, addressing to complex situations and adult dilemmas, cultural enrichment, need analysis. He explains that 'sense-making activities' must be employed in a language classroom. For example, the teacher must encourage the students to make predictions, draw inferences, and test out their hypotheses as they read. By doing so, a teacher must encourage their capacity for 'making meanings' in English. This struggle leads to increasing language awareness among learners. He further mentioned some activities for effectively using novel in teaching English language, such as problem and solution analysis, making them culturally enrich by introducing them to a foreign culture, etc.

Kramersch (1993:131) insists that "opportunities for the dialogic negotiation of meaning" can also be provided to the learners through literary texts. She further observes that literary text gives students "access to a world of attitudes and values, collective imaginings and historical frames of reference that constitute the memory of a people or speech community" (Kramersch, 1993:175). Language cannot be taught without context so literature provides context and authentic materials. The learners need authentic materials and literature can be beneficial resource for such materials.

Literature is helpful to develop interpretative abilities of the students. Lazar (1993: 19) says, "Literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the reader/learner is actively involved in 'teasing out' the unstated implications and assumptions of the text."

Obediat (1997) discussed the efficacy of using novels as resource in a language classroom, literature enables learners to acquire a native-like competence, to find a platform to voice their ideas, to be familiar with the idiomatic expressions, to be familiar with old and modern English, and to be critical, logical and creative.

Butler (2002) has further accentuated the need for integrating language and literature in his article Language through literature through Language: An Action Research Report on the English 100 Course at the University of North West. Pulverness (2003) offered valuable advice for teachers to make learning English language a joyful journey. In order to draw the attention of students, teachers are expected to pay a lot of attention to pre-reading tasks, icebreakers etc. Students can be encouraged to modify the texts, change the ending etc. using their creativity, creativity etc. Murat (2005) speaks of the semiotic elements i.e. signifier and the signified, in literature which the students can learn while studying a poem (according to T. S. Eliot a poem refers to any literary piece of writing). Poems are actually wired signs which are a combination of two constituents: signifier and the signified, so says Hiller (1983) as seen in Murat (2005). Murat precedes his study with stating the benefits of different literary genres like drama, short story, novel and particularly poetry. Hismanoglu (2005) argued that for teaching both language areas (vocabulary, grammar and pronunciation) and basic language skills (reading, writing, listening, speaking) the use of literature can be a popular technique. He provided some reasons for using literature in teaching English by quoting Collie and Slater (1990: 3). These are valuable authentic material, cultural enhancement, language enrichment, and personal involvement. Duff and Maley (2007) also proposed easy tasks to motivate the interest of students. One should move gradually from easy tasks to difficult tasks. Teachers can completely exploit the material by conducting brainstorming sessions, pre-reading tasks etc. for the benefit of students.

Hussein and Ja'afar (2009) explored the effectiveness of using novel in teaching English as a foreign language. They suggested that for developing and enhancing the language skills novel plays the vital role. The basic reason might be because the full range and variety of English language is presented in novels with real examples of writing skill. They maintained that for students, a novel has two main objectives. First, it generates interest in students. Second, the novel is a rich source of vocabulary and practical grammatical structures. They explored reasons for using literature as a resource in teaching English language. They studied 60 students while aiming at teaching some extracts from the novel "Hard Times". Their purpose was to highlight importance of teaching novel from a linguistic point of view. They concluded their test results by declaring that if novel is used properly, it can be greatly fruitful in teaching English language.

Khatib & Rahimi (2012) also persuade that literature can be the suitable material for ELT classroom as it provides authentic and real contexts of communicative situations. It also provides the enjoyable experience of learning a new language innovatively. Reading of literature can also help enhance students' knowledge and experience of the world. Keshavarzi (2012) explored the reasons behind using literature as a good source in teaching English language. Literature-based programs focus on personal interpretation of the language so students begin to experiment with the language and incorporate this into their everyday speech and vocabulary. Therefore, literary texts help them to acquire the language as a means of communication. This literature would make them native-like speakers because grammar is acquired covertly, therefore, it is very important for making teaching English based on use and function-focus.

Literature is considered to be seminal in molding the character of the students. Different literary genres like poetry and drama deal with the psyche and nature of various literary personae and the use of different levels of language use. It is easy for the students to simulate with different character traits which help in developing intellectual faculty among the students. "There is a difference between teaching about the language and communicating in the language", says Ali (2013). Dialogues, different levels of narration and conversation and verbal and non-verbal communication in dramas, novels and short stories can be helpful in inculcating language efficiency among the students (Ali, 2013). Yeasmin, Azad & Ferdoush (2013) conducted a case study on the "Reader's Development Program" at English Department in ASA University Bangladesh in which they implemented various classroom activities from simplified versions of English texts. It was discovered through this study that literary texts allow multi-dimensional uses of language and offer real language use, at the same time, avoiding boring teaching methods such as G. T. Method and giving fascinating and interesting stories. If syllabus designing is done properly half the battle is won. The environment in the classroom changes unbelievably by introducing literature. Literature is for all ages and never ceases to inspire the students irrespective of their age and gender.

Chen (2014) explored the effectiveness of using quality literature for children for EFL acquirers of all ages. His research suggested literary instructional activities that provide comprehensible input, develop instinctive English speech patterns, and benefit reading development. He provided evidence in his study that suggested that meaningful instruction coupled with quality literature for children can be an effective approach to second and foreign language acquisition. Prasad. (2015) analyzed how literature can be used effectively for teaching technical English in engineering colleges. He also tried to find whether learning English language is likely through the use of literature. He suggested certain questions while selecting literary texts for the learners: 1. Is the material really interesting for the learners? 2. Is the literary style comprehensible? 3. Is it possible to complete the text within the schedule? He proposed that tasks should be used in a classroom to teach English and teacher should proceed from easy to difficult tasks. Teachers should completely exploit the material by brainstorming sessions, pre-reading tasks and icebreakers. He concluded that teacher has the crucial role in a language classroom and he must know how to use materials for teaching language effectively. Kennan et al (2016) investigated the usage of novel as a teaching tool to English learners in India. They studied a class of 50 students before and after using novel as a teaching tool. The findings revealed that novel as an innovative resource has kindled students' knowledge of foreign language and culture.

Research Methodology

The present research is qualitative in nature. The data are based on the text of the novel 'Good Bye Mr. Chips'. This text is included in the compulsory course at intermediate level. All the activities have been devised by following the Eclectic Approach to teach English language through novel at Intermediate Level. The research endeavors to devise activities and exercises which are helpful in bringing about changes in the conventional setup of our Pakistani classrooms. The activities and exercises were devised according to the need of the students. This test was later on applied to students in a language classroom. These activities demanded from the students the use of the target language as much as possible and during this process all the four language skills were at play. Though some students at times, slipped or jumped to their native languages in group discussion but such mistakes, seldom took place, and were not only sign of learning but also increased students' involvement.

Research Questions

- Can the novel as a literary genre be exploited for language teaching purposes?
- If yes, how?
- What innovations can a teacher make in a language classroom?

Frameworks used for Analysis

For the present research, insights have been taken from the works of Dubin & Olshtain (1977), Collie & Slater (1988) and Robinette. B. W (1978) who support the inclusion of literature in the language classroom because it provides authentic material, causes learners' personal involvement' cultural enrichment and language enrichment as well. Further the framework has been adapted to meet the needs of the present research and certain categories have been excluded and included as per requirement. All the activities have been devised by following the Eclectic Approach to teach English language through novel at Intermediate Level.

Data Analysis

In the remaining part of this paper, the researcher explores the linguistic content of the novel 'Goodbye Mr. Chips' in the light of foregoing discussion on research methods. The analyses comprise of thirteen different activities

based on various chapters of the novel. All the activities contain a detailed explanation, complete instructions for the students and the relative work sheets. The answer keys are provided in the appendix.

Activity 1

This exercise has been devised to check students' comprehension of the text. It went successful in both pair work as well group work. This exercise made students read the text very carefully in order to extract the information directly or to infer the correct answer.

Another advantage of this activity was that it not only helped the teacher check students' comprehension rather it also helped the students to make a summary of the novel by placing all the true statements together in sequence. A special care was taken while devising this exercise as the sequence of the statements needed to be in match with the sequence of the incidents as they occur in the novel.

Students found it very easy and interesting. They were more motivated because often they are asked about such questions in the examination. It was a student-centered exercise. Students were free to discuss within their groups. This work-sheet can also be given as home work for writing a summary of the novel. All the four skills of communication reading/writing/speaking and listening are working together in this activity.

Work Sheet 1

Decide whether the following statements are true or false and then take out all the true statements and make a summary of the novel.

Work Sheet 1

1. Mr. Chips was appointed the schoolmaster at Brookfield Public School in 1870.
2. It was his first appointment as a school teacher.
3. In 1896, he went to the Lake District with his friend Mr. Rowden.
4. At that time he was 48 years old.
5. They spent their time in sight-seeing and mountaineering.
6. One day, when Mr. Chips was climbing on a hill, he saw a girl crying at the top of her voice.
7. When he met that girl, (Katherine Bridges), they both fell in love with each other.
8. Katherine was an unsocial and narrow-minded girl.
9. She liked Mr. Chips' decent habits and they both got married in 1896.
10. She could spend only two years with her husband and died in childbirth in 1898.
11. Mr. Chips was not affected by his wife's death.
12. In 1900, Meldrum, the old headmaster, died and chips became the acting head of the school.
13. Afterwards, Mr. Ralston was appointed as the new headmaster.
14. Ralston loved Mr. Chips.
15. He asked Mr. Chips to get retirement.
16. At first, Mr. Chips liked this idea.
17. Mr. Chips refused.
18. In 1913, Chips got retirement from his job because he was suffering from bronchitis and he was given a grand farewell party.
19. In his speech he remembered Ralston.
20. Chips' retired life was calm, busy, peaceful and silent.
21. He used to live far away from the school.
22. He used to remember his wife, his students and his beautiful past.
23. In 1917, chips became the acting head of the school.
24. He was a cruel headmaster
25. In 1930, he made his will and decided to write a book about his past memories.
26. After retirement, he lived with Mrs. Wickets.
27. In 1933, Mr. Chips died.

Activity 2

This exercise has been devised to help students improve their vocabulary. It is an interesting grammar based activity. Through this exercise students learnt to classify different word classes. This activity was easily conducted in pairs or students can also do it individually.

Work Sheet 2

Make adverbs and nouns from the following adjectives. First two are done for you

Work Sheet 2		
Adjectives	Adverbs	Nouns
Clever	Cleverly	Cleverness
Ambitious	Ambitiously	Ambition
Ruthless	Ruthlessly	Ruthlessness
Imaginative	Imaginatively	Imagination
Sympathetic	Sympathetically	Sympathy
Efficient		
Emotional		
Kind		
Conservative		
Gentle		
Keen		
Good		
Obstinate		
Bold		
Popular		
Evolutionary		

Activity 3

It is also a grammar based exercise or a vocabulary building exercise. It is an individual work. Students enjoy such easy and simple exercises for variety's sake.

Work Sheet 3

Find the opposites of the following words. First two are done for you.

Work Sheet 3	
Words	Opposites
Bold	Coward
Disciplined	Undisciplined
Efficient	Inefficient
Clever	Innocent
Gentle	
Imaginative	
Kind	
Lean	
Modern	
Old	
Popular	
Ruthless	
Senior	
Young	

Activity 4

It is a grammar based exercise again.

Work Sheet 04

Write the following words in their suitable columns i.e. verb, nouns adjectives & adverbs, sprightliness, swiftly, mercy, horrible, remarkable, courteous, enthusiasm, ordeal, lid, boastful, conceited, inadequacy, reliable, confess, decent, gymnasium, contaminate.

Work Sheet 04			
Nouns	Verbs	Adverbs	Adjectives
Sprightliness mercy	Confess	Swiftly	Horrible

Activity 5

Students learnt to make vocabulary cards of the difficult words from the text. These cards were very useful for them. A card consisted of three columns. In the first column, they wrote the difficult words and its word class. In the second column of the card was written the dictionary meaning of the word and in the third and last column was written the sentence, in which context, it was used in the text. To make this activity more interesting and attractive the students made use of three different colors to write with. They used a plain chart or even the back of a calendar paper which were no more in use. They put them in some sort of box or any other thing they liked. They played with them, read them and enjoyed them in their free time. So this activity solved students' one of great problems in an interesting manner.

Work Sheet 5		
Vocabulary Cards		
Word	Meaning	Sentences
Acres (n)	Lands or estates	There were acres of playing fields beyond.
Word	Meaning	Sentences
Caddies (n)	Small box for holding tea	His guests found it fun to watch him make tea mixing careful spoonful from different caddies.
Word	Meaning	Sentences

Activity 6 (A)**Group Work**

This exercise was devised for variety and linguistic practice. It also helped the students improve especially their writing skill. The researcher explained the importance of this exercise for motivating the students as it concerned one of the important events of the text and they were often given questions to narrate such incidents in the examination as well. The students found it easy and they really enjoyed doing it.

Work Sheet 6 (A)

Read chapter 04 of the novel and complete the following sentences and write down the title for this incident.

Work Sheet 6 (A)

Title: _____

In 1896, Mr. Chips was forty-eight years old. He went to the Lake District to spend his summer vacation. One day he was climbing on _____ (1) _____, he saw a girl on its top. She was waving her excitedly. Mr. Chips thought that she was in some _____ (2) _____ and was calling someone for _____ (3) _____. In fact, the girl was an expert _____ (4) _____. She was neither in trouble nor calling anybody for help. She was actually _____ (5) _____ her hand to her girlfriend, who was standing down the _____ (6) _____.

As Mr. Chips was a kind person. He, out of _____ (7) _____, rushed towards her to _____ (8) _____ her. During this effort, his foot _____ (9) _____ and he _____ (10) _____ his ankle. The girl saw all this. She realized that he had met the _____ (11) _____ due to her only. So she helped him and took him to the _____ (12) _____. Afterwards she used to go to nurse him and during these visits she fell in _____ (13) _____ with him. This encounter, eventually, ended in their _____ (14) _____.

Activity 6 (B)

The objective of this exercise was also the same as above. It is based on another important event of the novel.

Work Sheet 6 (B)

Read chapter 11 of the novel and complete the following sentences and afterwards write down the title for this incidence.

Work Sheet 6 (B)

Title: _____

Mr. Ralston was appointed the headmaster of the Brookfield Public School in 1900, after the death of Mr. Meldrum. He was a young man of _____ (1) _____. He was ambitious and _____ (2) _____ but ruthless. He was a scientific-minded man. He did not _____ (3) _____ Mr. Chips. On the other hand, he also had no _____ (4) _____ for Ralston. They both could not go on well.

One day, Mr. Ralston called him in his _____ (5) _____ and told him that he was _____ (6) _____ year old and could not do his work on account of _____ (7) _____. He also criticized his _____ (8) _____ method of teaching and discipline. He told Mr. Chips that it was an age of _____ (9) _____ but he still taught dead _____ (10) _____. He asked him to get _____ (11) _____ and assured him that he would be given handsome _____ (12) _____. Mr. Chips _____ (13) _____ to resign. As there was an exchange of hot words between them, a student overheard them and this news spread like a wild _____ (14) _____ in and around the school.

Activity 7

For this exercise, the students were provided with the sentences or phrases from the text, describing an action, an event or quoting a character. What they must do was briefly explained. The interest of the exercise lies in the fact that the answer is not often given in the text and is inferred from the rest of the information given. For this exercise, students re-read the text carefully and there was a lot of group discussion/students interaction in the classroom.

Work Sheet 7

Read the sentences in the first column and answer the questions in the rest of the four columns. First two are done for you.

Activity 7				
Sentences	Who?	To whom?	When?	Why?
"You are fitter than I am".	Dr. Merivale	Mr. Chips	He came to visit Mr. Chips	Because chips had no particular disease but old age.
"You, there in the fifth row, you with the red hair, what's your name?"				
"Your father was the first boy I ever punished, when I came here twenty-five years ago".				
"Of course, I shall call you chips, too"				
"You can go to blazes for all I care".				
"Please, Sir, what shall we do if we meet any strikers?"				
"Mr. chipping, have you ever thought, you would like to retire".				
"Pity, pity, he never had any children".				

Activity 8**Focus on Characters**

This exercise helped the students to think about the main/important characters of the novel. It did not demand intensive text work. It encouraged the students to read confidently for the gist. The researcher involved the students, in devising this exercise, by asking them to take out the adjectives, used in the text, for the main/important characters i.e. Mr. Chips, Katherine Bridges and Mr. Ralston. It increased their interest, involvement and enhanced their motivation. Then, the investigator prepared the work-sheet 8 for further treatment. The students really felt proud of their contribution in the task. After the students had finished with this work-sheet, they were assigned to write down the detailed character sketches of these characters with the help of this work-sheet, working in different groups. It can also be an assignment for home-work.

The students were more willing and motivated as this activity was very helpful for them from examination point of view. They appreciated it very much and they really wrote down the character sketches with its help.

Work Sheet 8

Work Sheet 8

<p>Katherine Bridges</p> <p>Ambitious</p> <p>Bold</p> <p>Climber</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Boastful Ambitious Good Kind</p> <p>Lean Clever Player Lustless</p> <p>Young Efficient</p> <p>Musician Old Disgraced</p> <p>Imaginative Obstinate Conservative Ruthless</p> <p>Slovenly Sympathetic Revolutionary</p> <p>Highly qualified Scientific minded Emotional</p> <p>Master of Antique languages Senior Popular Keen</p> <p>Gentle Bold Short tempered</p> <p>Youthful head Modern Old fashioned</p> </div>	<p>Mr. Chips</p> <p>Conservative</p> <p>Disciplined</p> <p>Gentle</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Mr. Ralston

Clever

Highly qualified

Ruthless

Activity 9

The students have read the text again and again for doing different activities. It is the time to introduce such activities. This exercise is devised in order to check whether students can rearrange these strips (containing the events of the novel in summarized form) in logical sequence.

Here the summary is written in sequential order, but during the activity these are given in jumbled order. It is also a group activity and it also provides variety. The class is working again in six groups and the every group is given the story in jumbled order and a small prize or a token gift for the group that rearranges it first works a magic and students are more excited and motivated.

I give clear instructions before distributing the jumbled strips.

Work Sheet 9

Strip 01

Mr. Chips was a young man of twenty-two when he started his career as a teacher of Roman History, Latin and Greek languages. He joined Mulbury Public School and stayed there for one year. Then he joined Brookfield Public School and spent a long time there.

Strip 02

In 1896, Mr. Chips went to Lake District with his friend and a colleague Mr. Rowden. They spent their time in sight-seeing and mountaineering. Mr. Rowden had to leave Chips quite suddenly on account of some family affair. Mr. Chips lived there at the farm house. One day, when he was climbing a mountain, he saw a girl standing at the top of a dangerously high rock. He thought that she was in trouble and was calling someone for help. So he rushed forward to help her but his foot slipped and he sprained his ankle. She along with her friend helped him and took him to the farm house. She daily came to nurse him. They both fell in love and got married in London a week before the autumn term.

Strip 03

Katherine could spend only two years with her husband. She died in child birth. Her death was the most tragic event of Chips' life. She died but her noble nature and charming personality kept her alive not only in the heart of Mr. Chips but also in the minds of Brookfieldian boys.

Strip 04

In 1900, old headmaster Mr. Meldrum, who had succeeded Mr. Wetherby as head and held office for three decades, died. After his death, Chips became the acting head of the school. And afterwards Ralston was appointed the headmaster of the school. He was a young man of thirty-seven. He was a modern and scientific minded man.

Strip 05

One day, Mr. Ralston called Mr. Chips in his office and asked him to think of his retirement as he was an orthodox teacher and had grown sixty. He also assured him about his handsome pension. Mr. Chips refused to resign and hot words were exchanged between them. Their conversation was overheard by a school boy who conveyed this news in and around the school. The chairman of the board of governors assured Mr. Chips that he could continue his service for as long as he wished and even to the age of 100 years if he liked.

Strip 06

It had been a damp, foggy day and the walk across the quadrangle to the dining hall had given him a chill. The next day he was again in bed with bronchitis, and stayed there till after Christmas. But already on that night of November 11th, after his visit to the dining hall, he had sent in his resignation to the board of Governors.

Strip 07

The authorities were not willing to accept his resignation but on Chips' repeated requests, he was honorably retired. He was given a grand farewell party. He was presented a wall clock, a writing desk and a cheque. At the end, Mr. Chips was requested to express his views. So he delivered a short, witty and impressive speech which was infused with jests. He remembered past days and his old brilliant students. He recalled the days when there used to be no gas and electricity. His speech aroused the laughters and cheers in the audience.

Strip 08

Mr. Chatteris, the headmaster fell ill during the winter of 1917 and afterwards he died. Chips once again became the acting head of the school. The board of governors offered him the permanent headship but he refused because he could not continue it because of old age.

Strip 09

Mr. Chips was ill. He was at the house of Mrs. Wicket. She called in Dr. Merivale and the head master Mr. Cartwright. The doctor told Cartwright that Mr. Chips had got married but two years later his wife died in a child birth and he was issueless. Mr. Chips opened his eyes and replied that he was not issueless all his students were his children. Then he closed his eyes and went to sleep. He looked so peaceful that they did not like to disturb him. Next day, they came to know that Chips had passed away from this world quietly.

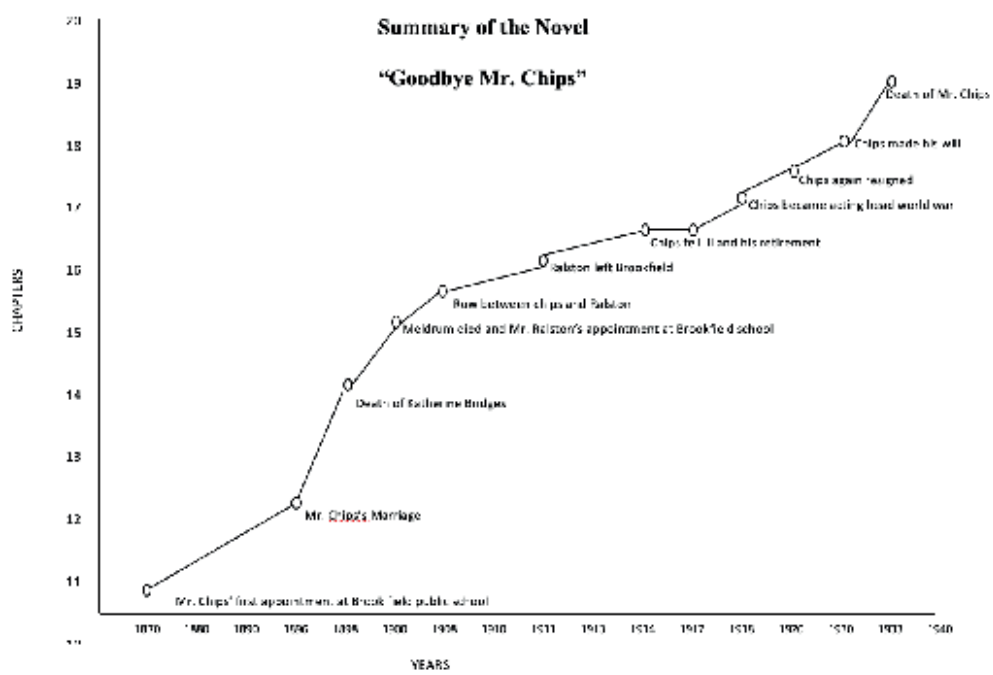
Activity 10 (Group Work)

This activity is the outcome of the previous one. It helped the students to remember the story of the novel (in sequential order), in few main point only. Later on, they can explain these points and make a detailed summary of it. For this activity the researcher took the help of the whiteboard in the beginning. She explained to the students that as they had read the novel again and again to find out different information out of the text, they could now easily understand this activity. The researcher drew the dates and the respective events on a line on the whiteboard.

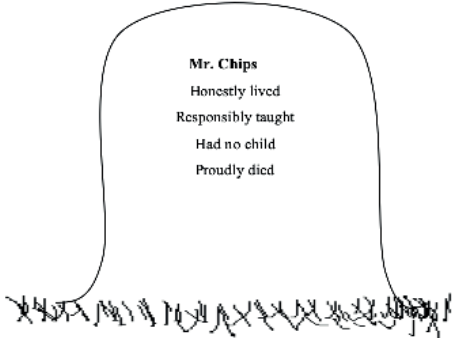
Students found it very easy to remember this line and develop a summary from it. The investigator also guided the students to draw a graph with the help of the same information by writing the numbers of chapters along the X-Axis and the years along the Y-Axis. This activity proved very easy and interesting and it brought in variety. It showed best results when done in pair work in the class.

Activity: 10


(Pair Work)



Activity 11 (Pair Work) This activity helped students in reviewing the characters especially who had died in the novel. Here they learnt to write epitaphs for them. An epitaph is an elegant and exact comment on a deceased character. This was an excellent pretext for a very brief appreciation of a character. It proved very much interesting for the students. The novel ended with the death of the main character, Mr. Chips, so this activity automatically fitted very well here. The researcher wrote the two sample epitaphs, for Mr. Chips and his dead child on the whiteboard and asked the students to write down the epitaphs for Katherine and Meldrum, keeping activity 09 in mind. They worked in pairs.

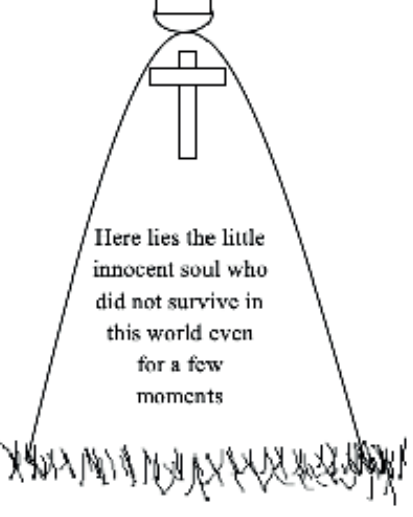


Mr. Chips
Honestly lived
Responsibly taught
Had no child
Proudly died



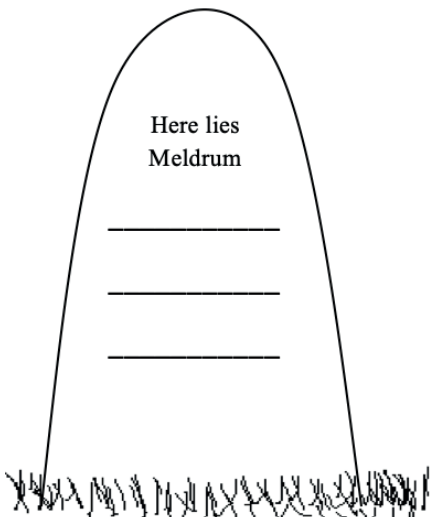
Here lies
Katherine who

Katherine Bridges



Here lies the little
innocent soul who
did not survive in
this world even
for a few
moments

Their Son



Here lies
Meldrum

Activity 12 (Role Play)

In this activity the two most intelligent, bold, and leading students of the class may well play the roles of Mr. Chips and Katherine Bridges. The investigator has very successfully conducted this in her class. She selected the two suitable, willing, bold and intelligent students, and provided them with the dresses required for both the characters. Both of them had a conversation in front of the class. It was really very remarkable and excellent activity. The whole class appreciated and liked it very much. It demanded a great effort on the part of the teacher.

Activity 13 (Individual Work)

At this stage, the student can create something of their own about this novel, after doing all the activities successfully. Then the researcher assigned them some task. Every student in the class was asked to write down an essay on any one of the following topics:

- i) My favourite teacher
- ii) Qualities of a good teacher.

Discussion

When analyzed in the light of the works of Dubin. & Olshtain. (1977); Collie & Slater (1988); Robinette (1978) it becomes evident that communicative activities in a language classroom are a vehicle through which the learners can be helped along the road to fluency. These activities help in giving more language practice and at the same time, enable them to appreciate literature in a more relaxed and better environment.

Monotony causes boredom in the class. Therefore, a wide range of learner-centered activities prove vital to motivate the students, who are mostly unwilling to read anything in English language classes. Another important thing which I have cared for is that most of these activities are examination oriented and this think is highly desirable for achieving learners' involvement and high degree of motivation. Psychologically the average students are never willing to read the text (Novel) because they are in habit of cramming and memorizing typical aspects of the novel which are very important from the examination point of view. They find it an easy short-cut for success. Through these activities, they unconsciously go through the text many times in the class. So learning to use a language is like learning to ride a bicycle. Just as it is easier for the cyclist to ride the bicycle on the leveled ground, so it is easier for the language learner to sail on the smooth sea of simple and easy language.

Findings & Discussion

The findings of the proposed research indicated that novels as a literary genre could be exploited for language teaching purposes. When analyzed in the light of the work of Dublin & Olshtain (1977); Collie & Slater (1988) and Robinette. B. W (1978), it became evident that communicative activities in a language classroom prove a vehicle which helps the learners along the road to fluency. The research shed light on the process of language learning skills. The activities and exercises also brought a new change in the atmosphere of traditional language classroom. These activities not only helped in giving more language practice but also got the students involved and at the same time, enabled them to appreciate literature in a more relaxed and better environment.

Monotony causes boredom in the class. Therefore, a wide range of learner-centered activities proved vital to motivate the students, who were mostly unwilling to read anything in English language classes. Another important thing which the research cared for was that most of these activities were examination oriented and this was highly desirable for achieving learners' involvement and high degree of motivation. Psychologically the average students are never willing to read the text (Novel) because they are in habit of cramming and memorizing typical aspects of the novel which are very important from the examination point of view. They find it an easy short-cut for success. Through these activities, they unconsciously went through the text many times in the class. So learning to use a language is like learning to ride a bicycle. Just as it is easier for the cyclist to ride the bicycle on the leveled ground, so it is easier for the language learner to sail on the smooth sea of simple and easy language.

Conclusions and Recommendations

The findings of the present research revealed that using appropriate classroom activities facilitated students analyze the novel effectively in a restricted time and improve their proficiency levels in literature learning programs and were consistent with the prior literature. It was found that the activities like role plays and a lot of pair work and group work not only caused reduction in anxiety level of students but also increased their level of interest and enthusiasm. It also concluded that for facilitating language teaching and learning, formation of a variety of activities based on learners' needs from carefully and properly selected texts is unavoidable. Literary texts were useful and effective for teaching language as they provided an authentic model of real life language use. Literature encouraged students' cultural and personal growth through moral and spiritual development. Students analyzed the novel intensively in a shorter time and improved their proficiency levels in literature learning by using various appropriate classroom activities. Literature is not a finale; it develops creative ability which helps students relate themselves to their socio-psychological and cultural context.

- The proposed research is helpful in understanding how novels as a literary genre can be exploited for language teaching purposes. The research will be helpful for the novice teachers to integrate successfully all the four skills in language classrooms to make it motivating and interesting for the students. The future researchers can exploit similar literary texts following the same frameworks for language teaching purposes. Further research needs to be conducted on larger groups of participants regarding different variances such as the effect of specific methods, materials, teachers, environments, psychological, social and cognitive factors on success and improvement of language skills of the students. The future researchers can also exploit similar literary texts following the same frameworks for language teaching purposes.

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Competency based modular educational programs

Programas educativos modulares basados en competencias

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ABSTRACT

It has been established that the basic documents on development of higher education of the Republic of Kazakhstan declared the principles of competence approach and modular learning, but in practice their implementation is faced with certain difficulties and that it is particularly difficult to implement the competency-based approach in the absence of professional standards. In this regard, the goal was set to develop a methodology for the formation of integrated standards and implement it for a modular educational program of any specialty. The essence of this methodology consists in that development of integrated standard is not a single process. It is divided, because at the initial stage the representatives of education sphere determine only the expanded list of competences, then the employers enter the process independently on them, and the faculty formulates the learning outcomes only after specification of the competences' list. To achieve this goal, an algorithm for the development of modular educational programs has been created, methods of document analysis, retrospective analysis and questionnaires were applied, experimental work on the formation of the list of competencies was carried out. The experts who participated in assessing of the competencies importance showed the high qualifications, good knowledge in the labor market and the skill to formulate the required data. On the basis of this list, the list of necessary competencies for "Computer science and software" specialty has been compiled.

Keywords: educational standard, professional standard, modular educational program, "Computer science and software"

RESUMEN

Se ha establecido que los documentos básicos sobre el desarrollo de la educación superior de la República de Kazajstán declaran los principios del enfoque de competencia y el aprendizaje modular, pero en la práctica su implementación enfrenta ciertas dificultades y que es particularmente difícil implementar el enfoque basado en la competencia. enfoque en ausencia de estándares profesionales. En este sentido, se estableció el objetivo de desarrollar una metodología para la formación de estándares integrados e implementarla para un programa educativo modular de cualquier especialidad. La esencia de esta metodología consiste en que el desarrollo de estándares integrados no es un proceso único. Se divide porque en la etapa inicial, los representantes de la esfera de la educación determinan solo la lista ampliada de competencias, luego los empleadores ingresan al proceso de forma independiente en ellas y el profesorado formula los resultados del aprendizaje solo después de la especificación de la lista de competencias. Para lograr este objetivo, se creó un algoritmo para el desarrollo de programas educativos modulares, se aplicaron métodos de análisis de documentos, análisis retrospectivos y cuestionarios, se realizó un trabajo experimental sobre la formación de la lista de competencias. Los expertos que participaron en la evaluación de la importancia de las competencias mostraron las altas calificaciones, buen conocimiento en el mercado laboral y la habilidad para formular los datos requeridos. Sobre la base de esta lista, se ha compilado la lista de competencias necesarias para la especialidad «Informática y software».

Palabras clave: estándar educativo, estándar profesional, programa educativo modular, "Informática y software"

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Introduction

Credit training technology has been introduced in the higher education system of Kazakhstan. This technology is one of the fundamental principles of the Bologna process. Alongside with the credit technology principle such principles as competency based approach and modular training are of great importance.

However, although these principles are declared in the basic documents on education development in our country, in practice, implementation thereof encounters certain difficulties. Peculiarity of the objectives to implement at each of these principles is that they should be solved integrally, because a Modular Educational Program (MEP) is a set of modules aimed at mastering certain competencies. The need to solve of the problems proceeds from the global trends:

1) in educational process the emphasis is transferred from the subject (disciplinary) result to the expected results of the knowledge and skills mastering by a student;

2) competences are formed based on the requirements of employers or their associations, and then the required learning outcomes are determined by the competences.

Currently there exists perception of the necessity to reorient assessment of the student's learning outcome from the "knowledge, skills, abilities" concepts of to "competence / competency" concepts. It means the necessity to make the transition from qualification approach to the competency based one in vocational education (Figure 1). Thus, the learning outcomes constitute one of the most important structural elements of the higher education systems (Nabi, 2013).

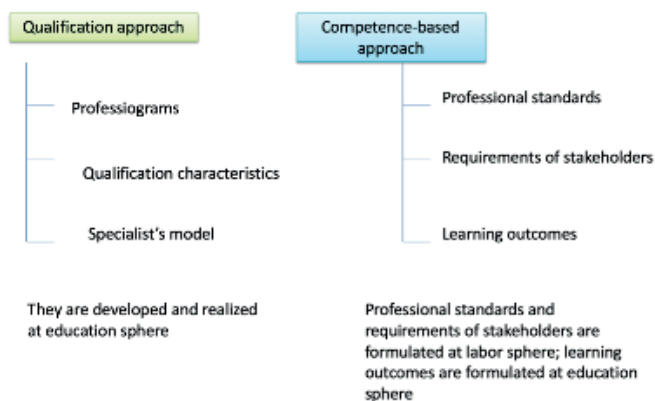


Figure 1

Nevertheless, it was believed that it is impossible to describe this result, and much less to standardize it.

Approach to the learning outcome as to a possible basis for recognition of the education content and qualifications (degrees) has become decisive due to Kazakhstan entering into the Bologna process.

There are three known types of standards required for vocational education and training, namely:

- professional standards to describe the functions which a specialist should perform, and the requirements to the competencies needed to perform these functions;
- assessment standards to describe the assessment process needed to award the qualifications;
- Educational standards to describe the learning outcomes required for the qualification gaining, teaching objectives and methods of, and the training context.

In the Republic of Kazakhstan the situation with professional standards is such that they have not been developed yet for most sectors of the country's economy, and there are only 70 professional standards for the training of specialists with higher and postgraduate education (The State Program, 2016).

In connection with this situation the university teachers are bound to seek independently the ways of standards development with due regard to both the requirements of employers, and the experience and knowledge of the education sector representatives. We named such standards as educational-and-professional (or integrated) standards and determined a goal: "to develop a methodology of the integrated standards formation and to implement it for Modular Educational Programs (MEP) on some specialty".

The methodology will consist of two tasks:

- 1) to develop a structure of the integrated standard;
- 2) to develop the document layouts for initial data collection.

2 Methodologies

2.1 Document analysis method

Cognitive activity is always based on practice, experiments, and observations, as a result of which the factors are established. The comprehending of factors begins with analysis. Analysis (from the Greek “breaking down the whole into elements”) is a study method consisting in the mental division of the whole into its component parts in order to identify certain properties and links. The document analysis method is a method of data collection during the research based on the use of information recorded in written or printed form, on a magnetic film, in electronic and iconographic format, etc. (Shevchuk, 2014). A document is information recorded on a physical medium with certain requisites. Formalized analysis of documents (content analysis) is a method of data collection by means of the information available in documents. Various sources of information are analyzed. The content analysis is divided into several stages, the first of which is the definition of system of analysis categories, i.e., semantic units. In our case, in order to achieve the semantic units’ conformity to the solution of the research problem we limited the circle thereof by two concepts (“professional standard” and “learning outcomes”), and have studied the relevant documents, in particular, the official documents (decrees, orders, etc.), scientific articles, questionnaires, etc.

2.2 Retrospective analysis

Retrospective analysis consists in the study of trends turned out during a certain period in the past. Its meaning consists in exhaustive characteristics it gives concerning the process in the statics (the level in the selected period of time) and in the dynamics during the past period (Pimchev, 1992). For the purposes of this article the retrospective analysis of the transition from educational standards to professional ones was conducted.

At the first stage (1994-2004), the State education standards have been developed. Their authors were universities teachers only. They have formulated the requirements to knowledge, skills, acquired habits of the trainees, and determined the education content, methods to check the degree of knowledge and skills mastering.

Due to the university system transition to the credit technology in education in 2004, the form, but not the content, of standards was revised, so they were also developed by the university professors. In the subsequent standards the terms “to master...” and “be competent ...” appeared in the requirements for graduates. The terms “professional-and-personal competence” and “learning outcomes» did not come into use in the state documents on educational policy until 2010, but in the State Program (2016) it is explicitly pointed out that the share of educational programs developed on the basis of branch frameworks and professional standards should reach 45% by 2019.

2.3 Questionnaire method

Questionnaire is a main tool of sociological research and constitutes a document containing a structurally arranged set of questions each of which is related to the research objectives. This relation is expressed in the need to obtain information reflecting the characteristics of object under study. It is expedient in two cases:

- a) when it is necessary to question relatively great number of respondents in relatively short time, and
 - b) respondents should give their answers a good deal of thought, having a printed questionnaire before their eyes.
- A necessary component of the questionnaire is the preamble, in which the questionnaire purpose is described, the respondent’s motivation to questionnaire filling is grounded, and the necessary comments and instructions on the respondent’s work with the questionnaire are given. In our case, “closed” questions are preferable than “open” ones, because they are formalized and processed easier. Supplementing the qualitative ideas about its subject with formalized generalizations the pedagogical theory acquires the necessary strictness and stability; therefore we will use “polar” questionnaires with point rating. Based on them, we have compiled questionnaires for evaluating and processing the results.

3. Results

3.1 The methodology of Modular Educational Programs development

3.1.1 Analysis of documents for the MEP development methodology substantiating

Competency-based approach involves the design of education focused on the outcome. Conceptual framework of the competency-based approach is to replace the teaching paradigm with the learning paradigm. This paradigm is defined as an educational process motivating not only to perform of actions but also to analyze them (Johnson and all, 1992). As the world’s best practices show, in most countries the learning outcomes are formulated in the labor sphere,

i.e. by the employers, and allow forming the qualifications. Educational institutions translate them into the competences language; and it is generally accepted that knowledge, understanding, skills, experience and attitudes (valuable aims) are integrated in the competencies: “Statements of what a student knows, understands and is able to do on completion of a learning process” (ECTS Users’ Guide, 2015).

Award of qualification and issue of the relevant certificate; diploma or degree should be awarded based on the assessment of learning outcomes. This circumstance has effect on the function and content of the learning outcome assessment evaluation and compels to apply the special methods and tools of assessment. The learning outcomes determine the student’s achievements in the process of mastering the knowledge and practical skills acquired and demonstrated by him/her upon successful completion of the training in whole or on separate module of the educational program. So the concrete individual educational achievements should be evaluated. Therefore, it is necessary to develop the objective criteria for assessment and indicators of the learning outcome achievement, to substantiate the methods and means for learning outcome assessment, and to form unified mechanism for outcome assessment.

When educational standards developing the main load falls on the education sector representatives, because they should implement following:

- to determine an object, a subject, the professional activity functions, and formulate the competences, etc., although this is a prerogative of the labor sphere representatives;
- to develop the education content, the requirements to the graduate’s preparedness level and solve other problems.

It is not difficult to see that in this case the educational component prevails in the standards. Thus, the problem of standard’s components equalization arises. To solve the problem let us consider one of the economic specialties, as an example. This is due to the fact that among a small number of professional standards there exists a standard of “economic activity”, so there is a reason to analyze this document. The content analysis of the document showed that for the “economist” profession the following job functions are distinguished: analysis of the economic activity of the organization and determining of the basic indicators of labor and production management; improvement of the efficiency of labor organization and production profitability; planning of the economic activity arrangement; registration of the contractual obligations of the organization; work with computer facilities.

As you see, the activity goals (efficiency improvement) and the work performed by the specialist of any industry are named as job functions. Besides, the functions are defined in a general form and therefore are applicable to many professions. However, the main drawback is that the professional standard does not conform to the level defined by the National Qualifications Framework (National Qualifications Framework, 2016). Indeed, in the annex to the National Qualifications Framework its structure at the 6th level (Bachelor’s) is defined as follows:

Level	Knowledge	Skills and abilities	Personal and professional competencies
6	Wide diapason of theoretical and practical knowledge in professional field	The independent developing and promoting different options of the professional problems solutions using theoretical and practical knowledge	Independent management and control of the labor and educational activities in frame of a strategy, policy and organization objectives, problems discussion, argumentation of conclusions and literate operating by information

The comparison shows that the requirements to the job functions of this level are not reflected in the professional standard.

Thus, in the considered professional standard there are serious shortcomings which do not allow it’s accepting as a basis for description of the learning outcomes. We believe that these shortcomings are resulted from the poor preparedness of employers to development of the professional standards.

In order to assist in these shortcomings eliminating, we propose a methodology consisting of two tasks (see Introduction).

When the first problem solving we took into account the shortcomings identified earlier as well as the lack of reference to the professional activity sphere in the standard. Besides, we made a content analysis of a standard’s elements structure. We define the order for formation of structural elements “from the general to the particular”, i.e. from the professional activity sphere to the tasks from which the learning outcomes are formulated. Then the integrated standard’s structure will take the form shown in Figure 2.

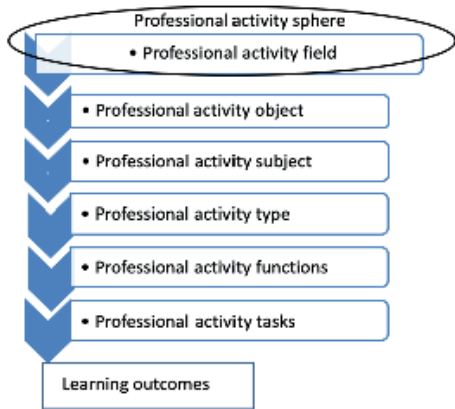


Figure 2

As it is seen on the diagram, only one box relates to educational standards.

Thus, the development of integrated standards can compensate the shortcomings of the professional standard. The methodology of its developing includes the opinion of experts, representatives of business structures, employers and other specialists, and excludes the educational component prevalence.

3.1.2 Stages of Modular Educational Programs development

State Compulsory Educational Standards of the Republic of Kazakhstan are based on the educational paradigm, in which the competences constitute its main components. However, the practical implementation of new paradigm raises certain difficulties. The universities have not abandoned the qualification approach yet.

In our early works we paid attention to the systemic error has taken place for many years in the system of education quality assessment (Nabi, 2013; Nabi et al, 2016). Indeed, requirements to qualification of the higher educational institution graduates were given in the qualification characteristics of the graduate approved by the representative organ in the education field (Ministry) as a guideline document. As the qualification was confirmed by the state examination commission created in the higher educational institution, both the approval and its confirmation were carried out in the education sphere. This results in the situation when a graduate is to learn additionally under real industrial conditions. This model of the professional quality assessment is called “entry” control, and the approach may be called as qualification based one. When the qualification approach is applied a professional educational program is linked with the labor objects (subjects) and conforms to characteristics thereof.

MEP are developed in the context of the competency model of specialists training, this is specially indicated in the Rules (2011, 2016).

As is known, the modular training essence consists in the training content structuring into autonomous organizational and methodological units (modules). The module content and its scope may vary depending on didactic goals; profile and level of the learners’ differentiation, there desire to choose the individual movement trajectory according to the educational course. Modules may be mandatory and elective.

The module is a complete set of skills, knowledge, attitudes and experience (competences) required to be mastered and described in the form of requirements which the learner should meet by the module completion, and representing an integral part of more general function. The module is significant for the labor scope (Abbasion & Omani, 2013). Each module is evaluated and is certified usually.

The module is formed as a structural unit of specialty curriculum; as an organizational and methodological interdisciplinary structure in a form of a set of sections from different disciplines united by a thematic basis; or as an organizational and methodological structural unit in an academic discipline framework.

We distinguish 3 types of works related to the MEP development: preparatory, basic and final.

During the preparatory work it is necessary to carry out a set of activities related to the employers.

Competences may be selected on the basis of the branch framework of qualifications and professional standards or, if there are no branch framework of qualifications and professional standards, based on the requirements of employers (see Figure 3). The second stage should end with the description of learning outcomes on the specialty (the whole EP), but this description should be carried out anew if it does not meet the requirements based on the results of expertise of the employers and foreign partners (see the 5th stage in Figure 3).

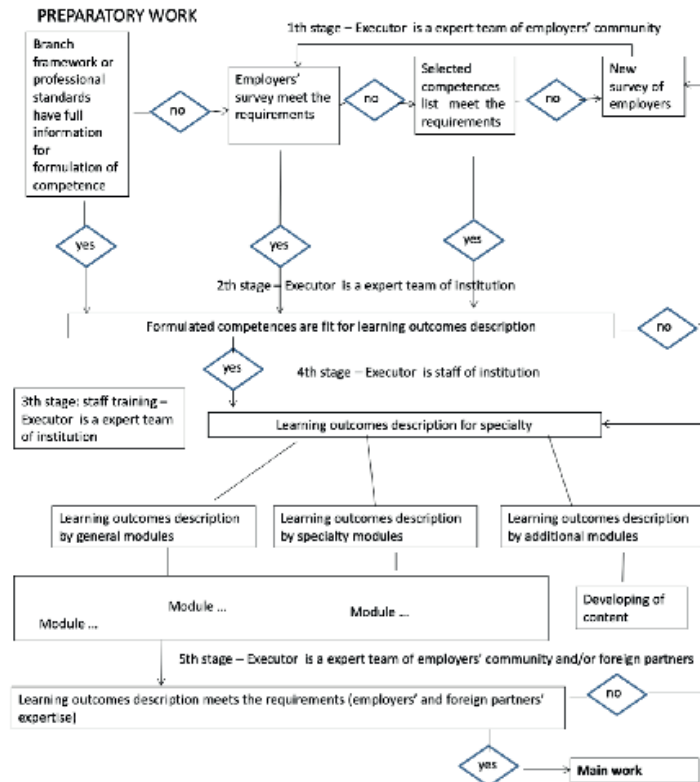


Figure 3

The fourth stage consists in description of the learning outcomes by modules. The modules combination should provide a necessary flexibility degree and freedom in selection and completion of the required specific educational material for the learning (and self-study) of a certain category of students and implementation of the special didactic and professional goals. At this stage, we propose to develop invariant modules, although within the modules there may be the changeable sub modules - course modules. If, according to the results of expertise conducted by the employers and foreign partners, the program meets the requirements, the main work may be commenced.

The main work is the most labor-intensive time-consuming and responsible. It also consists of several stages (Figure 4). For example, at the 3rd stage it is necessary to develop all documents concerning, in particular, the criteria for assessment of learning outcomes and the system of learning outcome assessment. However, it should be kept in mind that the expected learning outcomes shall be easily verifiable and accompanied by appropriate assessment criteria. Assessment criteria for the learning outcomes are selected by the developers. We recommend using the Dublin descriptors or the Bloom's taxonomy.

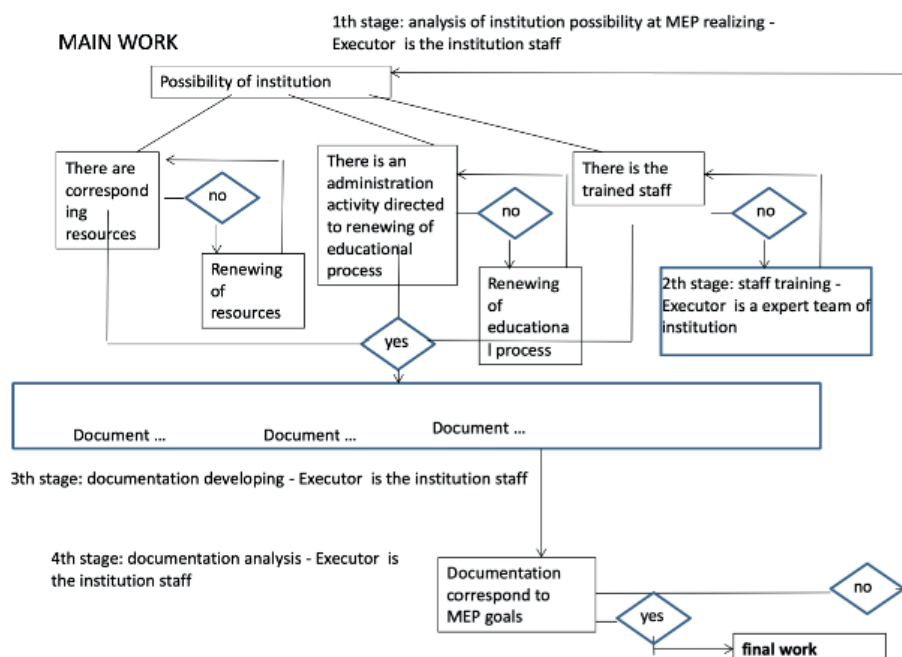


Figure 4

The system for assessment of the student’s educational achievements includes forms of assessment, composition of educational assessors, place of assessment, assessment of the levels of learning outcome achievement, and others. The best scenario is when the documents will be drawn up as a Modular Educational Program.

Transition to the final work is possible only upon analysis of the documents.

The work is required for analysis, and in case of the program’s positive results the distribution and expansion may be recommended (Figure 5). Analysis of the learning outcomes should be carried out on the basis of independent assessment including that carried out by the students.

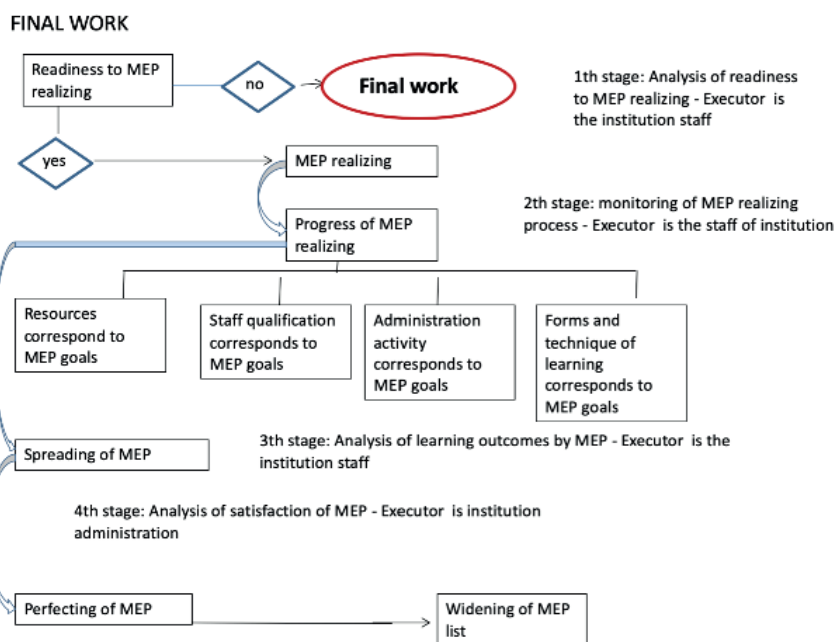


Figure 5

3.2 Implementation of the methodology for development of Modular Educational Programs

3.2.1 Methodology for initial data collection

Two forms of questionnaires for initial data collection are under development. The first questionnaire serves to evaluate the required professional competencies by the expert. Its form is presented in Table 1.

Table 1 - Form of the questionnaire for evaluating by expert

We ask you to evaluate (in points from 1 to 5) the importance of the key and professional competencies of the bachelor in the specialty “computer technology and software” presented below and exclude non-core competencies (if any) or supplement the list		
#	Competence	Evaluation of a professional competencies importance
1		
2		
...		
...		
Position, surname, initials, signature		

Representatives of the large manufacturing enterprises and leading professors of the universities are involved as the experts. Joint work helps to take into account the labor market requirements and present them in an intelligible form. As a result, the comprehensive list of competences is formed.

The second questionnaire form is distributed among the representatives of business structures, employers and other specialists. They evaluate significance of the professional competences, selected on the basis of the first

questionnaire results. Preliminary list of the competences will be ranked according to the level of their criticality and selected for adding to the final list for formulation of the learning outcomes as the result of information collecting by means of the second questionnaire.

3.2.2 Modular Educational Program of the “Computer Science and Software” specialty

Analysis of European universities’ experience in the development of modules indicates their great diversity. However, there is a certain tendency in their classification. For example, the modules are most often classified as follows:

- main modules are the modules which compose the relevant science core;
- supporting modules are the modules which support the vocational training (for example, in mathematical disciplines, physics, mechanics, etc. for technical specialties);
- organizational-and-communicative modules (for example, time management, team work, rhetoric, foreign languages);
- specialized modules expanding and deepening the competences in the chosen field, and optional ones;
- portable modules (diploma thesis works, master’s dissertations, internships, projects establishing the links between theory and practice) (Kovtun & Rodionova, 2010)

Module types given in the Rules for educational process management according to the credit technology of training and in the Teacher resource book (Omirbaev & Jarasova, 2014) are as follows:

- 1) general modules including the disciplines of cycles of general educational disciplines and basic disciplines forming the general educational competences not related directly to the specialty, as well as social, ethical, cultural competences (interpersonal, intercultural, civil), economic (entrepreneurial) and organizational-and-managerial competences;
- 2) specialty modules including the basic and profiling disciplines forming the specialty base and are aimed at the forming of general professional and special competences within the framework of specific educational program, as well as the general competences (critical thinking, creativity, active life position, innovativeness);
- 3) additional modules going beyond the qualifications and including cycles of disciplines that are not related to the specialty and aimed at the forming of additional competences (information technologies, foreign languages and others).

Comparison shows that the specialty modules consisting of major disciplines constitute analogues of the core modules; and the modules consisting of basic and general educational disciplines are similar to the supplementary modules.

As mentioned above, we have carried out the experimental work aimed at the questionnaires collecting and processing. At the 1st stage the list of competences was formed. At the second stage the business representatives, heads of the universities’ structural subdivisions dealing with the computer technology and programming (other than teachers!) and specialty graduates participated in the experimental work. The specialists of “Center for Information Technologies “Paradigms” LLP , “Center for Sustainable Development of the Capital” LLP, “Open Systems Development” LLP, Branch of “Forte bank” JSC, “Pride Systems” LLP etc. were invited as experts.

The results of questionnaires processing are shown in Figure 6. As it is seen in the figure there are no competences rated very low (under 2.5) in the competence list compiled by experts. This points to the high qualifications of experts their good knowledge in the labor market and the skill to formulate the required data.

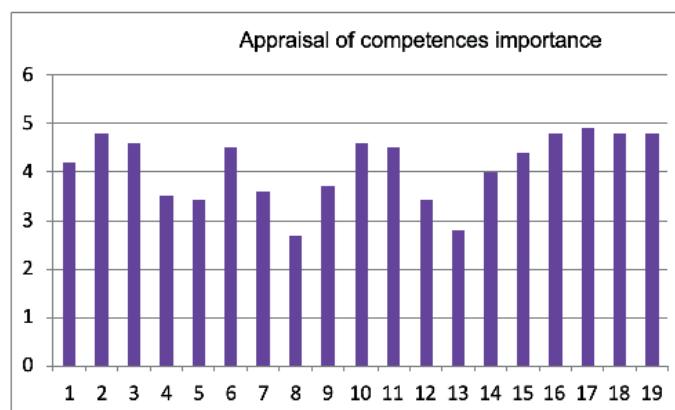


Figure 6

We formulate the names of modules according to the final list of competences, namely:

1) general modules

- business communication and record management;
- principles of research work;
- principles of marketing;
- principles of management;
- economics and accounting;
- principles of entrepreneurship and taxation in the Republic of Kazakhstan;
- engineering psychology;

2) special modules:

- integration of the program modules;
- Methodology for troubleshooting during installation and operation of the equipment;
- Methods and tools for assembly of the modules and software components;
- Customer service methods;
- Methodology for design in the programming;
- Complex SQL queries, query optimization;
- System integration;
- Mobile development;
- BackEnd development;

3) additional modules

- methodology for identification and discussion of the professional problems.

The Modular Educational Program for the “Computer Science and Software” specialty is obtained on the basis of the received data given in Table 2. When considering this curriculum, the following features should be taken into account. The state compulsory educational standards establish the disciplines cycles and the entire volume of credits (129) is divided between them in the ratio of 25, 50 and 25%. Each cycle contains obligatory disciplines and elective disciplines. The number of credits on compulsory subjects and recommended semester of their study are specified by the standard curriculum of the specialty.

Table 2 - Curriculum for the specialty “Computer Science and Software”

Semester	Type of component	Name of discipline or module	Credits quantity	
			Kazakhstan's credits	ECTS credits
1	OC	Modern history of Kazakhstan	3	5
	OC	Kazakh (Russian) language	3	5

	OC	Foreign language	3	5
	OC	Mathematics	3	5
	OC	Algorithmization and programming	3	5
	EC	General module	5	8
Total			20	33
2	OC	Kazakh (Russian) language	3	5
	OC	Foreign language	3	5
	OC	Information and communication technologies	3	5
	OC	Physics	3	5
	EC	General module	5	8
Total			17	28
3	OC	Professional Kazakh (Russian) language	2	3
	EC	General module	5	8
	EC	General module	5	8
	EC	Special module	5	8
Total			17	27
4	OC	Philosophy	3	5
	OC	Professionally oriented foreign language	2	3
	OC	Architecture and organization of computer systems	3	5
	OC	System Programming	3	5
	OC	Electronics	2	3
	EC	General module	5	8
Total			18	24
5	OC	Digital Circuitry	2	3
	OC	Software Development Tools	2	3
	EC	General module	5	8
	EC	Special module	5	8
Total			19	27
6	EC	General module	5	8
	EC	Special module	5	8
	EC	Special module	5	8
	EC	Special module	5	8
Total			20	32
7	EC	Special module	5	8
	EC	Special module	5	8
	EC	Special module	5	8
	EC	Discipline "Technique for identifying and discussing of the professional problems"	3	5
Total			18	29
In all			129	200

Note: OC- obligatory component (discipline or module); EC- elective component (discipline or module)

4 Discussion

To understand the methodology novelty you may refer to international experience. As it is known (see, an example, Oleinikova & Muravjeva, 2010) in most European countries the employers' associations (corporations, unions, etc.) develop the professional standards that constitute the basis for development of the educational standards. However, in a number of countries (Ireland, Scandinavian countries and some others) such standards are not developed separately. But this does not mean a departure from the education model of focused on the result. This is a consequence of the fact the employers' representatives actively participate in the preparatory work consisting in the description of learning outcomes (the required competences for execution of the labor activities) and in formulation of the requirements to their evaluation, etc. Thus, in these countries the development of professional and educational standards is a single design process.

According to our approach which is different from the approach above the development of integrated standard is not a single process. It is divided, because at the initial stage the representatives of education sphere determine only

the expanded list of competences, then the employers enter the process independently on them, and the faculty formulates the learning outcomes only after specification of the competences' list.

We reported the main provisions of the methodology to the teachers of the Kazakh National Agrarian University and Kazakh Innovation Humanitarian Law University and the executive staff of the International Educational Corporation. As a result of the discussion, we received comments and suggestions, in particular, concerning the need to develop interdisciplinary modules.

Problem of the proposed methodology innovativeness remained outside the scope of this study. We define innovativeness as a result achieved in the course of certain process with observing totality of conditions as a source to improve the system effectiveness. (Nabi et al., 2017). As you can see, innovativeness is closely related to validity. We have revealed the aspects of validity by the example of technology (Nabi et al., 2018) and model (Nabi et al., 2017). This seems to be easier than investigation of the methodology validity, because the latter will require substantiation of the methodology use to improve the process efficiency in specific conditions. Since the effectiveness definition takes the certain time, we consider it necessary to study the methodology validity in the further researches.

CONCLUSION

Competency based approach and modular training are important principles of the Bologna process. The world tendencies of education system development dictate the need to introduce these principles into the education system of our country.

When the competency based approach is applied the education goals are connected with both the labor objects performing specific functions and interdisciplinary integrated requirements to the educational process result. Therefore, the vocational education goal consists in the knowledge acquiring and the professional qualifications mastering by the students, and in forming the personal experience which gives them the opportunity to cope with various business and life situations and work in a team. Its implementation creates the conditions for the effective use of capabilities which make it possible to carry out the professional activities fruitfully in accordance with the workplace requirements. In this sense, competences go beyond the professional triad: "knowledge-skills-abilities" and include the informal knowledge. The competences and learning outcomes give an opportunity to rethink the goals and problems of the educational process.

The proposed methodology for development of integrated standards makes it possible to reduce the shortcomings of both educational and professional standards. These shortcomings consist in the prevalence of educational standards over professional standards, and lack of possibility for the professional standards to reflect the job functions performed in the workplace. The methodology under development consists of two interrelated tasks and is based on the principle known as "from general to particular" concerning formation of structural elements.

Each stage of the MEP development (preparatory, main, final) has its purpose, methods of goal achieving and the result. Transition to the next stage is possible only upon obtaining the result. At each stage the goal achieving algorithm represents a flowchart with a clearly defined transition depending on the "yes" or "no".

Implementation of the proposed methodology for development of Modular Educational Programs is shown on the example of the "Computer Science and Software" specialty. Extensive initial material (expert selection of competences at the first stage and evaluation of these competences by stakeholders at the 2nd stage) give the possibility to make a reasoned decision related to due regard to any competence. The final list of competences constitutes the basis for the MEP formation. The program consists of the disciplines of the mandatory component of the standard curriculum and the modules depending on the final list of competences.

In accordance with the structure of integrated standard, after the MEP forming it is necessary to formulate the learning outcomes.

The tasks considered in the study do not cover the full range of problems related to the MEP development. In this regard, we will continue our research in this area.

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Linking High-Commitment Human Resource Practices and Cultural Practices

Vinculación de prácticas de recursos humanos y prácticas culturales de alto compromiso

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ABSTRACT

Existing literature has confirmed a significant relationship between employee engagement and company performance. More specifically, fully engaged employees lead to positive outcomes in term of productivity and performance. In addition, studies have confirmed that a high level of employee engagement negatively effects turnover intention and absenteeism. Overall, engaged employees lead to positive attitude and behavior at the workplace. This notion has emphasized the importance of having engaged employees in the organization. Also, this leads to a query on the antecedent factors of employee engagement. What makes people engaged? Has it got anything to do with organizational practices? These become the main questions of this paper. Using the theory of social exchange, an understanding of how people behave is explored. More specifically, this conceptual paper addresses how an employee perceived organizational practices influence employee engagement. In addition, the influence of collectivism cultural practices is examined. Most importantly, this paper proposes the right practice for an organization to get the right behavior from employees.

Keywords: High-Commitment Human Resource Practices, Employee Commitment, Collectivism Cultural Practices.

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RESUMEN

La literatura existente ha confirmado una relación significativa entre el compromiso de los empleados y el desempeño de la compañía. Más específicamente, los empleados totalmente comprometidos conducen a resultados positivos en términos de productividad y rendimiento. Además, los estudios han confirmado que un alto nivel de compromiso de los empleados afecta negativamente la intención de rotación y el ausentismo. En general, los empleados comprometidos conducen a una actitud y comportamiento positivos en el lugar de trabajo. Esta noción ha enfatizado la importancia de tener empleados comprometidos en la organización. Además, esto conduce a una consulta sobre los factores antecedentes del compromiso de los empleados. ¿Qué hace que la gente se comprometa? ¿Tiene algo que ver con las prácticas organizacionales? Estas se convierten en las principales preguntas de este artículo. Usando la teoría del intercambio social, se explora cómo se comportan las personas. Más específicamente, este documento conceptual aborda cómo las prácticas organizativas percibidas por un empleado influyen en el compromiso de los empleados. Además, se examina la influencia del colectivismo en las prácticas culturales. Lo más importante es que este documento propone la práctica correcta para que una organización obtenga el comportamiento correcto de los empleados.

Palabras clave: prácticas de recursos humanos de alto compromiso, compromiso de los empleados, prácticas culturales de colectivismo.

1. Introduction

According to the social exchange theory (Homans, 1961), when employee perceived that organization offers something that is positive, it will in turn received a positive affective reaction from the employees. As a reaction, the employee will reciprocate by offering something in return that the organizational value. The theory has been widely used as an explanatory framework in describing organizational behaviour and employment relationship (Coyle-Shapiro & Conway, 2004). Also, this theory explains the importance of understanding how the practice within the realm of organizational level can influence the practice of employee at the individual level.

For now, there are burgeoning of existing research that explores the area of human resource management where the pivotal focus has been on the relationship between HRM and individual performance. Based on these existing research, the notion of positive association between HRM practices and employee performance has been confirmed (Guest, 1997). Despite this findings, it has also been established that there are still lacking area in the exploration of linkage between the process of HR practices and employee behaviour, which become the main focus of this paper. However, individual behaviours and attitudes are made up of a complex framework (Mustamil and Quaddus, 2009) Many models and frameworks have been proposed to understand the complexity of people behaviour especially at a workplace. This is due to the fact that there are varieties of variables that influence the way workplace decisions are derived based on human behaviour.

Generally, this factors can be divided into two areas; individual and organizational levels (Erdogan 2002). At the individual level, the factors are human related where emphasis is given on the demographic level that touched on personal beliefs, motivational factors and many others. These factors influence the way human perceived things and it depends on us as a person. For example, when certain actions are perceived to be unethical, involvement with such actions will be evaded because we believe it is wrong based on the personal standard that hold on to. However, an individual at a workplace may have a different standard in defining some behaviours. This may be referred to the ambient, norms and practices in the organization. Employees may have different perceptions on some actions and decisions but they have to redefine the standard according to what has been practised in the organization. The described scenario is considered as other critical and strong factor that influences the behaviours of employee at a workplace.

Also, based on the above explanation, it emphasized on the importance of organizational practices on employee action and decision. These employees will observe the traditional practice of the workplace and evaluate the structure, system and procedures in the organization. As a result, they established a personal

perception. This becomes a very crucial perception that leads to the outcome of employee behaviour in the organization. Therefore, ways to ensure employees team work in the organization are discussed, precisely on how to enable the assigned tasks, jobs and roles are performed accordingly. The paper is exploring this area by answering a fundamental question of employee behaviour in organization.

Referring to the studies, in order to retain people and ensured they are committed in attaining organizational goals and objectives, they have to be fully engaged. Engaged employee is an indication that employee satisfaction and commitment with their tasks, duties and responsibilities in the organization are met. The realisation of job satisfaction and emotional connection with works results in improved productivity. Findings have also confirmed that not only that employees will stay longer in the organization, this situation also leads to positive performance.

Attitude is a valuable asset which can lead to a competitive advantage of organization (Macey et. al, 2009). Referring to this notion, this conceptual paper provides an understanding of employee engagement by exploring an existing link between high commitment of human resource practices as an antecedent factor of employee engagement. Using the social exchange theory (Homans, 1961), the paper provides a clear picture of research paradigm in order to understand how organizational factors affect individual behaviour in the organizations. In addition, a collectivism cultural practices is also proposed to provide insight on the complexity of employee behaviour in organization.

2. Literature Review

Social exchange theory (Homans, 1961) explained the motivation behind the attitudes and behaviours exchanged as a result of negotiation process between individuals. According to the theory, the purpose of this exchange is to maximize benefits and to minimize the costs. Homans (1961) proposed that people weigh all the potential benefits and risks to evaluate the outcome of the relationship. When the benefits outweigh the risks, people will sustain the relationship. On the other hand, if the risks outweigh the benefits, people tend to terminate that relationship.

The theory suggested that we essentially take the benefits and subtract the costs to determine a value of a relationship. As a result, positive relationships occurred in which the benefits outweigh the costs. Alternatively, a negative relationship occurred when the costs are greater than the benefits (as describe in the following figure).

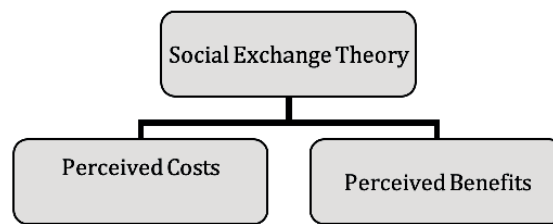


Figure 1. Social Exchange Theory

In the context of organization, social exchange theory explained the norm of reciprocity in the aspect of the relationship between the organizations and its employee. Employee forms general perceptions on the intention and attitudes of organization towards them by reflecting the system, policies, structure and procedures that have been established by individuals in the organizations. This perception enables employee to see themselves as having a relationship with their employer and begin to appraise the value of the relationship, either as worthy or otherwise.

When an organization provides something that employees value, the social exchange theory stated that employees will reciprocate their perceiveness by offering something in return which the organizations value (Rousseau, 1995). In the context of this paper, the employees offer is to provide full engagement with the organization. This positive behaviour is the outcome of the positive perception by the employees because they believe that they will be highly valued by their employers once the are engaged.

In general, such scenario explains the psychological contract of relationship between employee and em-

ployer. In a workplace, any individual in the organization which can represent by managerial or supervisors level have their own expectation. This expectation is interpreted by the employee based on what they practice. Employees observe, monitor and perceive the conducts of their superior and behaviour as a signal of how things happened in the organization. This expectation develops a set of promises between two of this party; the organization and the employee. Based on this set of promises, employee performs what they believed as needed to be performed in the organization. They will modify their behaviour and simulate their attitudes according to what they perceived. This is inline with social exchange theory which empahasizes on the relationship based on mutual perception among parties. In the context of this paper, it goes back on how employee perceived the organization practiced a high commitment human resouces management, which will determine a level of engagement among themselves.

Social exchange theory has been used widely in various areas to explain how employee behave in the organization. Many studies have applied this theory to provide a clear understanding of the reason for employee behaviour. Although employee behaviour in the organization is a complex behaviour, the theory has confirmed the establishment of organizational effect on individual level.

2.2. Employee Engagement

Employee engagement (Kahn, 1990) is referring to the extent to which employee committed towards their job and organizations. In a very wellknown definition, Kahn (1990) refers employee engagement as “the harnessing of organization members’selves to their work roles; in engagement, people employ and express themselves psychically, cognitively, and emotionally during roles performances.” (page 64).

The definition explains the concept of engagement as the manifestation for being ‘present at work’, which requires a particular mental state of mind. For an individual to be engaged, he or she has to think, feel and act on their job. They know what they have to do, what they should do and what they have done towards their jobs and task.

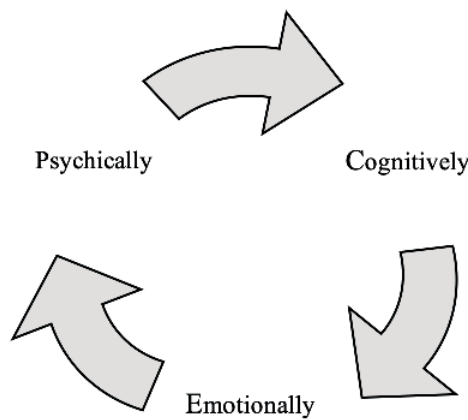


Figure 2. Employee Engagements Dimensions

Employee engagement requires physical, cognitive and emotional attachment of a person to their jobs. There are two elements in explaining pshychological engagement which include emotional and cognitive engagement. Emotional engagement refers to a good relation between people. In the context of a workplace, it refers to the relationship between employees, superiors and peers with emphaty feeling. Thus, engaged employees care and aware about their work, organization and people that they work with. They know their performance is their obligation and they understand how it affects other people in the organization. Cognitive engagement refers to the extent in which employees are willing and able to take their task and duties at hand to achieve organizational goal and objectives. Most importantly, they are aware of what should be done to perform their duties

Fully engaged employees are the people in organization who feel satisfy with their jobs (Harter, Schmidt and Hayes, 2002). They are dedicated to their tasks, they do not mind putting extra time to their work as long it is completed to a good standard. They are willing to sacrifice their personal time to ensure that the standards are met. Eventually, this leads to the positive attitudes and behaviour in which they become

more connected to their performance.

Engaged employee is more aware with their productivity. They believe this is their personal sense of commitment, known as discretionary effort (Frank et. al, 2004). This is the key to an engaged employee. They are not aiming for financial gain or position, but are focusing more on their sense of obligation to do their very best in the organization.

Kahn (1990) refers employee engagement as a way to enhance three psychological conditions. Firstly is meaningfulness, which is the “feeling that one is receiving a return on the investment of the self in the work role performance”. Secondly is safety, which refers to “a sense of being able to show and employ oneself without fear of negative consequences to one’s self-image or status at work”. Lastly is the availability, which is “a sense of possessing the physical, emotional and psychological resources needed for investing oneself in the work role”.

These conditions serve as the mechanism by which individuals connect to their role performance. Many existing studies have confirmed the significant effect of employee engagement to the individual behavioural outcomes in the organization. On the other hand, those who failed to engage will feel withdrawal from the work role. They tend to disconnect with their tasks and duties. Studies have confirmed negative behavioural outcomes of employed who are disengaged.

2.3 High- Commitment Of Human Resource Practices

Arthur (1992) has introduced the concept of high- commitment of human resource practices. Human resources practices can be classified into two approaches (Arthur, 1992). Firstly, “control” practice which refers to the approach that aim to enhance efficiency and to reduce labour cost by emphasizing on reward of outputs. It can be referred as traditional HR practices which required employees to perform their duties with strict rules and procedures. This approach is not closely tied with employee performance. In contrast, commitment approaches are aiming to increase effectiveness and performance of employee by encouraging employee to identify the organizational goals and aim to accomplish the goals.

In defining jobs, control HR practices is more narrowed in comparison because it has low employee participation while having more intense supervision. Commitment HR practices, on the other hand has broadly defined tasks with high level of employee participation and extensive training.

In describing high-commitment HR practices, research has proposed five dimensions (Whitener 2001) including selective staffing, comprehensive training, developmental performance appraisal, individually equitable reward and external equitable reward. These dimensions separate organization between “control” and “commitment” HR practices.

Dimensions	Descriptions
<i>Selective staffing</i>	<i>Selective staffing</i> refers to the extensiveness of the selecting process within the organization. The process focuses more on selecting people with specialized skills which tend to have high level of performance as compared to non skilled employees.
<i>Comprehensive training</i>	<i>Comprehensive training</i> refers to a situation where organizations provide an extensive training program to develop a human capital in the organization. The training is to enhance relevant skills, abilities and knowledge related to the employee work performance.

<i>Development performance appraisal</i>	<i>Development performance appraisal</i> is when the organizations set the employee goal performance with the involvement of employee. This practice also encourage employee to become part of the team in the organization by coaching them with necessary guidelines. The organization wants the employee to understand what need to be achieved and to perform their job appropriately in order to improve their effectiveness and productivity.
<i>Individually equitable reward</i>	<i>Individually equitable reward</i> ensure an egalitarian pay system and reward their employee based on performance. With this practices, those who performed better will gain better reward.
<i>External equitable reward</i>	<i>External equitable reward</i> emphasizes a better beneficial reward to the employee in the organization as compared with external labour market.

Table 1: A description of dimensions

Arthur (1994) explained that high-commitment HR practices is shaping desired employee behaviour in organization. This practices establish an alignment between organizational and individual goals. Employees aware on their performance goal and they are encouraged to work hard to achieve the goals. The high commitment approach includes sets of HR policies and procedures that affect employee motivation and commitment. They are emphasizing on the high level of participation of employee to create the sense of belonging among employee.

Based on these dimensions, it can be concluded that high commitment of HR practices emphasized on high-skilled employee as a main criteria in the selection process, provides comprehensive training program to develop the people, participation of employee in determining work performance is necessary, offering appropriate reward align with the performance of individual, and ensuring the employee receive equal opportunities in the organization compared to the external labour market.

2.4 Collectivism Cultural Practices

The well known definition of culture has been proposed by Taylor (1871) which define that “Culture ... is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” Another established definition by Kroeber and Kluckhohn (1952), they have reviewed 164 definitions of culture and perceived that “culture is an abstraction by reasoning that if culture is behaviour it, ipso facto, becomes the subject matter of psychology”. Therefore, they concluded that culture “is an abstraction from concrete behavior but is not itself behavior.”

Culture shaping individual believes in defining what is the right standard of behaviour in a society. As a result, there is no consensus on what is deemed as the right behaviour and what is perceived as wrong behaviour. It depends on the standard of the society. Thus, one accepted actions in one society may not be accepted in other society. It depends on the perception of the society on the behavior. In the context of this paper, the culture of organization determines a standard of behaviour in the organization. The culture in the organization provides the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization.

Organizational culture shared by members of an organization and taught to new members as correct things to do in the organization, and can be used to direct the course of their firms by organizations (Arnold et al. 2007).

Organizational cultures can be assessed along many dimensions. One of the most relevant dimension

is the collectivism culture. According to House et al. (2004), people in the organization with high level of collectivism cultural practices are willing to make personal sacrifices to fulfil their obligation towards their organizations. In addition, they believed that organizations have a responsibility for their welfare. This cultural practices considers others as part of their family. They perceive themselves as highly interdependent with the organization (House et al. 2004). Therefore, any decisions they made are predicated on the benefits likely to be accrued for all group members.

As proposed in this paper, employee in organization has set their own standard before entering the organization. Once they have entered, a modification of the standard will be practiced. According to the previous research, the attendance of collectivism culture will strengthen a relationship between organizational factors and individual behaviour. Due to that, the influence of collectivism culture is existed.

3. Proposed Conceptual Linkage

Managing employees' behaviour in organizations have been proven to be very challenging due to the multitude of complex and varied factors that contribute to this main construct. Nevertheless, many theoretical frameworks have been proposed to describe how an employee behaves in an organization. One of the factors that have been increasingly recognized as a key source for employee behaviours and attitudes is high-commitment human resource management (Arthur, 1994). Researchers have conceptualized High-Commitment Human Resource Practices in various ways, labeling a different combination of human resource practices as high commitment, high performance, or high involvement human resource practices.

These practices have shown to have a significant impact on employees in order for organizations to develop skillful, motivated, and committed employees, who can ultimately create superior value for organizations (Frank et. al, 2004). Due to this notion, this paper aims to explore the influence of high-commitment human resource practices among employees. Knowing that organizations do not operate in a vacuum, the existing environment will also influence the way employees behave.

Due to that, cultural practices will also be examined, particularly, collectivism culture. These cultural dimension are the most significant cultural practices that describes employee behaviour in the context of social behavior. The collectivism society considers itself as having members who are part of an extended family or organization (Mustamil and Quaddus 2009). They view themselves as highly interdependent with the organization (House et al. 2004). Thus, their decisions are predicated on the benefits likely to be accrued for all group members. At the end, the outcome from this study will provide an appropriate model to explain employee engagement in organizations.

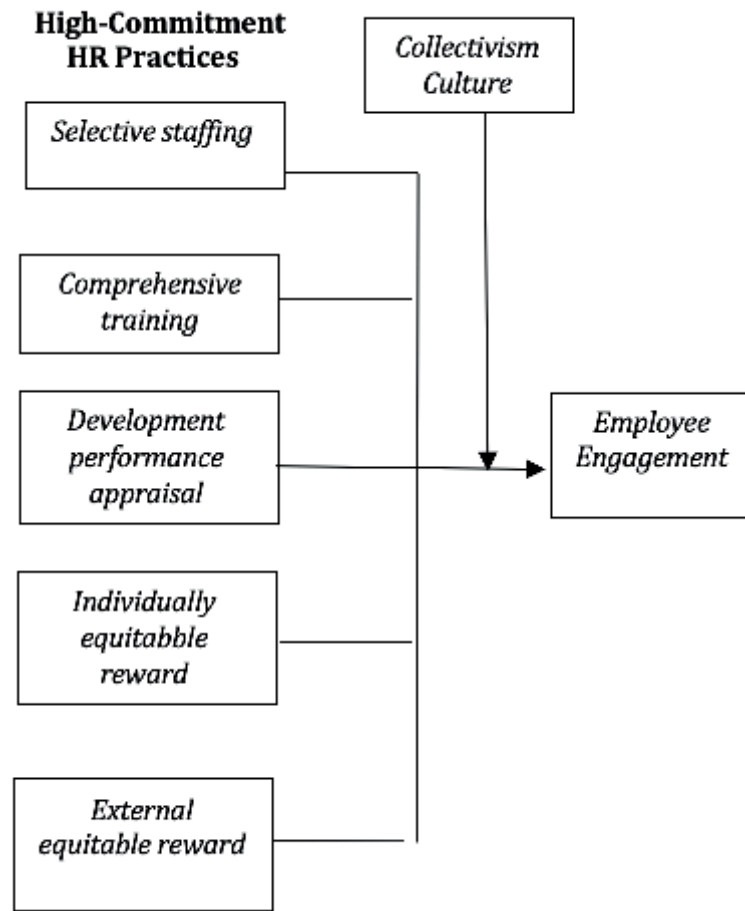
From the above discussion and previous literatures, it can proposed the relationship between high-commitments human resource practices, employee engagement and collectivism cultural practices as followed:

High-commitment human resource practices has positive influence on employee psychological engagement

High-commitment human resource practices has positive influence on employee emotional engagement

Collectivism cultural practices moderates a relationship between high-commitment human resource practices and employee engagement

More specially, figure 3 proposed the research conceptual of these variables.



4. Conclusion

In conclusion, the study has emphasized that high commitment HR practices as a highly-potential area of study especially on how organizational level can influence employees engagement. Besides, it was highlighted that fully engaged employees can lead to positive attitudes and behaviours and eventually encourage organizations to understand how this may benefit the organization itself. The role of culture should not be left behind when high-commitment HR practices is concerned because the moderating effect of culture was found to be present especially when examining the framework. It indicates the complexity of the relationship which described how individuals behave in the organization. Thus, future research may be required to expand on this area of understanding.

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Information about health, safety at work and Fire Risk Management in Oil industries

Información sobre salud, seguridad en el trabajo y gestión de riesgos de incendio en las industrias petroleras

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ABSTRACT

Fire in the oil industry, is the greatest danger that can lead to the complete disappearance of part of the work environment. In addition, the risk of mortality and loss of life and financial staff is also a plus. In this regard, it is necessary to carry out fire risk management process to minimize the damage caused by the fires in the petroleum industry organizations and centers. This study is the first to introduce and identify fire risk management are discussed, then with the benefit of methods and techniques for risk identification and implementation of appropriate preventive measures to eliminate or reduce fire accidents, increase safety factor provides.

Keywords: risk management, fire, safety, risk analysis

RESUMEN

El fuego en la industria petrolera es el mayor peligro que puede llevar a la desaparición completa de parte del entorno laboral. Además, el riesgo de mortalidad y pérdida de vidas y el personal financiero también es una ventaja. En este sentido, es necesario llevar a cabo un proceso de gestión de riesgo de incendio para minimizar el daño causado por los incendios en las organizaciones y centros de la industria petrolera. Este estudio es el primero en presentar e identificar la gestión del riesgo de incendio; luego, con el beneficio de los métodos y técnicas para la identificación del riesgo y la implementación de medidas preventivas adecuadas para eliminar o reducir los accidentes de incendio, aumenta el factor de seguridad.

Palabras clave: gestión de riesgos, incendios, seguridad, análisis de riesgos.

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Introduction

Having a risk-free life is always hope and human purpose and a desire for safety and security needs of all human beings forms integral part of the nature. So, from the beginning human are faces with the risks and problems. On the other hand, humans are always trying to improve living conditions and welfare has tried with the change in the nature and variables, the environment and the world to serve its own ends. In this way the man with the acquisition of materials, equipment, machinery, devices and the general term embracing new technology as well as serious and more serious risks and risks from has become the simple and traditional to more complex shape.

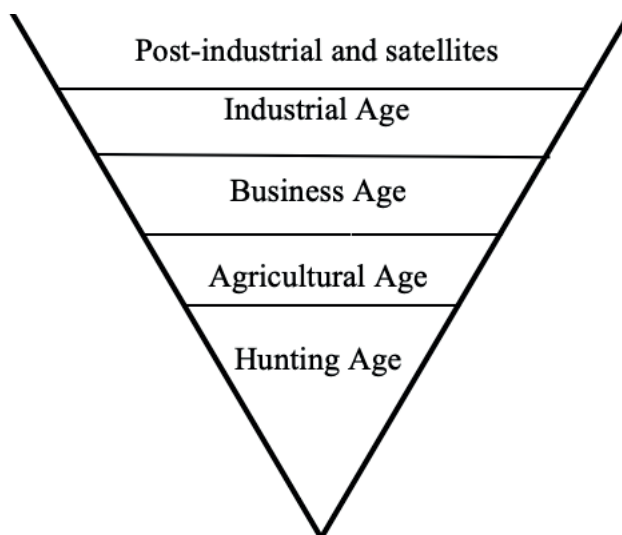


Figure 1. The level of complexity hazards

So, with an approach to the evolution of human life and the risk pyramid can be traced that the center of gravity towards the bottom of the pyramid, and each part of the pyramid represents the level and complexity of space hazards. So primitive human life based on hunting until the evolution of agriculture, trade and industry and post-industrial risks facing is enormously complex. The most important feature of the present century, which is capital accumulation and technological risks and natural hazards increase the importance of risk management ads. It is observed that managing the risks and dangers and hardships to the safety and balance and secure environment to ensure that the organization's survival and life duties, particularly managers and risk managers in an organization.

The risk management process

The occurrence of any fire in the fields of chemical and physical needs is the place. Factors contributing to this are numerous, but essentially fires to create fire three factors that are essential to the well-known fire triangle and the elimination of only one of them may not continue to fire (Parastoo, 2014).

1. Oxygen, 2. Burnt material, 3. Heat

Generally, risk as the risk or likelihood of an adverse event can be expressed. Finds are specific risks in the risk assessment process definition. In the process of combining the concept of risk, or the risk of multiplying the frequency of occurrence of a risk is identified and the magnitude of its consequences (Risk and insurance 2015). Risk management is to plan, organize, and analyze the detection and control of economic life in all aspects of property all risks, threatening and limiting the reliability and profitability of the organization (Risk management, 2016). Strategic risk management is the core of any organization. Risk management is the process by which organizations to intelligently and methodically risks associated with activities in the past, present and future activities of the organization to recognize surrounds. Foundations of Thought and risk management requirements are based on scientific intelligence because scientific consciousness which considered against common

sense based on a series of infrastructure and basic principles are as follows: That distinguishes this thinking (scientific sense) is against common sense that make up the foundations of risk management thinking (Moeini, 2013).

Scientific intelligence	Common sense
Accidents are in captivity of man.	Man is in captivity of accidents.
Scientific consciousness before the accident, the remedy.	Common sense after the event, the remedy.
Scientific understanding is above active.	Common sense is passive.
Scientific consciousness, do not let bad things happening.	Common sense, let bad things happening.

Table1. Differentiation of scientific intelligence with conventional levels of risk management perspectives (Moeini, 2013)

So, risk management is based on the philosophy and ideology of scientific intelligence from the disaster is and allow the emergence of risk do not give up wanting to have an answer for them. The risk management process involves a three-step process is as follows:

- A) Risk identification, B) Analysis and risk assessment, C) Risk control

Risk identification

Risk identification to determine that an organization faces uncertainty level is done. To this end the threat of fire hazard identification and factors that makes resources with face serious risks by resorting to techniques and different skills performed the most important of these techniques include methods of public information, physical inspection, Czech impairment tree List, Preliminary Hazard Assessment PHA, checklist, etc. The purpose of risk identification, gathering information on vulnerability sources and types of damages caused by that institution is exposed. This information should be classified as a database (Majid, 2011). Obviously, this information is needed about the risks described can be produced from sources within the organization and resources outside of the organization. To learn more about the two methods that are applicable to the industry will be discussed (Risk management, 2016).

Methodology

Fault tree

The method as one of the most powerful analysis tools and is immune recognition system (Risk management, 2016). The names of the methods and systems of the general deductive reasoning in general are very fine and detailed components and physical and functional interactions between components. For example, this method can be used to identify fire risks stepped (Moeini, 2013)

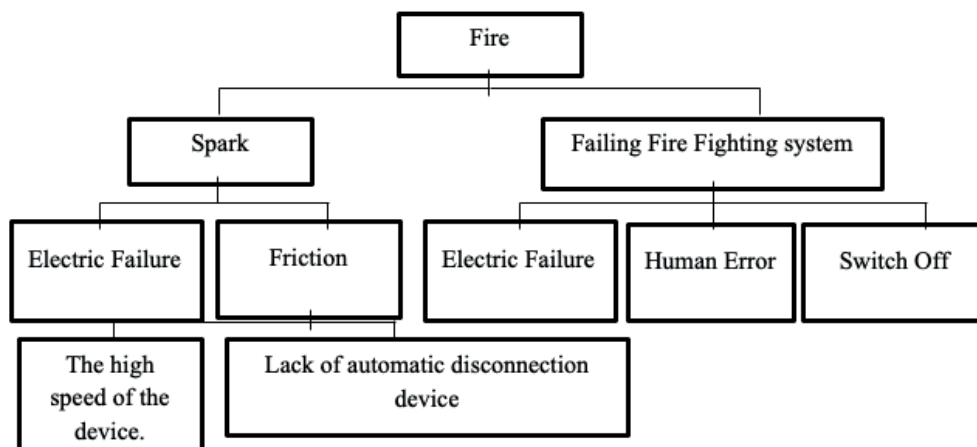


Figure 2 Fault Tree

Primary hazard analysis

PHA techniques usually first attempt in system safety analysis process to identify and classify potential hazards associated with operating the system (Applied Safety and Performance Indicators in Industry, 2012).

Precarious situation	Cause	Impacts	Level of risk	Assessment	Suggestion
Group Risk	What's the problem reason?	What is the impact of the accident?	Level of Hazard	Probability	Recommendations for risk control

Table 2. Hazard analysis

Analysis and risk assessment

Risks and hazards were identified after the turn of the measure and assess the risks and impact of risk on the organization's activities (Applied Safety and Performance Indicators in Industry, 2012). As we know, one of the definitions of risk is a combination of both probability and severity of risk (R=P.S).

Frequency	Catastrophic and Critical	Average and boundary	Very minor
Repeated			
Occasionally			
Rarely			

Table 3. Risk Analysis table

So, measuring risk in two important aspects of repetition and frequency of accidents and the relative frequency of events (Frequency) and severity level and risk adverse effect on the financial situation of the organization and its activities are done (Kazemi, 2010). The risk analysis can be found by careful study of past events, the probability of accidents and the estimated impact them in the future and decision criteria can be explained in physical planning and financial risks (Moeini, 2013).

Risk control

After identifying and analyzing hazards, turn to explain ways to plan and deal with hazards which is important given that the issue in this part of the risk management process is logical and economical control over the frequency and severity of each risk guidelines certainly make the difference (Moeini, 2013). Then the potential risks to the economic estimates must be based on the frequency and degree of impact indicators and the destruction can be provided of the risks and financial planning, risk assessment (Safety & Health Requirements).

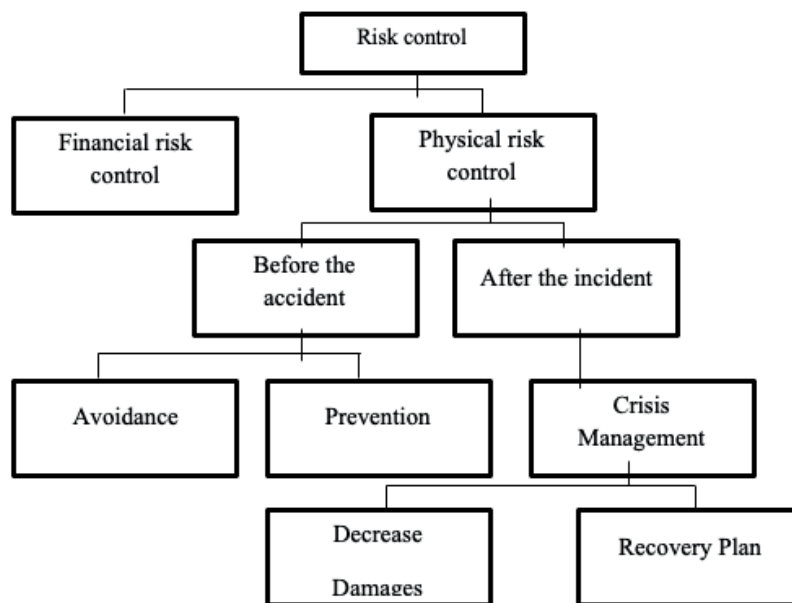


Figure 3. The chart of Planning and decision-making in the face of risks

Frequency	Catastrophic and Critical	Average and boundary	Very minor
Repeated	Risk transfer to insurance companies	Transferring the risk to the insurance company	Risk transfer through insurance fund
Occasionally	Risk transfer to insurance companies	Risk transfer through insurance fund	Own insurance
Rarely	Risk transfer to insurance companies	Own insurance	Own insurance

Table 4. Financial planning methods of risk

Result and Discussion

Perhaps more than any other time of the ages or centuries, discussion on the implementation of the risk management process industries and organizations have a special place so safety and the desire for stability and survival, and the system is the bedrock of any system based on the findings of Maslow (behavioral scientist and psychologist) In the hierarchy of human needs is known as a basic human need and the desire to secure the safety and except in the light of decision-making, planning, organizing, Directing and controlling all risks to the reliability and survival is not allowed. Therefore, in this article all the techniques and skills that safety and prevention experts to assist in identifying risks including loss of trees, tables and presented preliminary risk. The intensity and frequency of analysis and experience, and risk analysis and accident records for this analysis can be accepted up to number the impact of the accident and then the financial burden accident and logical control and economic tools necessary measures pursued.

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Design, experience in the implementation and prospects of the master's program "professionally oriented training in mathematics"

Diseño, experiencia en la implementación y perspectivas del programa de maestría "formación profesional en matemáticas"

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ABSTRACT

The author's approach to the design of professional training of future teachers of higher mathematics involves filling the content of training with academic disciplines, research work and industrial practice, which are associated with the formation of competencies from the Federal state educational standard of higher education in the direction of training 44.04.01 Pedagogical education (master's level) and labor actions from the Professional standard "Teacher of vocational training, vocational education and additional professional education". Training is carried out in accordance with the requirements of the principle of professional orientation and the Concept of development of mathematical education in the Russian Federation.

Keywords: professionally oriented training in mathematics, future teachers of mathematics, master's program.

RESUMEN

El enfoque de los autores para el diseño de la formación profesional de futuros profesores de matemáticas superiores implica llenar el contenido de la formación con disciplinas académicas, trabajos de investigación y práctica industrial, que están asociados con la formación de competencias a partir del estándar estatal federal de educación superior en dirección de formación 44.04.01 Educación pedagógica (nivel de maestría) y acciones laborales de la norma profesional «Profesor de formación profesional, educación profesional y educación profesional adicional». La formación se lleva a cabo de conformidad con los requisitos del principio de orientación profesional y el concepto de desarrollo de la educación matemática en la Federación de Rusia.

Palabras clave: formación profesional en matemáticas, futuros profesores de matemáticas, programa de maestría.

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INTRODUCTION

The modern world is subject to total mathematization of almost all branches of science. Accordingly, the circle of students for whom mathematics becomes a professionally significant academic discipline is expanding. The invariant of mathematical knowledge is included in the content of most educational programs for vocational training, while the variable component of mathematics is specific and possesses a professionally significant potential for each specific specialty (field of study), which confirms the appropriateness of the professional orientation of teaching future mathematics specialists. However, students are not always aware of the importance of studying mathematics for the upcoming professional activity. There is a need for mathematically and methodologically competent teachers who are able to motivate and interest future specialists in the process of professionally oriented study of mathematics.

At present, the contingent of teachers of mathematics in a vocational school consists of graduates of the mathematical faculties of classical universities, pedagogical institutes and specialized postgraduate studies. The most high-quality teaching staff for vocational school supplies postgraduate studies in mathematical (01.01.00) and methodical (13.00.02) specialties. However, to meet the demands of a modern vocational school, the available number of graduates of the mathematical postgraduate course is not enough.

Another part of the teachers of the mathematics departments of the vocational school is represented by graduates of non-pedagogical specialties (areas of study) of the mathematical faculties of classical universities, who have mastered, in addition to the main educational program, the additional qualification program "Teacher", consisting of psychological, pedagogical and methodological disciplines, studied at senior courses in the framework of disciplines optional, with obligatory teaching practice, state examination according to the method of teaching anija Mathematics and final qualifying protection operation. The advantages of such training of teachers, according to R.M. Zaynieva and A.S. Safarov [1], are its fundamental nature, the presence of research skills, the need for constant self-education. The disadvantages are the lack of methodological training of its graduates, which is expressed in the exaggerated requirements of young specialists for students of non-mathematical areas of training, the inability to qualitatively explain the teaching material, etc. Another significant component of the contingent of teachers of mathematics departments of a vocational school is graduates of pedagogical institutes and universities, the main problem of which, as a rule, lies in the lack of knowledge of mathematics in conjunction with good psychological, pedagogical and methodological training. After analyzing the advantages and disadvantages of the existing practice of training future teachers of mathematics in a vocational school, it makes sense to pay attention to the second level of higher education and purposefully prepare teachers of mathematics for educational institutions of secondary vocational and higher education as part of the pedagogical magistracy, which, according to the online help system of master programs Magistracy.su "[2], steadily holding the 3rd place in popularity among applicants, as n the number of educational programs (253), and the number of budget places (674).

Various aspects of the preparation of teaching staff in the magistracy were considered in the research: V.A. Kozyrev, N.F. Radionova, A.P. Tryapitsynaya [3], focusing on the competence approach in teacher education; E.G. Nikulina [4], pointing to the need for the professionalization of the magistracy of the modern university (targeted training of graduates for a particular segment of the labor market); Vs Senashenko [5], who substantiated the key areas of improving the quality of education in the magistracy (raising the level of theoretical training of graduate students, improving information, personnel, material and technical support of the magistracy) and others. Kostikov [6] clarified their influence on the national education system and concluded that the current Russian model of training high school teachers has some common features with the German model and is now closely integrated with the British-American model. The author proposes to use the results obtained for a more effective design of the national system of vocational training for higher education teachers.

At present, Russian universities have a number of master's programs in which, to one degree or another, the tasks of forming the professional and pedagogical competencies of a teacher of mathematics in a vocational school are indicated. Thus, in [7] S.P. Grushevsky and N.V. Andrafanova described the experience of implementing two such programs ("Teaching Mathematics and Informatics" (the "Mathematics" training direction) and "Information Technologies in Education" (the "Mathematics and Computer Science" training direction) in the Kuban State University. Another approach to designing such a master's programs are presented in the work of S.E. Starostina and Yu.S. Tokareva [8]. The Master's program in Physics and Mathematics (Trans-Baikal State University) is multidisciplinary. The study is focused on the training of teachers of mathematics and physics for schools and institutions of secondary vocational education. The article [9] characterizes the master's program "Professionally Oriented Mathematics Education" (training direction "Pedagogical Education"), implemented in 2016 at Saratov National Research State University. However, in connection with the approval on February 22, 2018 of the Federal State Educational Standard of Higher Education (level studies) in the direction of training 44.04.01 Pedagogical education (hereinafter - FES HE) [10], it seems relevant to revise the existing educational programs for professional training of mathematics teachers for educational institutions of secondary vocational and higher education and

bring them in line with the approved FES HE [10] and Professional Standard “Teacher of vocational training, vocational education and additional vocational education” (hereinafter - the Professional Standard) [11] as well as the requirements for competencies graduates employers industry and available domestic and foreign experience.

Methodology

The purpose of the article is theoretical substantiation, practical development and analysis of the results of approbation of the master’s program “Professionally Oriented Mathematics Education”. The program is focused on preparing a graduate who is able to successfully work in the field of professionally oriented mathematics education, ready to be included in innovative activities of educational institutions on the basis of mastering universal, general professional and professional competencies from the Federal State Educational Standard of Higher Education [10] and some generalized labor functions from the Professional Standard [11]: “3.1. Teaching according to vocational training programs (hereinafter - PE), secondary vocational education (hereinafter - SVE) and additional professional programs (hereinafter - APP), focused on the appropriate level of qualification ” 3.8 “Teaching under bachelor and DPP programs focused on the appropriate level of qualification”; 3.4 “Organizational and pedagogical support of the group (course) of students in higher education programs (hereinafter - HE)” [11, p. 2].

Research methods used in writing the article: analysis of psychological, pedagogical and methodological and mathematical literature; study of regulatory documents; generalization of the experience of teachers of mathematics; development and testing of teaching materials; pedagogical experiment.

The theoretical significance of the study is justified by the fact that the training of future mathematics teachers for the design and implementation of teaching students in the context of their upcoming professional activities has been modernized, which involves filling the contents of the graduate program with academic disciplines, research work and work experience, linked to the formation of competences from the Federal State Educational Standards of Higher Education [10] and labor functions from the Professional Standard [11].

The practical significance of the research lies in the development and implementation in the educational process of the Saratov National Research State University of methodological support of the implementation of the masters’ program «Professionally oriented teaching mathematics.»

RESULTS

Let’s begin with the characteristics of the contingent of applicants entering the program. In 2016, out of 13 first-year students (age 22-35 years old, residents of Moscow, Saratov, Moscow, Saratov and Volgograd regions, Dagestan Republic) 12 people had a diploma of pedagogical bachelor’s degree in Mathematical Education, 1 person - a diploma of the Faculty of Mechanics and Mathematics , 5 people worked in schools as teachers of mathematics. In the recruitment of 2017 of 14 people (age 22-25 years, residents of Moscow, Saratov, Saratov region) 12 people had a profile (mathematics) pedagogical bachelor’s degree, 1 person had a diploma of the Faculty of Mechanics and Mathematics, another 1 applicant was a graduate of a technical university , 6 people worked in schools as teachers of mathematics. The number of applicants with non-core diplomas increased dramatically in the 2018 enrollment (age 22-30 years, residents of the cities of Saratov, Samara, Moscow, Saratov regions, Iraq): of the 12 newly enrolled only 7 people had a diploma of a specialized pedagogical bachelor’s degree university (1 person), the Academy of Public Administration (1 person), the Mechanics and Mathematics Faculty of a classical university (2 people), a computer science specialist - 1 person. At the same time, 4 people at the time of admission to the magistracy were taught mathematics at school, 1 - in technical school. Such heterogeneity (from year to year) of the initial vocational education of applicants has created a number of problems, both during the entrance examinations and in the organization of the further educational process. To conduct an entrance test in the magistracy (interviews), a program was developed, the content is almost similar to the final state exam program in mathematics and its teaching methodology in the specialized pedagogical bachelor degree. The main purpose of the entrance test is to determine the level of mathematical and mathematical knowledge, skills and competencies available to applicants, and to assess the potential opportunities for students to master the chosen master’s program. The entrance test program consists of two sections: “Mathematics” and “Methods of teaching mathematics”. They identify the main issues of algebra, geometry, mathematical analysis, methods of teaching mathematics, which are necessary for applicants to continue their studies in the magistracy. Graduates of the profile pedagogical bachelor degree, planning to continue their studies, went to the magistracy almost formally. For holders of non-core diplomas of bachelor and specialist degrees, an absolutely objective entrance test was conducted, allowing to identify among applicants who have the necessary knowledge and competencies for training in the magistracy. According to the results of the interview for enrollment in the master’s program “Professionally oriented training in mathematics” were recommended: in 2016 - 13 people; in 2017 - 14 people; in 2018 - 12 people.

The Master's program is focused on the pedagogical, project and research types of professional tasks. As a result of mastering the master's program, a graduate must possess a set of universal competences (UC) [UC-1 - UC-6] and general professional competencies (hereinafter - OPK) (OPK-1 - OPK-8) prescribed in the FES HE [10]. Professional competencies for the Master's program "Professionally Oriented Mathematics Education" were formulated by the program manager based on an analysis of the relevant upcoming professional activities of graduates of the Professional Standard [11], taking into account the requirements of employers for graduates, summarizing domestic and foreign experience.

A graduate of the master's program, in accordance with the FES HE [10] and the Professional Standard [11], should be ready to solve the tasks of the professional activity to which the master's program is oriented. Thus, the pedagogical type of the tasks of professional activity provides for the readiness of a graduate to:

- Teaching courses, disciplines (modules) in mathematics for software programs, secondary vocational education, higher education (undergraduate level), additional pre-vocational educational programs (hereinafter - APP);
- organization of research, project, educational and professional and other activities of students studying courses, disciplines (modules) in mathematics in software programs, secondary vocational education, HE (undergraduate level), APP.

Project tasks of the graduate's professional activity: teaching and methodological support for the implementation of training courses, disciplines (modules) in software programs, secondary vocational schools, higher education (undergraduate level), and secondary professional education. The research type of professional tasks involves a graduate's readiness for independent scientific research in the field of subject preparation using the obtained theoretical knowledge and practical skills. The types of tasks of professional activity specified in the FES HE [1] are closely correlated with the labor activities of the functions of the Professional Standard [11]:

- the pedagogical type of tasks of the FES HE corresponds to the functions 3.1.1; 3.1.2; 3.8.1; 3.8.2; 3.4.1; 3.4.2 Professional Standard;
- the design type of tasks of the FES HE corresponds to the labor actions of functions 3.1.3; 3.8.3 Professional Standard;
- the research type of tasks (partially) corresponds to the labor activities of functions 3.1; 3.4; 3.8 Professional Standard.

We will formulate professional competences (hereinafter - PC) and indicators of their achievement, established by the Master's program "Professionally Oriented Mathematics Education"

PC-1. Able to carry out the teaching of training courses, disciplines (modules) in mathematics through software programs, secondary vocational schools, higher education (undergraduate level), and vocational training programs, taking into account the principle of professional orientation, using modern educational technologies corresponding to the personal and age characteristics of students, including special educational needs.

Indicators of the achievement of PC-1:

PC-1.1. Demonstrates knowledge of the features of the organization of the educational process and the content of training courses, disciplines (modules) in mathematics in software programs, secondary vocational education, higher education (undergraduate level), VET, taking into account the principle of professional orientation; principles of selection and features of the use of forms, methods, means of professionally oriented teaching of mathematics; modern educational technologies that meet the personal and age characteristics of students, including those with special educational needs; methodologies for the use of measuring and controlling and evaluating means, interpreting the results of monitoring and evaluation.

PC-1.2. Performs the tasks stipulated by the work programs of "training courses, disciplines (modules) in mathematics under software programs, secondary vocational education, higher education (undergraduate level), and APP; applies pedagogically sound forms and methods of organizing the activities of students, modern technical means of professionally oriented teaching of mathematics and modern educational technologies, taking into account: the specifics of educational programs, the requirements of the FES VE, SVE, HE (bachelor degree); features of the taught training course, discipline (module), tasks of the lesson (cycle of lessons), type of lesson age and individual characteristics of students (for training people with disabilities - also taking into account the peculiarities of their psychophysical development, individual capabilities); uses pedagogically sound forms, methods, methods and techniques for organizing monitoring and evaluating the development of a course,

discipline (module) ”[11].

PC-1.3. Conducts studies, organizes independent work and carries out monitoring and evaluation of students' mastering of training courses, disciplines (modules) in mathematics under software programs, secondary vocational education, higher education (undergraduate level), and APP, taking into account the principle of professional orientation, using modern educational technologies and age characteristics of students, including those with special educational needs.

PC-2. Able to organize research, design, educational, professional and other activities of students studying study courses, disciplines (modules) in mathematics in software programs, secondary vocational education, higher education (undergraduate level), APP.

Indicators of the achievement of PC-2:

PC-2.1. Demonstrates knowledge of current problems and development trends of the relevant scientific field (mathematics); theoretical foundations of the organization of research and project activities; databases, electronic libraries and electronic resources necessary for the organization of research, design and other activities of students studying study courses, disciplines (modules) in mathematics in software programs, secondary vocational education, higher education (undergraduate level), APP; requirements for registration of design and research works.

PC-2.2. “With the help of a higher qualification specialist: he formulates the themes of design and research works, provides methodological assistance to students in choosing a theme and carrying out the main stages of design and research works, assesses the quality of implementation and design of design and research works, develops proposals for organizing scientific conferences, design competitions and research papers of students ”[11].

PC-2.3. Under the guidance of a higher qualification specialist: organizes research, design and other activities of students studying study courses, disciplines (modules) in mathematics through programs of software, secondary vocational education, higher education (undergraduate level), and APP; carries out orders for the organization of scientific conferences, competitions of design and research work of students.

PC-3. Able to develop teaching and methodological support for the implementation of training courses, disciplines (modules) in mathematics for software programs, secondary vocational education, higher education (undergraduate level), APP.

Indicators of the achievement of PC-3:

PC-3.1. Demonstrates knowledge of the regulatory documentation governing the organization of the educational process and the development of teaching and methodological support for the implementation of training courses, disciplines (modules) in mathematics through software programs, secondary vocational education, higher education (undergraduate level), APP; the current state of the field of knowledge corresponding to the teaching courses, disciplines (modules) (mathematics); the main sources and methods of searching for information necessary for the development of teaching and methodological support for the implementation of training courses, disciplines (modules) in mathematics through software programs, secondary vocational education, higher education (undergraduate level), and APP.

PC-3.2. Uses and adapts (depending on the educational context) professional knowledge and skills in the development of educational and methodological support for the implementation of training courses, disciplines (modules) in mathematics through software programs, secondary vocational education, higher education (undergraduate level), and APP: work programs of training courses, disciplines (modules), textbooks, teaching materials, including evaluation tools.

PC-3.3. “Develops (under the guidance of a specialist of a higher level of qualification) work programs of training courses, disciplines (modules) in mathematics in software programs, secondary vocational education, higher education (undergraduate level), and APP. Develops (under the guidance of a specialist of a higher level of qualification) teaching materials for conducting certain types of training sessions on the taught training courses, disciplines (modules). Develops (as part of a group of developers and (or) under the guidance of a specialist of a higher level of qualification) study guides, teaching and learning materials, including assessment tools that ensure the implementation of the taught training courses and disciplines (modules) in mathematics ”[11]. Maintains documentation to ensure the implementation of taught courses, disciplines (modules) in mathematics.

PC-4. Owns the skills of independent research in the field of subject preparation and mathematics education.

Indicators of the achievement of PC-4:

PC 4.1. Demonstrates knowledge of the characteristics of research in the field of mathematics and mathematical

education.

PC-4.2. Uses and adapts (depending on the content and organizational contexts) the theoretical knowledge and practical skills obtained in conducting scientific research in the field of mathematics and mathematical education.

PC-4.3. Solves research problems in the field of mathematics and mathematical education, taking into account the substantive and organizational contexts; designs ways of professional self-development.

Structural composition of the training of future teachers of mathematics for professional activity on the considered labor functions is represented by three interrelated modules, the contents of which include academic disciplines, educational and industrial practices and research work. Academic disciplines ("Theory and Methods of Teaching Mathematics in the Vocational Education System"; "Pedagogical Design in the Field of Professional Activity"; "Educational Activity of a Teacher", etc.) constitute the first (theoretical) module of the training under consideration. They are aimed at mastering the future teacher-mathematician of the skills of designing and organizing the process of professionally oriented education and training in mathematics in a specially organized learning environment. Practical training (the second (practical) training module) is aimed at obtaining by the trainee experience in design and pedagogical activity in a real educational organization. The third module (research work) assumes that the undergraduate conducts independent pedagogical research corresponding to the functions being formed (including, within the framework of the final qualifying work).

The preparation of a teacher-mathematician for professional work according to labor functions 3.1.1, 3.1.2, 3.4 and 3.8.1 of the Professional Standard [11], ensuring the formation of the professional competence of PC-1, is described in article [12]. The substantive basis of the theoretical module of the training under consideration consists of the following disciplines: "Selected Chapters of Higher Mathematics" (1 semester; 108 hours), etc. courses.

In the methodological section of the theoretical module, we study "Theory and methods of teaching mathematics in the vocational education system" (1-3 semesters; 432 hours) and other disciplines. education using technologies that reflect the specificity of the subject area "Mathematics" and the corresponding age, gender and psychophysical features for students' needs "[12, p. 248].

The section of the theoretical module devoted to design (corresponds to the labor functions 3.1.3 and 3.8.4, forms PC-3) is reflected in the article [13] and is presented by the disciplines: "Pedagogical design in the field of professional activity" (1 semester; 324 hours); "Methodical activity of a teacher" (2-3 semesters; 216 hours) and others. The main goal of mastering these disciplines is "to form the readiness of the future Master of Pedagogical Education for the implementation of design activities for educational programs and individual educational routes for students studying higher mathematics; development of the content of educational mathematical disciplines (modules), forms, methods and means of control; the formation of educational environments and spaces that ensure the quality of professionally oriented mathematical training; designing a further educational route and professional career "[13]. The study of the theoretical module is supported by teaching aids [14; 15; 16 et al.].

Preparing a teacher-mathematician for professional activity on the labor function 3.8.2 "Organization of research, design, educational and other activities of students under bachelor's programs and (or) DPP under the guidance of a higher qualification specialist", ensuring the formation of professional competence of PC- 2, is conducted in the classroom on the subject "Theory and methods of teaching mathematics in the system of vocational education" and is supplemented by work experience. The experience of preparation is presented in the materials of the article [17].

The generalized labor function 3.4 "Organizational and pedagogical support of the group (course) of students in higher education programs" is formed by studying the discipline "Educational activity of the teacher" (3-4 semesters; 216 hours). The main content of the discipline: "Regulatory legal acts defining modern state youth policy, requirements of the Federal State Educational Standards of Higher Education to the general cultural competencies of students. The main normative legal acts that determine the order of the curator's activities in terms of representing the interests of the group and individual students, including the Charter of the educational institution, the Supervisory Regulations, etc. Age and psychophysiological characteristics of students. Organization of the process of education. Planning and organization of work with a group of students. Creating pedagogical conditions for the development of a group of students. Social and pedagogical support of students in educational activities and professional and personal development " .

The content of the considered training provides for the management of students in the formation of their own educational program, including through the study of elective disciplines. For example, such a discipline as "Teaching mathematics to students of engineering, natural science and mathematical areas of training" (2-3 semesters; 108 hours) and similar disciplines allow future teachers of mathematics to get acquainted with the

specifics of the organization of professionally oriented mathematical education of students in specific areas of training (specialties) [18; nineteen; 20; 21; 22]. The discipline “Professionally Oriented Mathematical Education in a Multilingual Environment, Ethnopedagogy and Ethnomathematics” (2-3 semesters; 216 hours) prepares the future master for use in the process of teaching ethnomathematic material [23].

An important means of increasing the competitiveness of future teachers-mathematicians in the framework of the theoretical module –– electives offered for study: “The cultural and educational activities of the teacher” (1 semester; 72 hours); “Management of educational systems” (3-4 semesters; 36 hours); “Research activity of a teacher” (1-2 semesters; 72 hours); “Distance professionally oriented mathematics education” (1-2 semesters; 72 hours).

Educational and industrial practices, the second (practical) training module (2.4 semesters; 432 hours), form the practical readiness of the undergraduate student to perform the job duties of a mathematics teacher in the field of project (2 semester) and pedagogical (4 semester) activities in a real educational organizations [24]. In the 2nd semester, trainees learn to design a scientific and methodological support for the implementation of the discipline “Mathematics”. Practice 4 semesters is devoted to the teaching of mathematical disciplines (preparation, conduct and analysis of test lessons). The content of the practice is presented in the form of professionally oriented tasks, reflecting a set of professional tasks, in general, determining the competence of a graduate master’s program in accordance with the requirements of the FES HE [10]. For a student, the performance of tasks consists in the practical solution of one or several professional tasks aimed at mastering and working out the relevant labor activities from the Professional Standard [11].

The purpose of the third training module (research work, 1080 hours) in the Master’s program “Professionally Oriented Mathematics Education” is to shape the future master’s readiness for research in the field of professionally oriented mathematics education [25]. In the first course, the relevance of the topic chosen for research work is carried out and the methodological apparatus of the study is developed, literary sources are studied, the theoretical part of the research is carried out. The second year of research work is devoted to its practical part (presentation of theoretical results at the level of practical application, analysis, synthesis and testing of the results obtained).

The verification of the formation of the students’ universal, general professional and professional competencies, as well as the labor functions from the Professional Standard is carried out by means of intermediate and final state certification. Evaluations by experts of the results of the research work of graduates, feedback from employers, self-evaluation of graduates of the program are also taken into account.

The state final certification of graduates of the master’s program is conducted in accordance with the requirements of the FES HE [1]. Its goal is to determine the level of graduate training to perform professional tasks in accordance with the types of professional activity mastered [26]. The state final attestation is represented by one test - the defense of the master’s work in one of the following areas: theory and methods of teaching higher mathematics; higher mathematics with elements of the theory and methods of its teaching; methods of teaching professionally oriented elementary mathematics.

The subject of self-assessment of graduate students is the practical readiness of the future master for teaching activities in the design and organization of professionally oriented mathematics education. Materials for evaluation - questionnaires, the content of interviews. Experts evaluate the results of research work of graduates by reviewing published (submitted for publication) materials that reveal various aspects of the activity of a professional school math teacher. Testimonials from employers (from places of study and work experience) provide an opportunity to see through the eyes of a teacher-mentor the required competencies and work functions of students through observation of the professional activities of graduates, the characteristics presented, the content of the interview, and conversations.

The presented Master program in Professionally Oriented Mathematics Education is:

- unique, as it implies the innovative nature of purposeful preparation of future mathematics teachers for work in the field of professionally oriented mathematics education;
- interdisciplinary, as it combines the scientific knowledge of such scientific areas as mathematics, pedagogy, psychology, methods of teaching mathematics, education management, etc .;
- competitive, as evidenced by the 100% share of undergraduates credited under the agreements on the provision

of paid educational services to the total number of students enrolled (on a paid basis, students are consciously prepared to pay money for a certain set of educational services). Other factors of competitiveness of the program are the demand for graduates of the program on the labor market; customer-centric program (convenient schedule of classes; individualization of training, especially students with non-core education; the program supervisor performs the functions of students' curators from the moment of admission to defending a master's thesis; the possibility of continuing education in graduate school, etc.); the implementation of the university conditions for the implementation of the program prescribed in the FES HE [10] and others.

At the same time, during the implementation of the program under consideration, certain risks are possible, both from the university (for example, lack of funding for educational activities, the low level of training of applicants, the discrepancy between the results obtained and the money invested, etc.) and from the person (for example, the lack of process of learning theoretical knowledge, practical experience, etc.), which can only be reduced after an exact calculation of the magnitude and significance of each of the identified risks, and the determination of the degree no outbound threats.

CONCLUSIONS

It has been established that it has been established that it has been established by the magistracy program [9], mathematical abilities [27], and cognitive independence [28]. The level of residual knowledge of students is at least 80% (for first-year students - 85%; for second-year students - 90%; for third-year students - 86%). The question of 39 students of the Master's program "Professionally oriented teaching mathematics":

- level of satisfaction with the structure of the educational program - 90%;
- the level of satisfaction with the educational and methodological support of the educational program - 87%;
- level of satisfaction with the terms of the educational program implementation - 81%;
- level of satisfaction with the material and technical support of the educational program - 80%;
- overall satisfaction with the quality of educational services provided by the educational program - 83%.

Thus, the average level of satisfaction with the quality of education in the magistracy corresponds to the norm (not less than 80%) and is 84, 2%.

And it is not by chance that already from the first year many of our students embark on independent professional activities, successfully fulfilling the labor functions indicated in the Professional Standard [11].

The presented materials can be used in the educational process of preparing future and retraining existing teachers of mathematics in a vocational school.

We associate further prospects for the implementation of the considered master's program with the more intensive use of electronic educational resources as a means of supporting students' self-study, with the modernization of the professionally oriented educational environment.

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The role of a systemic approach in understanding the law enforcement system

El papel de un enfoque sistémico en la comprensión del sistema de aplicación de la ley

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ABSTRACT

The scientific and technical revolution (the widespread use of artificial intelligence, the development of machine learning), advances in information technology (big data, blockchain), Kyrgyzstan's entry into global integration processes, and the strengthening of transnational organized crime have led to the need to reform the law enforcement system of the Kyrgyz Republic. In this regard, the article highlights the need to use a systematic approach (as a tool - theoretical and methodological knowledge), initially, in the understanding of the essence. Also, content, levels and integral links of the law enforcement system, because the "practical approach" of knowledge of the system can lead to fatal consequences in the development of managerial decisions in reforming the law enforcement system.

Keywords: Social system, law enforcement system, state and law, law enforcement activity, subject, object

RESUMEN

La revolución científica y técnica (el uso generalizado de la inteligencia artificial, el desarrollo del aprendizaje automático), los avances en la tecnología de la información (big data, blockchain), la entrada de Kirguistán en los procesos de integración global y el fortalecimiento del crimen organizado transnacional han llevado a la necesidad para reformar el sistema de aplicación de la ley de la República Kirguisa. En este sentido, el artículo destaca la necesidad de utilizar un enfoque sistemático (como herramienta - conocimiento teórico y metodológico), inicialmente, en la comprensión de la esencia. Además, el contenido, los niveles y los vínculos integrales del sistema de aplicación de la ley, porque el «enfoque práctico» del conocimiento del sistema puede tener consecuencias fatales en el desarrollo de decisiones administrativas en la reforma del sistema de aplicación de la ley.

Palabras clave: sistema social, sistema de aplicación de la ley, estado y ley, actividad de aplicación de la ley, sujeto, objeto

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INTRODUCTION

At present, in order to implement the Decree of the President of the Kyrgyz Republic No. 161 dated July 18, 2016, the Ministry of Internal Affairs of the Kyrgyz Republic has developed and is in the process of approval of the draft Law of the Kyrgyz Republic «On Service in the law enforcement agencies of the Kyrgyz Republic». It is expected that this draft law will comprehensively and uniformly regulate the issues of selection, training, retraining, service, appointment, rotation, conferring special ranks, including unified anti-corruption requirements, with the level of social guarantees and rights of all law enforcement officials. According to the concept of the above Decree, the pooling of resources and potential of all law enforcement agencies will solve a number of organizational, logistical and functional problems in the law enforcement system of the Kyrgyz Republic.

At the same time, it should be noted that initially, the Secretariat of the Security Council of the Kyrgyz Republic developed a draft law «On the activities of law enforcement agencies» and sent to the relevant state bodies of the Kyrgyz Republic for approval. This draft law «mechanically» combined into one whole the multidirectional and multi-faceted activities of state bodies engaged in law enforcement activities, without taking into account the specifics of operational and service activities of each law enforcement agency. This draft regulatory legal act caused a lot of disputes and polemics among interested state bodies. For this and other objective reasons, further progress has been suspended.

RESEARCH METHODS

The methodological basis of the research is formed by the system of philosophical knowledge, which determines the principles and prerequisites for the study of social phenomena, including social and legal aspects, in their constant development and interdependence, as well as a set of general scientific and private scientific methods of cognition of reality. In the present study, methods of logical and legal and comparative-historical analysis of normative acts are widely used, as well as the method of legal comparativistics.

RESULTS AND DISCUSSION

The apparent inadequacy of the functioning of the law enforcement sphere to the emerging realities of the development of Kyrgyz statehood, in addition to the above reasons, is associated with a severe backlog of scientific support of the process of reforming the domestic law enforcement system, the state of legal science itself. This circumstance concerns various parties and aspects of scientific support of the process of improving the law enforcement system (Zalepukin, A.A., 1996). Until now, sound science has not even developed a unified approach to such vital concepts widely used in scientific literature and practice as “law enforcement system”, “law enforcement agencies”, “law enforcement activities”.

Existing scientific developments, including those carried out within the framework of such sciences as the theory of law and state, administrative law, public administration, to a greater or lesser extent concerning the concept and content of law enforcement activities, classification of law enforcement agencies, so far generate more questions than provide scientifically correct answers to them.

Therefore, there is a need to clarify the essence of the law enforcement system not only in practical terms but also in theoretical and scientific names. As the answer to it can give a key to understanding the principles and mechanisms of formation, development and reform of this system. The construction of this system is not only based on the political “conjuncture” decision but also taking into account the systemic properties of the law enforcement system based on scientific and theoretical achievements in this area.

Science pursues not only the task of detecting new objects and objectives of research but also methods and means of cognition.

The increased attention to the system approach can be explained by the correspondence of its tools to the complicated tasks of law enforcement practice, the functions of knowledge and formation of large, socio-legal and complex systems, to which the law enforcement system can be referred. However, this should not be limited to this circumstance alone. With the advent of the new information epoch and as a result of the “information explosion” in public relations, specific difficulties arose in the gap between the incoming information and the ability of the subject to assimilate it. In this connection, the solution to this problem lies in the systematic reorganisation of incoming knowledge. The intensification of scientific developments in this area is conditioned by the high level of scientific information collection and the transition of science to the study of complex social systems, to which the law enforcement system justifiably belongs. The system approach, which has tools of cognition of multilevel and multigrade objects, cannot be limited to one-sided explanation in one dimension and direction when studying the law enforcement system. It is this property that allows the system approach to be called the fundamental strategy of scientific research of complex systems as an adequate cognitive toolkit (Artemyev, A.M., 2008).

The inevitability of changes in the formulation of legal theory approaches to cognition of one's subject matter, however, is also reflected differently. It means that the arguments in favour of the independence of the method from the results of the research, in addition to the system of processes, are circulating more and more. Opponents of the methodological approach in law proceed from the fact that the theory plays no role in the field of law.

Jurisprudence is considered by the latter to be a set of specific techniques and practices, rather than a method. At the same time, abandoning the methodology in the research may lead to primitivism, elementary mistakes in law enforcement, which will focus on interpretation rather than law-making and will not be able to provide conditions for its effective operation (Demidov, A.I., 2001).

The need for effective and constant development of the methodology is evidenced by the difficulties that exist, moreover, in the framework of the existing approaches in the field of law enforcement to address both general issues of law enforcement (opportunities and limits of legal regulation, legal support, the nature of the state apparatus, factors affecting the law enforcement system, legal consciousness, cultural and religious determination of law enforcement) and private (the sphere of permissible law enforcement, interpretation of legislation, development of effective forms and methods of law enforcement, etc.).

It is well known that knowledge of the object in science is considered both at the level of general theoretical knowledge and the level of specialised scientific and practical experience. The use of this or that level of expertise by scientists has led to two main directions in the formation of systematic thinking.

The most significant samples of fundamental system thinking can be attributed to scientific theories A. Einstein, N. Lobachevsky, state and legal methods of Kelsen, Hegel's philosophical concept, etc.

Founder and representatives of the special-scientific, scientific-practical level connect the new needs of knowledge, with the specific needs of the scientific and technical revolution, the development of new logical and methodological tools. These include R. Akoff (1966), L. Bertalanfi (1969), M. Baitin, M. Mesarovich. These representatives hold the position that their scientific research is not general-philosophical, but "special-scientific", and following this they define their conceptual apparatus. It should be noted that this theory of systems also includes the emerging method of the law enforcement system.

The methodological apparatus of the above theory should have appropriate means of learning. Therefore, the following system methodological tools are updated, as follows:

- 1) Deployment of multilevel and multidimensional picture of the law enforcement system, both mono system and poly system analysis, including the study of complexes and system phenomena of integration, etc;
- 2) Research of dialectics of system-quality forms of functioning of subjects of law enforcement, development and dynamics of social-legal aspects in law-enforcement sphere, and also system bases, qualities, criteria; synthesis of system knowledge;
- 3) Revealing regularities and specifics of various macro- and micro-social systems (the connection between historical civilisations and methods of the state, operations of the state and law enforcement agencies, etc.) (Artemyev, A.M., 2008).

Objective assessment of the possibilities of the system approach should be based on the fact that the development of the system approach should not be associated solely with the current stage of development of science, and secondly, it is not necessary to exaggerate the potential of the system approach, endowing it with excessive universality and fundamentality.

The system approach solves the problem of holistic and elemental research in complex social objects studied both in statics and dynamics, including genesis. However, the synthesis obtained by the system approach cannot be referred to as complete research. It follows from this that this method itself does not provide comprehensive knowledge; therefore, is characterised by relative sufficiency for the researcher. Also, the practical value of the system method is manifested in the study of complex systems, which can be attributed to law enforcement agencies.

The law enforcement system is the most complex and heterogeneous object of research, as it includes elements with the highest integrated type of links. We agree with the position that the abovementioned social system should be considered in three dimensions: static, functional and historical. Static encompasses two interrelated tasks: to define the elements of the system and the relationships between them (structural analysis). The fundamental analysis distinguishes the types and types of natural links, reveals the complexity of links, subordination and coordination links, vertical and horizontal links of elements, comparison of the law enforcement system with other subsystems of the state apparatus. Dynamic - reveals the regularities of development of system elements in dynamics. Historical - is differentiated into prognostic and authentic, which determines the historical-retrospective and prognostic analysis (Antonov, A.V., 2007).

The above design covers the general aspects of the system research of the object and allows to use the system methodology accordingly.

A peculiar integrating principle of the system methodology is the principle of polysystemicity, based on multi-quality, multilevel law enforcement system. The policy of polysystemicity consists in the following, if we take any object as a system (law enforcement system), then its environment forms a network of the highest order (state), so

you can go in the opposite direction up to a separate state body as an object of the system. Thus, a different subject can be an element of the system, as well as the object - an independent system.

At the same time, the current state of development of the system approach as a leading method of cognition of social and legal reality is not enough to cover all the diversity of social systems. In this regard, scientists need to continue their work in this direction for its deep, philosophical understanding and for the systematisation of the available methodological wealth accumulated by various branches of science and, finally, to generalise the positive experience of its practical application.

The research of an object as a whole as a system always has as its main task the deployment of what makes it a system and constitutes its system qualities, fundamental properties and regularities of the system, its structures, system principles of functioning and development (Luman, N., 2004).

The use of system methodology tools in law enforcement practice contributes to the sufficient resolution of the problems of balance and complexity of public administration in the law enforcement sphere, system foresight and forecasting the consequences of both global development and integration processes in the world community. The impact of these processes in the formation and further development of the law enforcement system of the Kyrgyz Republic. Wider use and application of advanced achievements of the system methodology to improve the efficiency of the law enforcement system and much more.

CONCLUSIONS

Thus, first of all, all systems, including the law enforcement system, are subject to some general laws and laws, which, as a result, are universal in nature, have a common logic of their formation, formation and further development. This fact is an essential factor that should be taken into account not only in the process of reforming but also, most importantly. At the stage of forecasting, taking into account the rapidly changing environment, as a result of scientific achievements of information technologies (the possibility of machine processing of massive data, blockchain, etc.), the widespread use and development of artificial intelligence (machine learning) in many spheres of human life.

Secondly, the analysis of system properties of the law-enforcement system gives the chance to reveal a problem of its organisation and proper maintenance in a broader range of national issues. This makes it possible to provide a unified law enforcement policy as a subsystem of the general state policy of sustainable development of the modern, legal, democratic and robust state.

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El feminismo alterativo: una forma “otra” de sentir, conocer, pensar, aprender, hacer y vivir

Alterative feminism: a way “other” of feeling, knowing, thinking, learning, doing and living

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RESUMEN

En este artículo asumimos el feminismo como una cosmovisión, mediante la cual no fragmentamos el mundo en partes inconexas, sino que lo analizamos desde una mirada holística, compleja y configuracional. Abordamos y problematizamos las principales tendencias del feminismo en el siglo XXI: feminismo intercultural, feminismo crítico y feminismo decolonial. Mediante un proceso deconstructivo-reconfigurativo proponemos la noción de Feminismo Alterativo como una alternativa a las miradas estrechas, limitantes y autocoloniales del feminismo contemporáneo y como una forma “otra” de sentir, conocer, pensar, aprender, hacer y vivir.

Palabras clave: Feminismo, feminismo intercultural, feminismo crítico, feminismo decolonial, feminismo alterativo.

ABSTRACT

In this article, we assume feminism as a worldview, whereby we do not fragment the world into parts unrelated, but I look at it from a holistic complex and configurational perspective. We are dealing with and problematizing the main trends of feminism in the 21st century: intercultural feminism, critical feminism and decolonial feminism. Through a process of deconstruction-reconfiguring we propose the notion of alterative feminism as an alternative to narrow and limiting looks of contemporary feminism and as an “other” way to feel, know, think, learn, do and live.

Keywords: Feminism, intercultural feminism, critical feminism, decolonial feminism, alterative feminism.

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Exordio

La Universidad Central (2007), Bogotá, Colombia, ha abordado el feminismo como una de las teorías decoloniales emergentes en América Latina. El pensamiento feminista antirracista y poscolonial surge en los años setenta en los Estados Unidos (Curiel, 2007), lo cual se convirtió en un importante antecedente para la configuración del movimiento feminista en Nuestra América (Martí, 1961, 1975, 1978).

Según Curiel (2007), las mujeres afrodescendientes e indígenas han impulsado un nuevo discurso y una práctica política crítica y transformadora con relación al feminismo. Desde su subalternidad y desde su experiencia situada, no han reconocido al paradigma de la modernidad universal, por ser hombre-blanco-heterosexual. Estas mujeres han aportado mucho a la reconfiguración de esta perspectiva teórica y política. Sin embargo, han sido las más subalternizadas incluso en el mismo movimiento feminista. Pero también han sido consideradas subalternas en las ciencias sociales y en las sociedades en general. El carácter universalista y el sesgo racista que ha caracterizado al feminismo, se han convertido en una lápida para las urgencias emancipadoras de estas minorías étnicas. Precisamente, en este artículo abordamos y problematizamos las principales tendencias del feminismo en el siglo XXI: feminismo intercultural, feminismo crítico y feminismo decolonial. Mediante un proceso deconstructivo-reconfigurativo proponemos la noción de Feminismo Alterativo como una alternativa a las miradas estrechas y limitantes del feminismo contemporáneo y como una forma “otra” de sentir, conocer, pensar, aprender, hacer y vivir.

1. Genealogía del género y movimiento feminista

El movimiento feminista y la decolonialidad del género cobra vida no solo a partir de la configuración epistémica que caracteriza la dinámica intelectual de académicas comprometidas, sino que se materializa en el decolonizar vivo y tangible de todas aquellas mujeres que han alzado el volumen de sus voces por el merecido reconocimiento y visibilización de sus biopraxis y por su anhelada emancipación y liberación. En efecto, si asumimos el decolonizar como las configuraciones teóricas y las acciones prácticas racializadas, sexualizadas y subalternizadas, desplegadas desde los bordes, desde la frontera invisibilizada, entonces debemos explicitar las luchas de muchas mujeres cuya obra (epistémica o praxiológica) contribuyó a la configuración de teorías feministas. Es por ello que una genealogía sobre el género y el movimiento feminista no debe ignorar las acciones decoloniales desarrolladas desde el siglo XIX por mujeres radicales.

A continuación reconocemos cuatro de estas mujeres radicales y sus luchas (Curiel, 2007):

- a) María Stewart: en una conferencia en 1831 se convierte en la primera mujer negra que señaló en público el racismo y el sexismo en Estados Unidos.
- b) Sojourner Truth: en 1951, en su discurso “¿Acaso no soy una Mujer!”, emitido en la primera Convención Nacional celebrada en Worcester, Massachusetts, propuso a las mujeres, ser libres de la dominación racista y sexista, dirigiéndose no solo a las negras sino también a las blancas.
- c) Rosa Parks: en 1955 se negó a cederle el asiento a un hombre blanco y moverse a la parte de atrás del autobús (esta era la ley en esa época de segregación racial en el sur de los Estados Unidos). Con esta acción decolonial contribuyó a la configuración del movimiento por los derechos civiles, a partir de provocar cientos de manifestaciones por parte de la población afronorteamericana.
- d) Ángela Davis: en su práctica política y en sus contribuciones teóricas, articula la clase con el antirracismo y el antisexismo, enriqueciendo así la perspectiva feminista. Se convirtió en un ícono de la lucha por los derechos civiles.

Por otro lado, Valcárcel (2008), en su controvertido libro *Feminismo en el mundo global*, nos invita también a bucear entre las obras de François Poulain de la barre (1647-1723), Mary Wollstonecraft (1759-1797), Marie Jean Antoine Nicolas de Caritat, Marquis de Condorcet (1743- 1794), Simone de Beauvoir (1908-1986) y otros tantos y tantas. Sin embargo, si nos remitimos hacia atrás en el tiempo, podemos encontrar un sin número de mujeres heroínas y radicales, que defendieron su identidad con las fuerzas morales de su corazón y de su mente. De esta manera, en la antigua Grecia encontramos mujeres que enfrentaron con valentía el relegamiento a la que han sido sometidas a partir de fundamentos religiosos, teóricos e incluso pretendidamente científicos, consignados en los libros sagrados, normas y prejuicios de sociedades absoluta y mayoritariamente regidas por hombres. En efecto, durante siglos, el rol que la sociedad adjudicó a las mujeres fue secundario, inferior y servil, legitimando así y naturalizando un status injusto, absurdo e inmerecido. No obstante, es evidente que las mujeres siempre han sido el mantenimiento de las inalienables tradiciones en una comunidad, el pilar de la vida familiar en las grandes

conmociones políticas o económicas, el sustento de los grandes movimientos sociales, y el sostén invisible de nociones como la pertenencia a una etnia, la idiosincrasia, la lengua natal y la patria. En esta condición se inscriben estos ejemplos feministas paradigmáticos (Callás, 2012):

- a) Nefertiti (Egipto, 1397 – 1336 a. C.). Reina egipcia de extraordinaria belleza y personalidad imponente que estuvo casada con Akhenatón, con quien impuso entre sus súbditos el monoteísmo.
- b) Dido (Tiro, 800 – Cartago, 875 a. C.). Fundadora y primera reina de Cartago, donde se exilió para evitar un enfrentamiento con su hermano Pigmalión y llevar a su pueblo a la guerra civil.
- c) Safo de Mitilene (Mitilene, Lesbos, 630 – Leucadia, 560 a. C.). Mayor poeta lírica de Grecia en la Época Arcaica. Su poesía fue admirada por los más grandes del mundo antiguo, encanto que llega hasta nuestros días. Tenía ideas de avanzada acerca de lo femenino.
- d) Aspacia de Mileto (Mileto, actual Turquía, 470 – Atenas, 400, a. C.). Maestra de retórica y logógrafa, influyó en la escena cultural y política en la Atenas del Siglo de Pericles, político de quien fue su compañera.
- e) Diotima de Mantinea (Grecia, 400 – 400 a. C.). Filósofa y sacerdotista griega que fue maestra de Sócrates y jugó un rol importante en las teorías desarrolladas en el Banquete, de Platón. Sus ideas políticas y culturales quedaron plasmadas en el diálogo platónico. Allí se expresa en contra de la separación entre cuerpo y alma.
- f) Hipatia de Alejandría (Alejandría, Egipto, 355 – 415, a. C.). Neoplatónica griega. Se destacó como matemática, geómetra y astrónoma. Inventó instrumentos como el densímetro y mejoró el astrolabio.
- g) Cleopatra (Egipto, 69 – 31, a. C.). Última reina del Nilo. Perteneció a la dinastía de los Ptolomeos y trató de restablecer la hegemonía de Egipto en el Mediterráneo como aliada de Roma.

Todas estas mujeres se han elevado por sobre lo previsible, y más allá de encarnar los ideales de abnegadas prendas del sacrificio, restituyeron el concepto de dignidad en una sociedad injusta, tomaron las riendas de una nación, abrieron nuevas sendas al arte y el conocimiento humano, hicieron brillar las luces del intelecto o se alzaron en las armas. Como se aprecia, estas mujeres enaltecieron la condición humana, la hicieron progresar o ampliaron las fronteras del conocimiento, se atrevieron a desafiar las limitaciones de una época y lucharon incansablemente por un mundo mejor y más habitable.

Pensar el feminismo más allá de un movimiento, de un grupo u organización de mujeres haciendo valer sus derechos es a lo que apuntamos, darle un sentido plural es decir feminismos desde la producción de pensamientos en los cuales han surgido nuevos campos discursivos y metodológicos ya que el género ha sido un factor determinante en la producción del conocimiento, permitiendo sacar del lugar hegemónico de la epistemología a la mujer y sus diferencias puedan hallar cabida.

En relación con lo anterior, Lugones (2012a, 2012b) describe las partes componentes y oposiciones binarias, dicotómicas, antagónicas y jerárquicas del sistema colonial/moderno, y las utiliza para mostrar las diferenciales de género que definen a las mujeres en relación a los hombres. Esto le permite asumir el género como una construcción colonial. Asimismo, la feminista afro-colombiana Betty Ruth Lozano, afirma que la noción de “género”, incluso ha sido reconocida como una categoría con status epistémico y epistemológico propios, a partir de la cual se pueden comprender las relaciones sociales entre hombres y mujeres. Aquí el género es entendido como la representación cultural del sexo (Lozano, 2010), de tal manera que no se cuestiona la base ontológica de la diferencia sexual (Suárez, 2008).

Los debates actuales giran en torno a igualdad-diferencia entre los hombres y las mujeres, como si se tratara de homogeneizarlos, lo que se pretende es casi una osadía; ya que no es solamente promover el feminismo desde sus identidades sino las abismales diferencias que subyacen en su interior, existiendo colonialidad desde el momento en que se transmite un pensamiento reduccionista de lo que debe o no ser una mujer y un hombre; como formas de dominación que se quedan anclados en los discursos homogeneizadores.

El “Habitús colonial moderno” es la categoría utilizada por Lozano (2010) para referirse a la naturalización de la idea y la categoría tanto de género como de patriarcado dentro del propio movimiento feminista. Desde esta mirada, “Género” es una categoría etnocéntrica (Walsh, 2016), ya que por un lado le da credibilidad a las relaciones entre hombres y mujeres en la cultura occidental y por otro lado “niega la diversidad en las concepciones, en la

formas y en las prácticas de ser mujer, encubriendo las diversas formas en que los pueblos y las culturas -no blancas o no occidentales- piensan acerca de sus cuerpos y desafían en sus cosmogonías o en su práctica viva, los dualismos y polaridades de lo masculino/femenino y hombre/mujer” (Walsh, 2016, p. 170). En este orden de ideas, el conocimiento y las maneras de conocer no nos remiten a dualismos dicotómicos ni a lugares neutros, sino a diversas formas de vida, a órdenes sociales y políticos situados, a pluralidades de formas de conocer, sentir y pensar, a pluriversos epistémicos y epistemológicos. Siguiendo la perspectiva genealógica, Haraway (1995) se rebela contra el racionalismo cartesiano y contra el relativismo, abogando por una “epistemología y una política de los posicionamientos responsables y comprometidos” (Haraway, 1995, p. 338). Esta autora propone un conocimiento “situado”, es decir un conocimiento que ocupe un lugar, que se apropie de él, lo cual implica asumir una posición política y ética.

En la sociedad se ha polarizado el concepto de lo que es ser feminista, conceptualizaciones que se quedaron en la famosa “liberación femenina” que trata de igualarse al hombre en sus oficios, posición y derechos, pero que además pensar por otro lado que ser feministas era generar movimientos activistas para la defensa de derechos en particular de alguna comunidad que ha sido violentada o vulnerada y en otros espacios alrededor del mundo desde un pensamiento libre y espontáneo entender que ser feminista no es buscar el reconocimiento y el poder de la mujer sino que ella propicie desde diferentes conversares alterativos y observares comunales, el bien común no solo de un gremio o grupo sino la configuración de un mundo para todos sin tener en cuenta su género o sexo.

Por otro lado, Castro-Gómez (2000, 2015), en su proceso de reestructuración de las ciencias sociales en América Latina, nos advierte que las mujeres negras en Nuestra América se “ubican” no sólo geográfica sino epistemológicamente en el “Tercer Mundo” y en el “Sur”, entrelazando la cuestión racial y la geopolítica del conocimiento. Es preciso destacar que no nos referimos a un “Tercer Mundo” o un “Sur” localizado geográficamente, sino a una configuración epistémica y epistemológica. De ahí que, podemos percibir al menos dos críticas feministas a la modernidad: una crítica eurocéntrica y modernocéntrica, es decir desde adentro de ella, como es el caso de Donna Haraway y Evelyn Fox Keller, y una crítica decolonial, que es la crítica feminista a la modernidad por parte de “mujeres de color”, del “tercer mundo” o del “Sur”.

Quijano (1992, 2000a, 2000b, 2014) y Dussel (1973, 1977, 1980, 1994, 2000, 2004, 2015) al hablar de eurocentrismo no se refieren a Europa y a un lugar geográfico sino a la configuración colonial de un imaginario que se despliega desde Europa hacia las Américas, a partir del siglo XX, “inventando” su subjetividad, identidad y praxiología. A partir de aquí emerge la paradoja que devela Castro-Gómez (2000): “mientras en el siglo XVI “América” fue objeto fundamental en la construcción del imaginario eurocentrista/occidentalista, hacia principios del siglo XX se convirtió en sujeto y agente constructor del imaginario que antes, como objeto, había hecho posible” (p. 16).

Lo anterior ha contribuido a la emergencia de diversas tendencias sobre la crítica feminista. Una de estas tendencias se orienta al campo de la teoría crítica, en dos dimensiones: la inutilidad de la teoría crítica para contribuir a la emancipación de los grupos oprimidos (Ellsworth, 1989) y la incapacidad de los teóricos de reconocer sus propias prácticas patriarcales, las cuales han continuado marginalizando y silenciando a mujeres del mundo académico (Smith, 2016). No obstante, se han introducido nuevos conceptos en términos de investigación, de ahí que las metodologías feministas ya son aceptadas debido a su legitimidad como método, por lo que el feminismo se ha integrado a la academia en general y al área de la investigación en particular, es decir, el feminismo como movimiento emancipatorio de la mujer y el feminismo como epistemología, como una forma “otra” de conocer y de hacer ciencia. Sin embargo, Spivak (2009, 2011) afirma que las mujeres no constituyen ningún caso especial, aunque pueden representar lo humano, con las asimetrías inherentes a cualquier representación de esa índole, y se cuestiona por qué incluso ella misma ha escrito tan extensamente sobre las mujeres para lanzar al aire la pregunta sobre el reconocimiento de las colectividades incesantemente cambiantes en nuestra práctica disciplinaria.

Debemos ir más allá del feminismo como un movimiento nos permite analizar desde las complejidades de la academia que la incursión de la mujer en el ejercicio científico manifiesta la virtud desde la madre tierra, de creadoras y dadoras de conocimientos a partir de experiencias concretas, su producción de conocimiento involucra un giro a epistemologías “otras” que no tenían cabida en el mundo hegemónico, desde reflexiones situadas superando poco a poco la presión patriarcal y no seguir reproduciendo las configuraciones teóricas individualistas sino que además de llevar saberes propios se devela la practicidad de la resistencia a las relaciones de desigualdad.

Con relación a lo planteado por Spivak, pensamos diferente. Las mujeres y su forma “otra” de ser, pensar, sentir, sí han contribuido -y lo siguen haciendo- a reconfigurar campos del vivir y hacer humanos, por cuanto introducen otras lógicas organizativas -usos del lenguaje, del espacio, de la acción colectiva, del discurso, de la capacidad de

alianzas- que rompen el molde patriarcal (Negri & Hardt, 2010). Esta dinámica y evolución del movimiento feminista y la diversidad de enfoques que han proliferado a lo largo de su historia, ha contribuido a la emergencia de formas “otras” de concebirlo: feminismo intercultural, feminismo crítico y feminismo decolonial. Repasemos brevemente cada uno de ellos.

2. Feminismo Intercultural

Herrera (2015), en su trabajo denominado *Feminismo, Decolonización e Interculturalidad Crítica*, analiza la temática del feminismo desde una perspectiva intercultural, lo cual es sin duda un enorme desafío. El debate intercultural tiene mayor trayectoria en otros ámbitos de investigación y argumentación, más apegados a la etnicidad y a la descolonización de los pueblos. El abordaje en torno a las mujeres no ha llegado a ser el elemento medular y preponderante de análisis. Herrera (2015) afirma que Marisol de la Cadena realiza posiblemente uno de los esfuerzos más claros en la dirección de vincular la descolonización con el feminismo. La autora deja en claro la doble subordinación que viven las mujeres indígenas de comunidades del Cuzco. Según Herrera (2015), otra adecuada combinación sobre el tema lo proponen feministas participantes del diálogo intercultural Marcosur, específicamente Lilian Celiberti (2013), donde precisa algunas contribuciones en el marco de la relación teórica entre feminismo, descolonización e interculturalidad.

Este autor plantea que el real reto está en cómo propender a un feminismo intercultural. Esta temática no puede ser antropocéntrica, desde las perspectivas de los pueblos originarios, sino cosmocéntrica, que haga del compartir un hecho más allá de la humanidad. En este sentido, es esencial la contribución que los pueblos indígenas kichwas y aymaras han formulado como Sumak Kawsay y Suma Camaña (Buen Vivir), respectivamente. Se trata de un modelo social “otro”, donde las mujeres se autoconfiguran desde el fortalecimiento del trabajo y vida en comunidad en estricto equilibrio con la *Pachamama* (Madre Tierra), que requiere de la revitalización de los saberes, conocimientos y prácticas ancestrales de los pueblos originarios de América Latina (Herrera, 2015), es decir de Nuestra América o, mejor aún, de Abya-Yala. En fin, según Herrera (2015), para el mundo y su pluralidad de pueblos, es urgente una nueva perspectiva, que permita superar la intolerancia cultural y ejercicios de subalternización patriarcal, a través de un feminismo intercultural, promotor de diálogos epistémicos y procesos para compartir poder social. En otras palabras el feminismo intercultural se trata de despatricularizar los modelos epistemológicos, jerarquías y marginaciones crueles subyacentes proporcionando metodologías “otras” que propendan por el reconocimiento de los saberes invisibilizados, entendiendo que en cada cultura existe un patrón patriarcal que no es concebido como sometimiento, pero sí -cuando viene de la imposición de “los de afuera”- llegando a consensos colectivos desde configuraciones alterativas, será la apuesta por un equilibrio que no ponga en riesgo la deslegitimación de las culturas. Sin embargo, si asumimos la perspectiva de Walsh (2008, 2009, 2012a, 2012b, 2014) sobre los distintos tipos de interculturalidad, en la que recalca que los gobiernos se han adueñado de esta noción, convirtiéndola en relacional y funcional, entonces concluimos que un feminismo intercultural no es más que un feminismo relacional y funcional, no acorde con las necesidades imperantes en el siglo XXI, y sería necesario transitar hacia un feminismo crítico.

3. Feminismo Crítico

Hemos expresado que a finales de la década de los años setenta y por la preponderancia y visibilidad de los movimientos sociales, empieza a perfilarse en Estados Unidos y en Europa, la idea de construir un movimiento feminista internacional para luchar de manera conjunta contra el patriarcado. Sin embargo, este objetivo empieza a ser cuestionado (Montanaro, 2016), por cuanto algunas mujeres indias, negras, chicanas, indígenas y lesbianas, inician una serie de críticas que apuntaron a visibilizar que el sujeto construido por feminismo hegemónico blanco, occidental, se define a partir de la diferencia sexual de la mujer respecto al hombre y no visibiliza otras diferencias que son constitutivas de la subjetividad, sean la raza, la etnia, la sexualidad y la clase social (Portolés, 2004). En este escenario se configura el eje articulador de los cuestionamientos del feminismo, a partir del cual emergen los antecedentes de una genealogía feminista de carácter crítico y contrahegemónico (Meloni, 2012).

Esta propuesta solo queda en la crítica que se desata de las diferencias a partir de las luchas activistas que no ven más allá de sus intereses, se ciegan hasta el punto de no permitir otras voces diferentes, reproduciendo la misma colonialidad al interior de sus comunidades. El asunto no es si es negro o blanco, si pertenece a una u otra etnia,

la cuestión va mucho más allá de la diferencia sexual, si se es o no es; como lo han estado dirigiendo en los últimos años. Es de imperiosa necesidad mirar hacia adentro, la cuestión es que tanto estamos dispuestas a dar por la reivindicación de lo que se ha venido perdiendo a través del tiempo por la presencia de la sombra colonial y el tipo de relaciones sociales que podemos desarrollar incluyendo la relación con la madre tierra para un vivir mejor, en armonía y respeto por el otro.

Negri (2006) significa que las mujeres cada vez están más presentes en las situaciones metropolitanas, ya que: “Sobre ellas pesa ahora no sólo buena parte de la producción social, sino también el control de los flujos de la diferencia: el devenir-mujer del trabajo y de la política es aquí central, no sólo porque la presencia cuantitativa del trabajo de las mujeres es enorme, sino porque sobre ellas pesa (y ellas son ahora ya capaces de controlar) todo el contexto de la relación entre producción y reproducción, entre servicios y cuidado, en el ámbito metropolitano” (p. 176). Esta consideración de feminismo crítico reproduce el enfoque eurocéntrico al interior de los movimientos feministas críticos, configurando así una episteme feminista occidental que, por su esencia, es también excluyente y colonial. Es por ello que emerge un feminismo “otro” como alternativa a feminismo intercultural y al feminismo crítico: el feminismo decolonial.

4. Feminismo Decolonial

Cubillos (2014) hace unas interesantes reflexiones sobre el proceso de investigación, desde el feminismo decolonial. Esta noción fue propuesta por Lugones (2010) y se caracteriza como “un movimiento en pleno crecimiento y maduración que se proclama revisionista de la teoría y la propuesta política del feminismo dado lo que considera su sesgo occidental, blanco y burgués” (Espinosa, 2014, p. 7)

Lugones (2008a, 2008b, 2012a, 2012b) plantea por primera vez en el año 2007 el proyecto del feminismo decolonial, en el que propone articular la perspectiva de la interseccionalidad configurada por el feminismo negro y de color en los Estados Unidos con la lectura crítica de la modernidad desplegada por Anibal Quijano. En este contexto epistémico, María Lugones propone la noción de Colonialidad de Género a partir de la crítica que realiza a Quijano (1992, 2000a, 2000b, 2009), quien en su tratamiento sobre la colonialidad consideró al género dentro de la categoría de sexo y de este modo lo hiperbiologizó, asumió de este modo la heterosexualidad y la distribución patriarcal del poder.

El feminismo desde sus realidades eurocéntricas ha generado círculos académicos de las cuales al contrastarlas con categorías implicadas en la herida colonial nos lleva a un giro epistémico que posiciona al ser desde pensamientos pluriversales y no de posiciones elitistas. En este sentido, consideramos de mucha importancia después de identificar las diversas formas de colonialidad, ir provocando el desprendimiento; para asumirnos y adentrarnos en el estudio de lo nuestro, de las implicancias de los escenarios feministas articulando subjetividades, que de seguro de manera espontánea vendrán formas “otras” de concebir el feminismo dependiendo del contexto en el que se configuren experiencias.

Según Montanaro (2016), el feminismo hegemónico occidental y eurocentrista, no logró reconocer que su práctica reproducía los mismos problemas que criticaba. Mientras ponía en duda el universalismo androcéntrico, produjo categorías que fueron aplicadas con una pretensión de universalidad. “A mediados de los años 70 del siglo XX se empieza poner en cuestionamiento esa pretensión desde un feminismo elaborado por los feminismos poscoloniales que apuntan a denunciar el carácter eurocéntrico del feminismo hegemónico y de la forma en que este reproduce la colonialidad” (p. 336). De esta manera, el feminismo decolonial en América Latina subvierte los conceptos del feminismo hegemónico, incorporando las voces de mujeres subalternas. De ahí que la decolonialidad del feminismo se convierte en una propuesta teórico-epistémica y de compromiso ético-político que apuesta a la configuración de formas “otras” de relación académica y política desde la pluralidad. De esta manera, el sector del movimiento feminista que se ha apartado del feminismo hegemónico y ha elaborado un recorrido epistémico, acercándolo a la tradición del pensamiento latinoamericanista que desde los años setenta ha intentado apostar por la producción de un conocimiento del otro, situado geopolíticamente (Castelli & Espinosa, 2011)

El feminismo decolonial se inscribe en estos nuevos conocimientos y es “un movimiento en pleno crecimiento y maduración que se proclama revisionista de la teoría y la propuesta política del feminismo desde lo que considera su sesgo occidental, blanco y burgués” (Espinosa, Gómez & Ochoa, 2014, p. 32). Así, Guerra (2018) considera que el feminismo decolonial se conforma a partir de los siguientes feminismos: materialista francés (Monique Wittig), el black feminism (Patricia Hill Collins, Angela Davis), el tercermundista y de color en Estados Unidos (Combahee River Collective, Gloria Anzaldúa, María Lugones), mujeres afrodescendientes de América Latina y

el Caribe (Luiza Bairros, Ochy Curiel, Violet Eudine Barriteu, Yuderlys Espinosa), también el de las mujeres de origen indígena en Latinoamérica (Aura Cumes, Dorotea Gómez, Silvia Rivera Cusicanqui). Así mismo este feminismo toma el concepto de decolonialidad del “Grupo modernidad/colonialidad”; conformado por académicos y activistas latinoamericanos como María Lugones, Enrique Dussel, Walter Dignolo, Aníbal Quijano, Ramón Grosfoguel, Nelson Maldonado, Catherine Walsh, entre otros.

El feminismo decolonial reconfigura el análisis crítico de la modernidad, por su carácter intrínsecamente racista y eurocéntrico; además de su androcentrismo y misoginia (Espinosa, 2014). De esta manera, el feminismo decolonial se radicaliza con relación al feminismo crítico, quien configura una matriz de dominación, donde las categorías “raza”, “clase”, “género” y “sexualidad” son vistas como variables co-constitutivas, en tanto cada una está inscrita en la otra (Espinosa, 2014). A partir de lo anterior, se trasciende el concepto de interseccionalidad (Cubillos, 2014) por medio de la matriz de opresión, denominada Colonialidad de Género o Sistema Moderno/Colonial de Género (Lugones, 2008a, 2008b, 2010; 2012a, 2012b).

El feminismo decolonial, de la mano de la noción de *Colonialidad de Género*, es de utilidad para indagar en las representaciones sociales en torno a la inclusión social en el marco de la política. Esta noción permite comprender una compleja trama de sistemas de opresión que trasciende el género y el concepto mismo de interseccionalidad propuesto por el feminismo, profundizando en nuevas lógicas de comprensión, análisis y estudio de la realidad social, al no pensarla desde la superposición de categorías y mostrar “grados de opresión mayores y complicidades mayores que la interseccionalidad” (Lugones, 2012b, p. 134). Dicha propuesta, “al cuestionar los imaginarios hegemónicos -que pierden de vista las situaciones particulares de los sujetos, sus necesidades y demandas-, posibilita superar pensamientos simplistas para concebir las políticas públicas, siendo un incentivo para avanzar hacia campos de exploración que capturen las complejidades de la vida de las personas” (Cubillos, 2014, p. 281).

El feminismo decolonial recupera el legado de las mujeres feministas afrodescendientes e indígenas (Rivera, 2011), que desde América Latina han planteado el problema de la invisibilidad dentro de sus propias comunidades, de los movimientos sociales, políticos, y dentro del propio feminismo. En este movimiento se inscribe la obra de Anzaldúa (2016), quien, desde la frontera, como nueva mestiza, “enajenada de su cultura madre, sintiéndose «ajena» en la cultura dominante, la mujer de color no se siente segura dentro de la vida interior de su ser. Paralizada, no es capaz de reaccionar, su rostro atrapado en los intersticios, los espacios entre los distintos mundos que habita” (Anzaldúa, 2016, p. 62).

Esta autora nos dice que las mujeres no se implican por completo, no hacen un uso pleno de sus facultades, y se enfrentan a la encrucijada donde tienen que elegir: “sentirse una víctima de modo que sea otra persona quien tenga el control y, por lo tanto, la responsabilidad para que así podamos echarle la culpa (ser una víctima y transferir la culpa a la cultura, la madre, el antiguo amante, las amigas, me absuelve a mí de responsabilidad), o sentirse fuerte y, la mayor parte del tiempo, tener el control” (Anzaldúa, 2016, p. 62).

Partiendo de esta idea, pensamos que el feminismo decolonial no resuelve el problema de la emancipación de la mujer, porque en su afán de desprendimiento deviene en excluyente. La liberación feminista no se logra transfiriendo la culpa a la cultura, la madre, el antiguo amante o las amigas, sino incluyendo al “otro” en nuestro espacio psíquico vital para configurar un espacio social común. Necesitamos un feminismo incluyente y amoroso, un feminismo que valore, reconozca y acepte el sentir-pensar del “otro”: la alteridad que nos convoca. Esta configuración práctica solo puede ser ofrecida por un feminismo alterativo.

5. Hacia un Feminismo Alterativo

Como se aprecia, en esta investigación bibliográfica describimos la relación que existe entre las teorías feministas interculturales y las teorías feministas críticas y decoloniales que se desarrollan desde el Tercer Mundo global, poniendo atención a las propuestas de feminismo decolonial latinoamericano en contraposición al feminismo hegemónico occidental y eurocéntrico. Sin embargo, el feminismo decolonial está inmerso en la autocolonialidad. Urge decolonizarlo.

¿Decolonizar el feminismo decolonial?, ¿Por qué y cómo debemos decolonizar el feminismo decolonial?, ¿Es posible decolonizar una propuesta decolonial? Por supuesto que sí, porque a pesar de que emprende una crítica al feminismo eurocéntrico, su crítica es en sí misma eurocéntrica, porque se sumergió en la autocolonialidad en su

afán de erigirse en un paradigma superior al paradigma occidental y quedó atrapado en sus propias redes conceptuales ontológicas, haciendo una crítica eurocéntrica al eurocentrismo. Asimismo, el feminismo decolonial no es más que un neofeminismo occidental, fundamentalista y colonial.

Decolonizar el feminismo decolonial sugiere la configuración de un feminismo alterativo, la emergencia de un feminismo orientado hacia “el otro”, es decir, alterar el feminismo decolonial. Por lo tanto imponer el concepto del feminismo desde diferentes epistemes sería hacer parte de más de lo mismo, cada autora y autor escribe desde su experiencia feminista. El poder abrirse a considerar posibilidades de pensamientos alterativos nos llevará a dialogar el pensar, el ser y el hacer para una configuración de saberes en y desde el otro, en colectivo, en comunalidad.

Alterizar el feminismo decolonial es configurar una nueva y fértil área que apuesta a la diversidad de miradas, a reconceptualizar las opresiones, y supone retos teórico-epistémicos y ético-políticos no sólo para el feminismo decolonial sino también para las teorías de la poscolonialidad y de la colonialidad. Además, “lleva consigo retos relacionados no sólo con el género y el patriarcado, sino también relacionados con el poder, el Estado, la economía y los Derechos Humanos, pues este enfoque constituye una crítica profunda al capitalismo y a la colonialidad ante los cuales miles de mujeres resisten” (Montanaro, 2006, p. 348).

Para alterar el feminismo decolonial, se hace urgente escuchar y recuperar la memoria de las luchas de las mujeres indígenas. Incorporar al debate feminista sus voces que crean y recrean, que cuestionan y critican las relaciones ancestrales en sus comunidades (Montanaro, 2006), desde una praxis y teorías que desde nuevas epistemologías e incluso cosmogonías apunten, tal y como lo dice Cabnal (2010), “a reinterpretar las realidades de la vida histórica cotidiana de las mujeres indígenas, dentro del mundo indígena.” (p. 12). Urge además recuperar la memoria de las luchas de los hombres en favor de las mujeres, no sólo desde la inclusión de la categoría Género, sino desde las categorías Raza, Clase, y ubicación geopolítica.

El permitir la actuación y la apropiación del feminismo por parte de hombres que vienen exponiendo esta categoría implica una lucha que une fuerzas para dar a conocer las manifestaciones del ser en sus facetas, aproximándose a las realidades para subvertir los patrones patriarcales que han deformado la esencia de interconexiones con, desde y para el otro, desde un conocimiento situado, desafiando la monocultura del saber.

El feminismo alterativo en Nuestra América es una propuesta teórico-epistémica y ético-política para reconfigurar el feminismo decolonial no como otro paradigma, superior al feminismo crítico, al feminismo intercultural y al feminismo occidental, sino como una forma “otra” de sentir, pensar, conocer, aprender, hacer, ser, vivir y con-vivir. En este caso, la alteridad se convierte en un puente, un viaducto, entre la decolonialidad y la comunalidad.

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Legal problems of the claim on cancellation of adoption in Uzbekistan

Problemas jurídicos del reclamo sobre la cancelación de la adopción en Uzbekistán

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ABSTRACT

The article analyzed the legal problems of consideration of the claim on the abolition of adoption, relevant conclusions were made to improve the civil procedure legislation of the Republic of Uzbekistan. The law strictly protects the rights of adoptive parents concerning adopted children. This protection is of great importance, as it ensures compliance for the interests of the adoptive parents and the adopted kids, contributing to the strengthening of the relations between them. The adoption may not stop arbitrarily at the request of the adopter or the adopted. The legal relationship between the adopter and the adopted person is terminated by repealing the adoption act by the relevant state body (court). The question of the abolition of adoption only in court was specified in article 169 of the Family Code of the Republic of Uzbekistan. This provision on the procedure for cancellation by the court of adoption subsequently found legislative consolidation in the Code of Civil Procedure of the Republic of Uzbekistan (art. 304). Following Art.304 of the Code of Civil Procedure of the Republic of Uzbekistan, adoption is cancelled in a court of law. Based on the fact that this article does not say about the cancellation of a previous decision, we are talking about a different category of cases with your subject and specific grounds for excitement.

Keywords: civil procedure, consideration of the claim, adoption, cancellation of adoption, termination

RESUMEN

El artículo analizó los problemas legales de consideración de la reclamación sobre la abolición de la adopción, se hicieron conclusiones relevantes para mejorar la legislación de procedimiento civil de la República de Uzbekistán. La ley protege estrictamente los derechos de los padres adoptivos con respecto a los niños adoptados. Esta protección es de gran importancia, ya que garantiza el cumplimiento de los intereses de los padres adoptivos y los niños adoptados, contribuyendo al fortalecimiento de las relaciones entre ellos. La adopción no puede detenerse arbitrariamente a solicitud del adoptante o del adoptado. La relación legal entre el adoptante y la persona adoptada se termina derogando la ley de adopción por el organismo estatal (tribunal) pertinente. La cuestión de la abolición de la adopción solo en los tribunales se especificó en el artículo 169 del Código de Familia de la República de Uzbekistán. Esta disposición sobre el procedimiento de cancelación por el tribunal de adopción posteriormente encontró la consolidación legislativa en el Código de Procedimiento Civil de la República de Uzbekistán (art. 304). De conformidad con el artículo 304 del Código de Procedimiento Civil de la República de Uzbekistán, la adopción se cancela en un tribunal de justicia. Con base en el hecho de que este artículo no dice sobre la cancelación de una decisión anterior, estamos hablando de una categoría diferente de casos con su tema y motivos específicos de emoción.

Palabras clave: procedimiento civil, consideración del reclamo, adopción, cancelación de adopción, terminación

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INTRODUCTION

An interesting historical fact testifies to two types of cancellation of adoption - administrative and judicial, the use of which depended on how long the adoption took place and how much the adopted child was attached to the adoptive parents. At present, as was noted, only the judicial order has been preserved, and this is correct since the adoption itself is also carried out in a judicial order, i.e. determined the exclusive jurisdiction of the cases of adoption and the abolition of adoption by the courts in civil cases.

Cancellation of adoption means that the legal relationship between the child and the adoptive parent is terminated, except some cases of preservation of relations on the content of the adopted. At the same time, if the interests of the child require it, the mutual rights and obligations of the biological parents (his relatives) are restored. Thus, the abolition of adoption is, at the same time a legal and legal fact.

However, the question arises: if adoption itself equates a legal relationship to a blood-related one, then why, if adopters fail to cope with their responsibilities, the court cancels the passage, and does not deprive the parental rights.

In Art. 169 of the SC of the Republic of Uzbekistan, the legislator provides a list of reasons for the cancellation of adoption, which are clearly identical to the grounds for depriving of parental rights if: adoptive parents evade from their responsibilities or do not fulfil them properly; abusing parental rights; abusively adopted; are chronic alcoholics or drug addicts.

Identification of the child's consent to the cancellation of the adoption in the above cases is not required. Removal of adoption on the grounds listed in Article 169 of the Investigative Committee of the Republic of Uzbekistan is associated with the criminal behaviour of the adopter. Therefore, we can talk about the undisputed grounds (circumstances) for the abolition of adoption.

As noted, similar circumstances are grounds for depriving parents of parental rights. But it should be noted that in the case of criminal behaviour of the adoptive parents, the question may be raised about abolishing the adoption, and not depriving the parental rights since the parental rights and obligations arising from the adopters as a result of the passage, and not from the origin of the children.

However, if the list of grounds for deprivation of parental rights is formulated as exhaustive, the list of properties for cancellation of adoption is open. In part 3 of Article 169 of the SC of the Republic of Uzbekistan, the court's right to cancel the adoption is approved on other grounds, taking into account the interests of the child and taking into account his opinion. We are talking about the abolition of adoption in the absence of the criminal behaviour of the adopter when the circumstances necessary for the healthy development and upbringing of the child did not develop due to conditions both dependent and not dependent on the adoptive parent. As L.M. Pchelintseva correctly noted, these are circumstances that in any way affect the interests of the child (Ivanov, 1974); Dobrovolsky, 1958).

In the UK, the Republic of Uzbekistan does not provide an indicative list of these other reasons for the cancellation of adoption in the interests of the adopted child. Such circumstances, in particular, include the failure to obtain the consent of the persons specified in the law for adoption; lack of mutual understanding due to the personal qualities of the adopter and/or adopted, as a result of which the adopter does not enjoy authority of the child or the child does not feel himself as a member of the adoptive family; identification after adoption of mental inferiority or hereditary deviations in the state of health of the child, significantly complicating or making impossible the process of education, the presence of which the adoptive parent was not warned during adoption; Restoration of the child's parents, to whom he is firmly tied and cannot forget them after adoption, and that negatively affects his emotional state, etc. In these cases, the court has the right to cancel the adoption based on the interests of the child and taking into account the opinion of the child himself, if he has reached the age of 10 years (Article 171 of the Insurance Code of the Republic of Uzbekistan).

In the above cases, there is precisely another situation where the adoptive parents, due to circumstances beyond their control, did not at all deal with the upbringing and maintenance of the child. Therefore, to protect the interests of the child, it was necessary to cancel the adoption, which the courts did.

In cases where the adoptive parents do not fulfill the duties assigned to them by law due to the confluence of difficult life circumstances, we believe the court has the right to decide not to cancel the adoption (if there are no grounds for this - Art. 169 of the Investigative Committee of the Republic of Uzbekistan), but about his custody of the custody and guardianship authorities, provided that leaving the child with the adoptive parents is dangerous for him.

The practice is also known cases when adoption is purely formal, and the adopter is not engaged in the child's upbringing and is not going to do so.

However, in itself, the dissolution of a marriage with a parent of a child or another adoptive parent cannot serve as a basis for the cancellation of adoption. After all, the legal relationship between the adopter and the adopted does not depend on the relationship between his relatives. Of course, as a result of the divorce, the living conditions of the adopted person often change.

For example, the adoptive parent, having dissolved the marriage with the mother of the child, may shy away from performing his duties. Moreover, if it is possible to enforce the obligation to maintain it, collecting alimony, then it is hardly possible to implement the commitment to bring up.

The abolition of adoption can be made on a variety of reasons, and the child's interests are decisive, so you must cancel the passage, even under circumstances that could not question the preservation of relationships with parents.

Based on the interests of the child and taking into account the views of the child himself, the court has the right to cancel the adoption. This opinion should come to light when the court established the circumstances sufficient for the cancellation.

To clarify the child's opinion on the abolition of adoption must be approached delicately, even when circumstances are established that give grounds for the removal of passage in the interests of the child (for example, the unconditional basis for the removal of adoption - adoptive parents suffer from chronic alcoholism).

If an adopted child has not previously been aware of his adoption, the disclosure of the secrets of adoption can seriously affect his moral and mental state. Therefore, concrete forms for clarifying the child's opinion on the cancellation of the passage should be determined by the court, taking into account the situation and the recommendations of the representative of the guardianship and custody agency involved in the case. In this regard, the Law (this may be both the UK and the Code of Civil Procedure) should reflect the form of clarification of the child's opinion when considering the case on the abolition of adoption.

In any case, the norm of the child's opinion should not be interpreted narrowly. The court may decide the opposite of the child's viewpoint.

The application for the abolition of the adoption of a child who is a citizen of the Republic of Uzbekistan, citizens of the Republic of Uzbekistan is submitted to the court according to the general rules of jurisdiction provided for by the Code of Civil Procedure of the Republic of Uzbekistan, i.e. at the place of residence of the defendant. However, the law has not resolved the question of the tribal jurisdiction of these cases. Considering the problem of tribal jurisdiction, V. Ustyuzhaninov and S. Sapozhnikov note that the adoption is cancelled by the decision of the judge, based on the literal interpretation of the proceedings of the court of first instance (Kuznetsova, 1981; Evdokimova & Pergament, 1974). According to A.M. Nechaev, the case on the abolition of adoption is not a matter for the judge of the inter-district civil court for civil cases, since the facts on the adoption of a child are excluded from his competence (Nechaev, 2003). But neither the ruling of the Supreme Court of the Republic of Uzbekistan, nor the Code of Civil Procedure of the Republic of Uzbekistan says anything about the tribal jurisdiction of cases on the abolition of adoption by citizens of the Republic of Uzbekistan permanently residing outside the territory of the Republic of Uzbekistan, foreign citizens or stateless persons wishing to adopt a child who is a citizen of the Republic Uzbekistan

In order to protect the rights and legitimate interests of adopted children and based on the practice of Estonia (Article 113 of the Estonian CCP), Latvia (Article 259 of the CCP of the Republic of Latvia), it is proposed to add to Article 35 of the Code of Civil Procedure of the Republic of Uzbekistan that statements about the adoption of a child the court at the place of residence (location) of the child to be adopted, the application for cancellation or invalidation of the child's adoption is presented to the court that made the decision on adoption and is considered an exclusive jurisdiction. " In this connection, it is proposed to add article 35 of the Code of Civil Procedure of the Republic of Uzbekistan with the fourth part of the following content:

"Applications for the adoption of a child are presented to the court at the place of residence (location) of the child to be adopted, a statement about the cancellation or invalidation of the adoption of the child is presented to the court that decided to adopt."

The form and content of the statement of claim filed when applying to the court for the case of cancellation of the adoption must also meet the general requirements of art. 189 GIC RUz. In addition to generally accepted requirements relating to all disputes (name of the court to which the claim is filed; name of the claimant, his

place of residence; name of the defendant, his place of residence or location), in cases of cancellation of adoption, particular attention should be paid to some documents. The most important of these will be, first of all, the birth certificate of the child. Another equally important document is a court decision on the adoption (Nechaev, 1989).

As is known, the rights and obligations of the adopter and the adopted occur from the day the court decision on adoption comes into force.

Consequently, the fact-finding is a court decision, and if, for some reason, the registration of the adoption in the civil registry office did not take place, the court does not have the right to refuse to accept the application to cancel the approval.

A claim for cancellation of an adoption may be filed at any time. The statute of limitations does not apply to it. According to T.P. Evdokimova, establishing a statute of limitation is in the interests of children, since the adoption relations are stabilized, it is noted that it is unreasonable to protect the right to parenting, who was not interested in the fate of the child and did not challenge adoption (Evdokimova, 1978). However, after all, the possibility that the parent did not participate in the upbringing of the child is excluded, because he was recognized as missing or he did not know about the birth of the child. Therefore, the opinion on the establishment of a statute of limitations seems erroneous.

The case of the abolition of adoption is considered with the participation of the guardianship and custody, as well as the prosecutor (Article 170 of the UK Inspectorate). Unlike the assistance of these persons in adoption cases, in cancellation cases they can participate in two forms: by applying for the benefit of another person (in this case, a child) and entering into the process to give an opinion. If they do not participate in the case by filing a claim for cancellation of the adoption, they should be brought in to provide an idea.

The requirement for the participation of the guardianship and guardianship bodies, as well as the prosecutor in resolving the dispute, arises from the family and civil law objectives of these bodies and is aimed at ensuring adequate protection of the legal rights and interests of adopted children. The guardianship and custody authority is obliged to conduct and submit to the court opinion on the compliance of the cancellation of the adoption to the interests of the child.

In conclusion, the guardianship and custody body makes a judgment not only about the actual circumstances that were investigated. As it is correctly noted in the scientific literature, the conclusions of the government bodies concern not only the practical, but also the legal nature of the dispute, are of a legal quality, which is caused both by the goals of their involvement or entry into the process, and the tasks assigned to them (Pchelintsev, 2006).

Consequently, the conclusion of the guardianship and custody body should reflect not only the factual circumstances but also the opinion of the guardianship and custody body on how the matter should be resolved, i.e. whether to satisfy the claim or to refuse to fulfil the request. However, the court, assessing the conclusion in conjunction with all other circumstances established in the case, may come to the opposite end. In this case, the court is obliged in the decision to motivate in detail its disagreement with the findings of the guardianship and trusteeship body, set out in the opinion.

The prosecutor also gives an opinion on the merits of the case after examining all the evidence in the case, before the court debate of the persons involved in the case.

After the end of the consideration of the case on the abolition of the adoption on the merits and the judicial debate, the court retires to the deliberation room to make a decision. When deciding on the removal of approval, the court should reflect in the operative part of the decision the following questions:

- on the restoration of mutual rights and obligations of the child of his parents (his relatives), if this is required by the interests of the child (part 1 of Article 172 of the Insurance Code of the Republic of Uzbekistan);
- on the transfer of the child to be raised by the parents or the guardianship authority, when there are no parents, or if the transfer to the parents is contrary to the interests of the child (part 3 of Article 172 of the Insurance Code of the Republic of Uzbekistan);
- whether the child's name, patronymic and surname assigned to him in connection with the adoption are retained for the child (part 4 of article 172 of the Insurance Code of the Republic of Uzbekistan);
- the imposition on the former adopter of the obligation to pay funds for the maintenance of the child.

The main consequence of the abolition of adoption is that there is a cessation of all legal consequences of adoption for the future. Mutual rights and obligations of the adopted child and adoptive parents (relatives of the adoptive

parent) are terminated. This situation once again emphasizes the difference between parental legal relations and legal relations of adoption. It means that it is unacceptable to legally communicate the child with the adopter and his relatives.

In this regard, the decision of the court to cancel the adoption should provide for mandatory rehabilitation procedures for the child, carried out by the guardianship and custody authority, since it is no longer a matter of keeping the adoption secret.

According to Article 173 of the Insurance Code of the Republic of Uzbekistan, the court, based on the interests of the child, has the right to oblige the former adopter to pay for the maintenance of the child in the prescribed amount of Art. 99, 101 SK of the Republic of Uzbekistan. The amount of alimony now corresponds to that established for maintenance collected from parents in favour of minor children. Thus, the legislator took into account the proposals of individual scientists about the need to provide in the law the same amount of content from the adopter, which is established by statute when collecting alimony from parents (Ershova, 1984). At the same time with the cancellation of the adoption, the court also resolves the question: does the child keep his / her first name, patronymic and surname assigned in connection with the passage? The court cannot resolve this issue against the wishes of the adopted, ten years old. The opinion of the adoptive parent regarding the preservation of the child's last name and middle name does not matter (Antakolskaya, 1997).

At one time in the literature, it was noted that the lack of indication in the court decision regarding the name, patronymic and surname of the adopted person makes it difficult for the authorities to record civil status acts when performing the necessary actions related to the cancellation of the adoption. The opinion was expressed that, by the general rule on the full restoration of the former position of the child, the civil registry offices in the absence of any instructions in the court's decision should restore the old name, patronymic and surname of the child.

If the guardian (custodian) of the child deems it necessary to preserve the information assigned during the adoption, you will need to go to court with a request for either an additional decision or review of the decision as a supervisory procedure (depending on whether the question was considered at all) (Ustyuzhaninov. & Sapozhnikov, 2003). Such judgments were previously quite controversial, and now they are entirely unacceptable since the right to a name – the personal liberty of a citizen and a child who has reached 10 years – is entitled to exercise it independently. In the absence of instructions in the court's decision, the registry office does not have the right to take such an initiative.

Art. 172 of the Criminal code Republic of Uzbekistan indicates that it is possible to restore mutual rights and obligations of the child and his parents (his relatives), if this is in the interests of the child. Of course, the decision depends on the specific circumstances established by the body of guardianship and guardianship and fixed by it in the relevant act. As a result of assessing these circumstances, the court may come to the conclusion that it is unacceptable to restore parental legal relations, for example, in cases where the moral characteristics of the parents preclude their contact with children, if they were deprived of their parental rights, etc.

Another critical issue solved by the court in case of cancellation of adoption is the possibility and expediency of transferring the child to parents (part 2 of article 172 of the Insurance Code of the Republic of Uzbekistan).

The circumstances preventing this are not provided for in the Family Code and the court will be guided only by the interests of the child. Whether it will be possible for these interests to meet the living conditions of the parents can be established by the guardianship and custody agencies, which the court may require to provide an opinion on the validity and compliance of the transfer of the child to his parents. Moreover, surely the decision should reflect the form of the child's device after the cancellation.

Cancellation of adoption occurs forever and irrevocably. It is impossible to restore confirmation by changing the behaviour of an unscrupulous adopter, his lifestyle, attitude towards raising a child, as is the case about deprivation of parental rights. Assuming the possibility of parents of a child deprived of parental rights, to restore these rights, the legislator does not introduce a similar rule for former adoptive parents. However, so categorical prohibition of re-adoption of the same child is not always, in our opinion, expedient.

For example, if the adoption was cancelled for reasons that did not fault the adopter, but they were eliminated, it would be possible to allow the court to apply to the court for adoption again. Moreover, if the court concludes that it is in the best interests of the child, such a request can be granted.

To legally resolve cases on the abolition of the adoption of a child and based on the practice of Latvia (Chapter 32 of the Civil Procedure Code of the Republic of Latvia), it is proposed to amend the Code of Civil Procedure of the Republic of Uzbekistan a separate chapter 291. Cancellation of adoption of a child.

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Guidance on health and safety at work. Design safety and fire-fighting systems in urban rail transport networks

Orientación sobre salud y seguridad en el trabajo. Diseño de sistemas de seguridad y extinción de incendios en redes de transporte ferroviario urbano

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ABSTRACT

In this paper, considering the importance and safety status of urban train systems, we study and assess the urban management requirements and requirements for equipping the inner city network using the results of “cost-benefit” techniques in order to analyze the methods Fire control and fire, as well as the use of fire safety systems in the urban train network. On the other hand, the development of tools for measuring and comparing the effectiveness of fire prevention and fire prevention measures in various rail transportation systems, which are very useful in various safety engineering methods in the design of mass transportation systems such as LRT or tram. And can be effective in analyzing the fire safety of its systems.

Keywords: Safety, Fire, Inland Rail Transport Network, Train, Station, Tunnel

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RESUMEN

En este documento, considerando la importancia y el estado de seguridad de los sistemas de trenes urbanos, estudiamos y evaluamos los requisitos de gestión urbana y los requisitos para equipar la red de la ciudad utilizando los resultados de las técnicas de “costo-beneficio” para analizar los métodos de control de incendios y de incendios, así como el uso de sistemas de seguridad contra incendios en la red de trenes urbanos. Por otro lado, el desarrollo de herramientas para medir y comparar la efectividad de las medidas de prevención y prevención de incendios en varios sistemas de transporte ferroviario, que son muy útiles en diversos métodos de ingeniería de seguridad en el diseño de sistemas de transporte masivo como LRT o tranvía. Y puede ser eficaz en el análisis de la seguridad contra incendios de sus sistemas.

Palabras clave: seguridad, incendio, red de transporte ferroviario interior, tren, estación, túnel

Introduction

Generally, the goal of designing, constructing, and operating fast transportation systems in the world's cities as well as modernizing them is to create an efficient and efficient transportation network at the city level, so that in an integrated and efficient way Satisfies the needs of citizens in the field of inland transport (Archives of Technical Documents of the Tehran Metro Operations Company, 2017) and (Archives of Technical Documents of the Rail Transportation Engineering Society, 2018). On the other hand, achieving this goal requires that suppliers, builders, shareholders and users of fast-moving transport systems ensure the safety of passengers on the rail network. The important thing is that through the design and deployment of an intelligent and precise fire alarm system with the respect of international and international standards. On the other hand, one of the most important and safe strategies to prevent fire occurrence is to minimize the losses and financial losses of passengers and to make arrangements for their rapid evacuation and their transfer to safe stations of the station, and also facilitating and accelerating the relief operations of firefighters and relief teams in the event of fire and fire accidents (NFPA, 2013). It is important to note that in the early stages of the construction and commissioning of the urban train system, due to the lack or lack of available resources in the design of fire safety systems and the gradual completion of the experiences, the conceptual design of the stations and the system Confronting the safety challenges of the stations are completed and the fire-related instructions are set up and developed.

In the mode of the rail, the rail network within the city has a station including a passenger lounge and platform. The main hall is divided into two parts: a sales hall and a saloon, in the sales hall, in addition to automatic ticket sales (TVM), gate collection and station control rooms. On the other hand, there is a technical room and equipment room in the space of the station (Archives of Technical Documents of the Tehran Metro Operations Company, 2017). Of course, on both sides of the sales hall, it is generally possible to provide some public services through the deployment of ATMs, public telephones, small stores, etc. In the design of the safety system, it is necessary to consider the arrangement of the corridors leading to the sales hall and the platform, while the trains have the same length as the length of the passenger platform in the city's train stations. Is. Of course, in some of the inline urban lines and networks, PSDs are used to separate the rail and platform privacy of the station.

Typically, the surface of the platform is less than the lounge space, and passengers are waiting there until the train arrives. Majority of technical rooms and equipment are also located on either side of the area or along the rails. The main hall of the station and other platforms of the platform are connected to the metro rail network through communication corridors. The corridors and stairs in the station are the tools that connect these two parts. Emergency walkways and corridors, usually installed at the bottom of the platform, can provide passengers with emergency access in an emergency.

Methodology

Safety requirements for station design to deal with fire

In the urban rail network, due to passenger traffic congestion, stations should be built in such a way that they are resistant to fire. Therefore, the components and elements of the structure of the station are chosen and used in conjunction with In terms of the architecture of the station, in the event of a fire, resist fire for at least 4 hours. On the other hand, materials used in station equipment should also be selected in order to meet the safety standards of fireproof and fire-resistant materials. Electric cables in subway stations should be selected from low-harmless and non-halogenated materials that increase fire resistance. In order to ensure safety in the inter-city rail transport network, the architecture of the station is to comply with the NFPA-130 standard principles, regarding the determination of the station's classification requirements in terms of resistance to fire and fire, public places (technical) On the other hand, according to the standard principles, all commercial spaces in the rail network should be able to withstand fire for at least 2 hours. On the other hand, the specific places of the station where the passenger traffic is low Such as technical spaces such as equipment rooms, generator and station power generation, electronic rooms One in stores, stairways, etc., places should also be able to withstand fire spreading for at least 2 hours, although in stairwells, elevators, and stairs of station power stations, passengers can be moved to a passenger platform or elsewhere Providing normal and non-emergency conditions for passengers to navigate through the passageway. On the other hand, the design requirements of the station, according to the NFPA130 standard, should be in the emergency condition of the stairs, stairs and other outlets, in such a way It is possible to provide easy and fast departure of passengers from the station. On the other hand, given the necessity of emplacing emergency staircases at the ends of the platform as a secondary means of removing passengers from the station, it is necessary, in general, to bring the passengers directly to the safe areas of the station and main hall, and to enable the station and (NFPA, 2010), (NFPA, 2013). At the main hall level of the station, there are also gate and ticket collecting gates, which are fully opened at the time of the incident of the gates. By issuing a command from the control room of the station, it is possible to speed up the evacuation of the station from the passengers, in which case the output capacity in the form of an eye The increment is increased, so these gates, which are normally closed in order to control the flow of traffic and prevent fleeing escape, is completely opened by pressing the emergency button when an emergency occurs. In the control room of the station, it is possible to control the station through the station building automation software (BAS), escalators and other local equipment in the remote control and through the system. Therefore, in emergency situations, stairs the electric motors that operate in the direction of the exit are stopped and, as a result, passenger capacity increases to the outlet.

The maximum distance of the garage from the platform to the station outlets according to the NFPA130 standards should not exceed 4,114 meters. In the case of commercial spaces such as shops, there is no need to exceed the total room space of 111 square meters from the total room space. These spaces should be designed to withstand fire for at least 3 hours (Siwyeecheon, 2010).

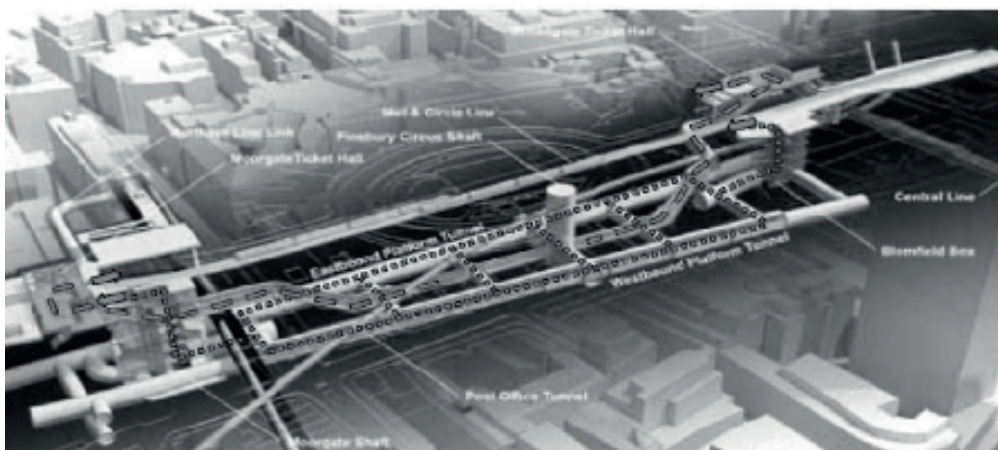


Figure 1. An example of emergency evacuation routes in the urban rail network

One of the most important criteria for determining the output capacity in rail network stations is the determination of the capacity of output stations such as stairs, escalators, elevators, passenger gate stations and other time-passes (Siwyeecheon, 2010). In the design and architecture of metro stations, the passageways are not intended to be used by passengers for normal and busy hours, but the time frame defined by the NFPA130 to evacuate a passenger from a station on a time scale. The best method is to determine the station's capacity and discharge the station from the platform level is at the outputs of a total of 4 minutes, and for the other points far away from the platform outlets to the safe storage location of the station are considered to be 6 minutes (NFPA, 2010) and (NFPA, 2013).

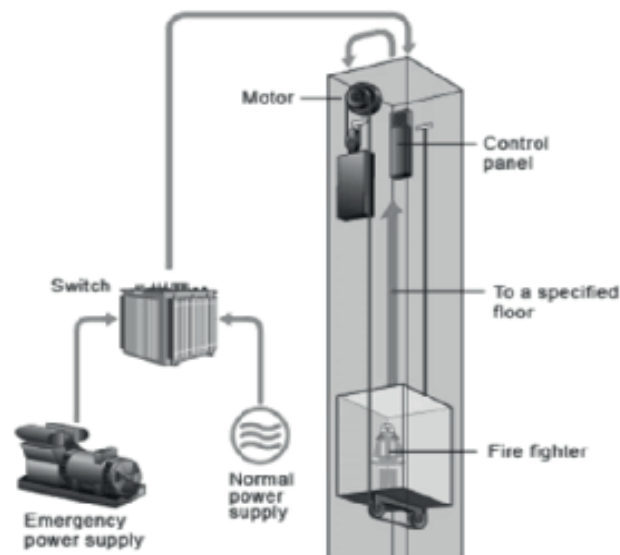


Figure 2. An example of an emergency lift system with components

It is necessary to determine the total station time the space occupied by the station by passengers, plus the parameters of passenger congestion in different parts of the platform. On the other hand, other parameters such as the directions of arrival and departure of passengers to the train from the platform in each station should be considered. In peak traffic times, due to the delay and time missed, and also the increase in hail, it is usually considered, in terms of traffic volume of passengers, as well as a safety item of up to 11 minutes for complete discharging of the time station, that all passengers from the danger zone The station is far off and transferred to the safe area. To calculate the time of evacuation of passengers from the platform, the total space available for the passengers at the station is divided into the capacity of the station's output from the platform to the hall; they are taken as a fraction and extracted. Of course, it should be noted that in some stations not designed as an island, the station has two platforms, which should transfer passengers from the outputs of both platforms to the safe place or from the hall to the outputs finally, all the time should be considered in the calculations. On the other hand, in order to calculate the total time of output at a station, the travel time of passengers and their speed of movement in the station corridors, considering the longest exit path in the calculation, is considered to be maximum compliance with the standards of NFPA130.

Result and discussion

In the inter-city rail network stations, in addition to the opening of the corridor paths and the setting of the route and direction of the stairs, the emergency exit paths at one or both ends of the platform station to evacuate passengers in case of emergencies to safe areas the station or outputs are designed. These routes, on the other hand, can provide firefighting operations for firefighters. On the other hand, during an emergency evacuation of passengers at incidents such as fires, passengers may be heading towards the first outlets, while if other exit routes, such as emergency stairs, stairways, corridors towards The outputs are opened and conducting operations are well done, and passengers can use it and there is less congestion in one or more points. Some features of these outputs that violate the safety of an incident are the locking of these outputs normally, which, if activated,

should be automatically released, which is important due to the power outage of the command or The issuance of a command from the control room adjoining the pick-up gates is possible, and the gates open the door, thus increasing the passenger capacity. On the other hand, the activation of the stairs in the direction of the output path can be a great help in removing congestion in the output.

The need for the safety of the station is required; signs and indications of output are sufficiently installed at appropriate stations where there is a potential danger to passengers. These signs can be used to show passengers the way to the station. On the other hand, emergency lights in the station's outlet path are fed through the secondary power source, which will also turn on during power outages.

In urban train systems, such as Tehran metro, to meet the requirements of safety standards and to increase the fire safety factor, fire protection systems to meet the NFPA130 standard requirements, fire detection and fire detection equipment and systems in the station and in the railroad space On the other hand, in the rail network, fire extinguishing systems are required in its various faces, such as the automatic water system on the fire at the station. The fire alarm system and intelligent fire extinguishing systems are in place. The station, through the use of a system and various methods such as East location of fire in the gas CO₂, systems, hose reel, portable devices, extinguishing system spraying water on the fire, Fire Suppression System by pouring sand) quench dry (Operation extinguishing fire station permits.

Automatic watering (sprinkling) (water on the fire at the rail stations, which is provided in accordance with the standard requirements of the NFPA130 in some parts or spaces of the network station, such as commercial spaces, stores, technical equipment rooms, and other available technical facilities In the station, although it may sometimes have no effective effect on firefighting, it is necessary to consider the architecture and construction of the stations. On the other hand, the steps of the electric step to the split halls and the surface of the platform are supported by fire nozzles. On the other hand, all rooms related to electrical or electronic equipment should be designed and engineered. The entire station is separated and finally these spaces can withstand fire for at least 2 hours (NFPA, 2010).

It is necessary that all spaces and public and technical places in the inner rail network are in some way supported by the automatic fire detection system, while some firefighting equipment, such as water flooding on fire, may not be used in all spaces. . Tools such as alarms that are commonly installed at sensitive stations can be warned not only by automatic but manually (non-automatic) (in public areas of the station, through warning alerts) to alert publicly about the occurrence of hazardous conditions. It also prevents the occurrence of accidents. Another advantage of such tools is the prevention of anxiety in the event of fire in the station for passengers, resulting in maximum disarmament and order during evacuation of the station for passengers. The rooms are equipped with technical equipment and tools that produce head and neck In order to inform the crew, in addition to warning alerts, warning lights must be installed, in which case the effectiveness of the immune system will be improved. Here, detectors and diagnostic systems are needed to identify the accident situation. Hazardous situations, floating and mobile switches, and other technical subsystems installed in the main alarm panel installed in the operator's exposed locations; have a proper connection (Kazemi, 2010).

On the other hand, in the main MIMIC panel installed at the control and command center, the LED indicators are installed along with the main equipment and fire alarm panels, and as a result, the control center can monitor continuously over the network through the warning probe There is fire. In summary, it can be said that fire alarms or fault signals are continually updated at stations, and the OCC (1) is informed of it; on the other hand, there are hotline phones in the platform and The station provides a quick and timely connection between the control center and the stations, in which case it should be a 24-hour operator to communicate with the centers and stations and trains at the control center and, if necessary, through Hotline communication with vital centers of the city, such as fire brigade and emergency service, the incident occurs on time and on Expecting, informing them. In the rail network within the city, the Homes Rail system is used throughout the network and lines other than high voltage power lines such as rail or a high-voltage network (750VDC or 25 KV AC). The

hose rail is an average of 31 m long and is installed in the access points and vital points of the station and tunnel, and even in the vicinity of the outlet. Therefore, in order to improve the efficiency of the system in the rail network in the areas that have the highest efficiency and are considered in the architecture of the network according to standards. In this system, some equipment is permanently installed in the respective locations of the station and mobile equipment is also used for transferring and discharging water. This system typically has two electric pumps that pump water (Applied Safety and Performance Indicators in Industry, 2017).

The presence of portable fire extinguishing equipment in different types and sizes and distributed throughout the platform and station is based on NFPA130 standards in the internal rail network. The maximum time interval for reaching the first firefighting equipment by passengers should not be more than 11 meters (Archives of Technical Documents of the Tehran Metro Operations Company, 2017) and (Siwyecheon, 2010).

Another fire extinguishing tool according to the NFPA130 standard is a fire extinguishing system, which usually does not withstand water systems, but is connected to fire engines or fire extinguishers and is automatically activated in case of fire. This equipment is located at 11 meters in the direction of emergency exits, floors and store room halls, accessible to floodlights and fire engines (Archives of Technical Documents of the Tehran Metro Operations Company, 2017), (Archives of Technical Documents of the Rail Transportation Engineering Society, 2018), and (Siwyecheon, 2010).

The voice communication system is installed at all points in the station and locally in the form of a voice communication system with passengers, which can be easily manually activated by breaking the glass and pressing the alarm or automatic alarm lever at specific points of the staff as well as in the public areas of the station, it is installed and, as a result, passengers can be trained without stress and anxiety through the sending of appropriate safety and warning messages; on the other hand, the system allows the broadcast of predetermined messages for control room (Labor protection and hygiene regulations, 2007); These messages are communicated via the public announcement system of the station (PA) during an incident or fire for copper Fran is playing. In PA systems, PA systems are connected to the station speakers, which cover all exit paths, escape stairs, alibi, corridors, division halls, and platform levels. On the other hand, emergency phones are connected to the platform or to the SCR, which allows the firewall message to be transmitted. Typically, in the crisis networks within the city's rail networks, the possibility of bilateral radio communication with emergency centers such as fire and emergency services are provided. In addition to these electrical emergency alarms, this system, in addition to control panels, switches, motors and normal power supply, can be activated in an emergency when power outages are triggered through an emergency power supply that is separate from the main power supply and is usually independent of The main lift system of the station provides the possibility of firefighting or removal of passengers. One of the important features of this system is safety and security (Siwyecheon, 2010).

In this research, the safety, fire prevention and fire protection in the rail network according to the NFPA130 standard were studied and studied. The results of this analysis have examined a variety of public transportation systems in the urban rail network, in which: tunnel and station in the architecture of fire safety systems according to the length of the network, how to arrange the fleet and equipment of Venice The complexity of the operation is considered for the purpose of carrying out the predictions of fire prevention operations. In the urban rail network, fire safety is facing a lot of challenges, however, in order to increase the firewall performance of the network, it is necessary to ensure the safety of the network equipment in case of possible fires. Therefore, in order to prevent the consequences of fire, the responsibility of safety engineers in the rail network is to review and improve the requirements for designing fire safety and continuous control of firefighting systems when dealing with fire hazards in the network. Inside the city, it minimizes the consequences of the fire; on the other hand, it is necessary in other cases such as bombing or terrorist attacks, and so on, to provide passengers with the expectations of the rail system's effectiveness in dealing with the threats.

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Educational system management improvement in a secondary education organization

Mejora de la gestión del sistema educativo en una organización de educación secundaria

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ABSTRACT

The purpose of the article is the development and implementation of a model for managing educational system in a secondary education organization. To implement the model within the school, experimental work was carried out. It was carried out during two years from 2017 to 2018 and included several stages. The article reveals the essence of education and management of educational system for personality development of future school graduates. The authors analyze the activities of the school in the city of Dzerzhinsk in order to identify ways to improve educational system and its management. At the end of experimental work, it was found out that introduction of a management model of educational system into school's activities made it possible to increase the level of familiarization of students to various areas of educational activities. The trainees took part in three municipal target programs the content of which was represented by various educational activities that favorably affect students' personality development. Consequently, innovations introduced into management system in educational system have positive effect on students, which proves the effectiveness of the model developed by the authors.

Keywords: educational organization, students, teachers, education, educational system, management, school, educational process, personality, management structure.

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RESUMEN

El propósito del artículo es el desarrollo e implementación de un modelo para administrar el sistema educativo en una organización de educación secundaria. Para implementar el modelo dentro de la escuela, se realizó un trabajo experimental. Se llevó a cabo durante dos años, de 2017 a 2018, e incluyó varias etapas. El artículo revela la esencia de la educación y la gestión del sistema educativo para el desarrollo de la personalidad de los futuros graduados escolares. Los autores analizan las actividades de la escuela en la ciudad de Dzerzhinsk para identificar formas de mejorar el sistema educativo y su gestión. Al final del trabajo experimental, se descubrió que la introducción de un modelo de gestión del sistema educativo en las actividades escolares permitía aumentar el nivel de familiarización de los estudiantes con diversas áreas de actividades educativas. Los alumnos participaron en tres programas de objetivos municipales cuyo contenido estaba representado por diversas actividades educativas que afectan favorablemente el desarrollo de la personalidad de los estudiantes. En consecuencia, las innovaciones introducidas en el sistema de gestión en el sistema educativo tienen un efecto positivo en los estudiantes, lo que demuestra la efectividad del modelo desarrollado por los autores.

Palabras clave: organización educativa, estudiantes, docentes, educación, sistema educativo, gestión, escuela, proceso educativo, personalidad, estructura de gestión.

INTRODUCTION

In the Russian Federation, all levels of education have undergone major changes (Bicheva, 2017). Under these conditions, it is important to improve the system of general education, which is the basis for development of a student as a person (Bulaeva, 2018). Educational process is divided into two main components: training and education. Education is also a process and activity aimed at personal development, creation of conditions for self-determination and socialization which are based on sociocultural and spiritual-moral values, norms and rules of behavior of a person, family, society and the state. Today, all educational organizations operate within the framework of the new Federal State Educational Standards for elementary general and basic secondary education. Their introduction predetermined the need to restructure the work of educational institutions of general education in accordance with the requirements of the state (Bulaeva, 2018). The educational component which includes extracurricular activities in various areas is one of the components of the main educational program (Garina, 2017). Teachers, class teachers, social teachers, educational psychologists, teachers of additional education and senior counselors and parents take part in educational process (Garina, 2018).

Like any organized activity, education process needs a good management system that performs planning functions (development of a plan of educational work), organization (process of creating a structure for managing the process of education), motivation (the process of encouraging yourself and others to work to achieve the goals and objectives of education) and control (timely detection of deviations from a given program, prompt measures for their elimination or prevention) (Iltaldinova, 2017). Through motivation, the head (director of the school) and representatives of administration influence the activities of teachers and provide solutions to the problems to increase educational process efficiency (Ilyashenko, 2018). The function of monitoring implementation of the upbringing process is implemented in a comprehensive school by monitoring in accordance with the developed indicators, as well as diagnosing development certain qualities with students (level of education, patriotism,

moral qualities of the individual) (Kutepov, 2017). Control is one of management functions through which problem identification and activity adjustment is carried out (Tsyplakova, 2016). In the course of internal control implementation, the following methods are used: observation (research and study of the observed object); analysis (analysis with the identification of causes and determination of development trends); conversation; questioning (questionnaire survey); the study of documentation (in order to familiarize or identify the system of planning and organization of the pedagogical process, or, to obtain other information).

Control functions in the field of organization of educational work are the responsibility of the deputy director for educational work (Vaganova, 2017). We note that the criteria for the effectiveness of the management of the educational system in the secondary education organization should be established for each area of educational work separately (Ilyashenko, 2018). Thus, the process of managing educational system in a secondary education organization is the activity of the school's administration in the implementation of basic managerial functions (Vaganova, 2018). The modern sphere of education management contains a large number of regulatory documents at various levels (Ilyashenko, 2018). However, there are no clear objectives and goals for educational activities. In addition, in secondary education system, there is a tendency to optimize organizational structures to save budget expenditures, and this primarily affects the sphere of human resources and the financing of education (Ilyashenko, 2018). It is possible to eliminate or partially solve this problem by developing and introducing into educational organizations activities new approaches to the management of educational work (Vaganova, 2019).

LITERATURE REVIEW

According to V.A. Slastenin, education is the process of basic culture development in an individual. This process is carried out in a number of areas, namely: philosophical and ideological training of schoolchildren; fostering citizenship and patriotism; the formation of the moral culture of the individual; labor education and vocational guidance; the formation of the aesthetic culture of the individual; education of physical culture of the person.

I.P. Podlasy interprets the concept of "education" as a system which elements are knowledge, belief, skills, qualities and personality traits, as well as sustainable habits of human behavior. I.P. Podlasy defines the purpose of education as "development of a comprehensively and harmoniously developed personality." Education is a part of the educational process in a general education organization and is carried out as part of an integrated system. YES. Karakovsky defined the concept of "educational system" as a set of children and educators united by a common goal and objectives (Smirnova, 2017).

In his opinion, the distinctive features of educational system are: goal and value presence that is socially significant; joint activities of children and teachers and its focus on creating an educational environment within the framework of an educational organization (Smirnova, 2017). By creating an educational system in a general educational organization, conditions are created for developing the personality of students, assimilating their values and norms of behavior. D.V. Korypalov defines the educational system as a set of interacting elements created in educational organizations in order to purposefully promote the development of the personality of students. The process of education in a general education organization is carried out at all stages of obtaining general education by students. The content of education is multidimensional and includes work with participants in educational relations (students, parents) (Pavlov, 2016). The administration and, all teachers of the general educational organization (Perova, 2017) are involved in this activity.

The management of educational work in a secondary education organization is a type of professional activity of a manager aimed at creating conditions for functioning and development of an educational system (Myalkina, 2018). A great contribution to the development of theoretical foundations of management was made by such scientists as M.K. Bocharov, V.G. Afanasyev, V.A. Zverev, Yu.V. Vasiliev, Yu.A. Konarzhevsky, M.I. Kondakov, M.M. Potashnik, T.I. Shamov (Smirnova, 2018). O.S. Vikhansky, A.I. Naumov, speak of management as the interaction that occurs between the object and the subject, carried out in the presence of a control system. The term "management" is interpreted by P.I. Tretyakov as an impact on the object of management which is carried out with the help of legal and economic levers (in a broad sense).

The goal of management is to achieve certain qualitative and quantitative indicators of the educational organization's activities (Vaganova, 2017). M.M. Potashnik interprets management as an activity that is united by a common goal, which is to ensure the development of the educational system (Kuznetsov, 2018). According to V. Lazarev, management is the interaction of two subsystems, controlling and controlled, to achieve the planned results, this is the activity of all the subjects, which is aimed at the development of the control object as a whole (Markova, 2018). Based on the definitions derived by different authors, we can say that management is an independent activity (Potashnik, 2018). Its essence is the ability to influence processes occurring in educational organization,

in particular process of education.

METHODOLOGY

Experimental work was carried out in 2017-2018 school year and included several stages. The purpose of experimental work was defined as the implementation of the model of management of educational system within school.

The first stage (September - October 2017) was accompanied by the definition of purpose and tasks of experimental work. The purpose of experimental work was defined as implementation within the school a model of management of educational system, contributing to improvement of its quality. At the second stage (November – April 2018), measures were taken to test the model of educational system of school in practice. At the third stage (May 2018), analysis and synthesis of the results of the implementation of the management model of educational system of school was carried out. The school has 700 people. We took this number of students for 100%. Since the school implements several areas of educational work, we determined percentage of students involved for each of them in 2017 (before the model was introduced) and in 2018 (after the introduction). In 2017, only 60% of students were engaged in the general cultural direction, the spiritual and moral direction (50%), the sports and fitness direction (65%), the preventive direction (40%). In 2018, these figures were significantly higher. The highest of them was the percentage of the preventive direction (95%).

ANALYSIS AND DISCUSSION

As part of our research, management of the educational system is understood by us as a controlled process of change in various areas of educational work, which has the goal of achieving a certain level of development of spiritual and moral qualities among students, developing their skills of law-abiding behavior, developing creative abilities. Education is part of educational process, and has a complex structure, actively interacting with various actors within educational organization and outside it.

The development of educational system in a secondary education organization, in our opinion, should be based on a deep study of the processes occurring within school.

We highlight the following approaches to modeling the development of educational systems.

Modeling organizational and economic management in a multi-agent social system of educational sector involves determining the sustainability of the educational system, making a forecast of the costs necessary for the functioning and improvement of the system and defining strategies for the interaction of its subjects (Prokhorova, 2018).

As part of agent-based modeling, the parenting system is understood as a single cluster, the management of which is based on the search for conditions for the sustainable development of all its elements.

At present, attempts have been made to develop and implement systems for modeling the process of managing the educational system within the framework of a general educational organization (Smirnova, 2018). However, at present, the issues of application of these modern approaches to modeling are not sufficiently developed.

Use of modern modeling methods helps to improve the effectiveness of decisions in the field of educational management.

As part of the study, we have developed a model for managing upbringing process in a comprehensive school. The purpose of the proposed model of management of educational system can be defined as raising the level of management of educational system, which includes assessing the real state of the managed system making management decisions and monitoring their implementation.

The content block includes directions of educational work (civil-patriotic education, spiritual and moral education, a positive attitude to work, intellectual and health-saving education).

Among the objects of management, we have identified: teacher (the formation of individual, author, system of pedagogical activity of teachers); teaching staff (forming a team of like-minded people); the general system of continuous education (the introduction of scientific achievements in the practice of education in school).

In the structure of managing the process of education, the head of the school is appointed, then his assistant (in

our model we suggest introducing a second assistant for the distribution of duties and more precise control) is chosen. Subject teachers are in charge of the first assistant. The second must exercise control over school education department (social pedagogue, psychologist pedagogue, senior counselor, additional education teachers, day-care center educators). Also parent committee, whose activities are necessary in any school, including school number 27 of the city of Dzerzhinsk should be in charge of the second assistant.

The process and technology unit is represented by the organization of social projects, social partnership and psychological and pedagogical support.

The model uses such methods and tools for working with students as: master classes; psychological training; collective creative affairs; individual conversations with children; carrying out cultural and leisure activities; activities of additional education associations; prevention council activities; the work of mentors of minors students, who are on the preventive register in the internal affairs bodies; activity of student government.

An effective block is represented by an increase in the level of management of educational system.

The model we developed was introduced to the activities of secondary school No. 27 in the city of Dzerzhinsk. The school management structure is typical for educational institutions of secondary education. The direct management of the school is carried out by the director, deputy directors for educational work, educational work, for administrative and economic work. The school has successfully operated public bodies involved in school management (Public Development Council, parental committee, trade union committee). Collective school management bodies are: General Assembly of Employees, Pedagogical Council, Public Development Council.

The Community Development Council is a permanent collegial management body of the Institution, operating on the principles of legality, democracy and informational openness. The activities of the Social Development Council are state-social in nature.

At school number 27, the management decision-making process is divided into levels: strategic, tactical, and operational. Strategic level (discussion of issues at a meeting of public school management bodies, discussion at the pedagogical council, management decision is made out by the order of the director); tactical level (discussion of issues at the meeting of the school administration, the management decision is made in the form of the director's order) operational level (management decision is expressed in the direct transfer of instructions to the Executive).

The managerial activity of a manager in a secondary educational organization is carried out in relation to a specific teacher, the teaching staff and in relation to the general system of educational work.

The direct organizer of educational work at school is the deputy director for educational work. His duties are related to the performance of functions of directing the process of education. In the conditions of a comprehensive school, all pedagogical workers are involved in educational process. So, duties of the teacher included educational functions. Teachers also carry out extracurricular activities on the subject taught, during which educational tasks are also solved.

The principal provides overall management of the educational organization, including educational system. Direct leadership of it is in the competence of the deputy director for educational work. He defines the goals and tasks of educational work, draws up a plan of educational work of the school for the academic year and manages the activities of school teachers (class teachers, social pedagogue, educational psychologist, senior counselor, teachers of additional education, educators of extended day groups).

In addition, the deputy director for educational work leads the methodological work in the field of education. He, together with the head of the school education department, develops a work plan to improve the competence of school teachers in solving education problems.

The implementation of social work in a comprehensive school is within the competence of a social teacher.

The planning function in the management of the educational system MBOU school number 27 of the city of Dzerzhinsk is implemented through the development and implementation of a plan of educational work. The plan of educational work is a document that defines the goals, objectives, directions, forms of this activity. Thus, educational work at school number 27 is carried out in a planned manner.

As a result of the analysis of the organization of internal control in the field of educational work at school No. 27 in Dzerzhinsk, we identified the problem that the representatives of the public (members of the Public Council for Development and the Parent Committee), school specialists (social teacher) were not involved in the control. This disadvantage makes control solely the prerogative of the deputy director for educational work and reduces its effectiveness. Educational work remains closed from public control, which is in conflict with the principle of

openness of educational systems and implementation of the model of state-public management in the practice of managing educational organizations. This again necessitates introduction of a new model into the activities of the school. This model was developed by us.

To eliminate this drawback and to improve management of educational system of school, we carried out work. Experimental work was carried out in the 2017-2018 school year and included several stages.

The purpose of experimental work was defined as implementation of the model of management of the educational system within the school.

At the first stage (September - October 2017) the goal and tasks of the experimental work were determined.

The purpose of experimental work was defined as implementation within school of the model of management of educational system, contributing to the improvement of its quality.

At the second stage (November – April 2018), measures were taken to test the model of educational system of school in practice.

At the third stage (May 2018), an analysis and synthesis of the results of the implementation of the management model of the educational system of the school was carried out. An analytical report on the results of experimental work was presented to the school principal.

During this time, the school has developed activities aimed at cooperating with parents - these are traditional parent meetings, school-wide parent committee meetings, classroom parent meetings, organizing concerts for parents, open doors for parents, inviting them to school holidays, sports events, design congratulations for holidays.

During the year, work with parents was carried out, the purpose of which was to provide psychological and pedagogical knowledge through parental meetings, consultations of school administration, class teachers, a social pedagogue and a psychologist on pedagogical correction, developing relations between children and adults in individual families, individual conversations about features of age and methods of approach to the upbringing of the child, neglect and delinquency. A school social passport was compiled to analyze the social environment of students at the school and organize competent work with parents. Indicators of the target block of the model of management of the educational system are presented in table 1.

Table 1

Indicators of the target block of the model

№ p/p	The name of the program or plan	Program Result (specifically)
	Municipal target program "Patriotic education of residents of the city of Dzerzhinsk" for 2018	- Meetings with veterans of the Second World War; -the holding of thematic classroom hours; -participation in the regional stage of the All-Russian festival of creativity cadet "Young Talents of the Fatherland"; -conducting the school stage of the competition "Nizhny Novgorod School of Security - Zarnitsa"; -participation in the city stage of the competition "Nizhny Novgorod School of Security - Zarnitsa"; -participation in regional competitions: cadet classes, review competition of military-patriotic associations No (1,2,3 places) regional competition dedicated to the memory of police captain Marveyev SN; -organization of excursions around the Corner of Military Glory; stands "Dzerzhinsky - Heroes of the Soviet Union", "Victory Leaders", "Great Patriotic War", "Outstanding commanders and naval commanders of Russia", organizing excursions;

	<ul style="list-style-type: none"> -work of the school museum named after Hero of the Soviet Union M. Jalil, conducting excursions; - the work of the military-patriotic association "Strelezy"; -organization and conduct of school sports competitions; -participation in urban competitions on military-patriotic themes - implementation of a joint work plan with the Department of Internal Affairs for Dzerzhinsk, a police department station in Dzerzhinsk. - joint work with the inspector of PDN; -prevention of prevention councils; -the implementation of the project of joint activities with the MBU JV "KCDRM" Youth Initiatives"; -publication of leaflets for parents; -organization and work of the UID (participation in the city competition of essays and drawings "The road through the eyes of children" -conducting the competition of propaganda poems -participation in the All-Russian competition "I am a citizen of my country", dedicated to the 40th anniversary of the UID units. -the holding of thematic classroom hours;
<p>Municipal target program "Prevention of neglect and juvenile delinquency of the city of Dzerzhinsk" for 2018</p>	<ul style="list-style-type: none"> -organization and rehabilitation of children from families in difficult life situations; -conduct psychological training; -conduct individual conversations, counseling for parents; -organization of associations of additional education; -organization of legal education of students and their parents. - implementation of the project of joint activities with MBU JV "KCDRM" Youth Initiatives"; - monitoring of the drug situation; -the holding of thematic classroom hours; - meeting with the methodologist narcologist; conduct psychological training; addressing students on problems of drug addiction; Voluntary anonymous immunochromatographic testing of students for non-medical consumption of narcotic and other toxic substances; - registration of informative stands on healthy lifestyles; -parent meetings with the invitation of experts; - participation in the regional anti-drug month "We choose life";
<p>Municipal target program "Comprehensive measures to counter drug addiction, substance abuse and the fight against illicit trafficking in narcotics and psychotropic</p>	<ul style="list-style-type: none"> -conduct individual counseling for students and their parents.

In 2018, 3 targeted municipal programs were implemented, in which students from school No. 27 of the city of Dzerzhinsk took part. From this it follows that the school's leadership has begun to actively involve its students in various types of educational activities that allow students to fully develop. After the introduction of the model, the activity of all school structures is directed to the socialization of students, including through their active participation in educational activities at various levels, which have a positive impact on the development of the student's personality and the development of its creative component.

The school is actively developing several areas of education. We analyzed the number of students involved in each of the areas before the introduction of the model (in 2017) and after (in 2018).

Among the directions: general cultural, spiritual and moral, sports and fitness, preventive direction.

In the general cultural direction only 60% of the students were engaged, the spiritual and moral direction (50%), only 65% of the students were involved in the sports and fitness area, only 40% of the students managed to attract the preventive direction.

The following figure shows the results that appeared after the implementation of the model.

The percentage of students increased in each type, especially in preventive (from 40% to 95%). Table 2 presents the analysis of preventive work with students, which shows a decline in 2018.

Table 2

Number of students of school number 27 registered for the period from 2017 to 2018

	2016-2017 academic year	2017-2018 academic year
Consist on intraschool accounting	7	1
boys	6	1
girls	1	0
1-4 grades	1	0
Registered in the juvenile affairs department	5	1
boys	5	1
girls	0	0
high school students	0	0
Intra-school families	9	4
Families in the juvenile department	0	0

By 2018, the situation on crime prevention has improved, the number of students and families registered both in the school and in the juvenile affairs department has decreased.

Thus, during experimental work at school, the model of management of educational system was tested.

CONCLUSION

In our work we achieved our goal. We have developed a model of managing education process and introduced it into the activity of School No. 27 of the city of Dzerzhinsk. The percentage of students involved in various types of educational activities has grown significantly. In addition, the problem we identified when analyzing the activity of School No. 27 was resolved: the representatives of the public (members of the Public Council for Development and the Parents Committee), the school's specialists (social educator) were not involved in the control which reduced effectiveness of educational activities in general. We have introduced these positions in the field of educational management, as well as offered a second assistant director. A clear delineation of duties allowed raising the level of educational work at school.

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Blended Learning pedagogical practices for improving students' learning autonomy and academic results in learning

Prácticas pedagógicas de aprendizaje mixto para mejorar la autonomía de aprendizaje de los alumnos y los resultados académicos en el aprendizaje

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ABSTRACT

This study investigated whether blended learning was more effective in inculcating learner autonomy and improving academic results among students when compared to conventional learning practices. The study used a quasi-experimental design. The participants of the study consisted of 78 lower secondary students. The study carried out two different teaching methods; a blended learning classroom for the treatment group, meanwhile a conventional learning classroom for the control group. There were 40 pupils in the treatment group and 38 pupils in the control group. Post-test analysis was carried out to understand the effectiveness of blended learning towards students' academic achievement. A set of questionnaire was developed to identify learner autonomy after the treatment. The results indicated that there was a significant increase in academic achievement based on the pre and post-test analyses. The study also found that blended learning pedagogical practices could improve students' learning autonomy in learning.

Keywords: Blended learning; teaching English as a Second Language; Short Story; learner autonomy.

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RESUMEN

Este estudio investigó si el aprendizaje combinado era más efectivo para inculcar la autonomía del alumno y mejorar los resultados académicos entre los estudiantes en comparación con las prácticas de aprendizaje convencionales. El estudio utilizó un diseño cuasi-experimental. Los participantes del estudio fueron 78 estudiantes de secundaria inferior. El estudio llevó a cabo dos métodos de enseñanza diferentes; un aula de aprendizaje mixto para el grupo de tratamiento, mientras que un aula de aprendizaje convencional para el grupo de control. Había 40 alumnos en el grupo de tratamiento y 38 alumnos en el grupo de control. Se llevó a cabo un análisis posterior a la prueba para comprender la efectividad del aprendizaje combinado hacia el logro académico de los estudiantes. Se desarrolló un conjunto de cuestionarios para identificar la autonomía del alumno después del tratamiento. Los resultados indicaron que hubo un aumento significativo en el rendimiento académico basado en los análisis pre y post-test. El estudio también encontró que las prácticas pedagógicas de aprendizaje mixto podrían mejorar la autonomía de aprendizaje de los estudiantes en el aprendizaje.

Palabras clave: Aprendizaje mixto; enseñanza de inglés como segundo idioma; Cuento; autonomía del alumno.

INTRODUCTION

Nowadays, teaching and learning process have been made simpler than ever before, enabling technologies to take place between teachers and students at schools in a very advanced way without difficulties (Barriogarcía, Arquero & Romero-frías, 2015; Wang, Han & Yang, 2015). The implementation and usage of Blended Learning (BL) pedagogical practices in education aiming to shift from teacher-centered to student-centered paradigm (Almasaeid, 2014), which to enhance higher constructive and collaborative learning styles and thereafter improve students' learning autonomy. The term BL refers to language learning that combines face-to-face (F2F) classroom with appropriate use of technology. The use of ICT in education nowadays is impermissible than ever before since its powerful capacity to influence change within learning environments subsists in education (Azli, Wong & Goh, 2016; Rodriguez, 2012; Wai & Seng, 2014). The most essential elements offered by ICT are; a powerful learning environment besides transforming teaching and learning process, allowing students to deal with knowledge in an active, self-directed and in a more constructive way (Volman & Van Eck, 2001; Vaughan, 2014; Wang et al., 2015) making it relevant to be considered. There are many advantages of BL in teaching and learning in education based on available studies such as; the possibility of implementing different teaching strategies which able to cater to different types of students, the widespread of information to countless learners and institutions in global context, the optimization of meaningful learning with the use of authentic and updated contents, as well as opening up opportunity to cooperative learning milieu (Azli, Wong & Noraini, 2016; Noraini et al., 2016; Wong, Goh & Siti, 2017).

THE STUDY AND RESEARCH STRUCTURE

Despite the fact that blended learning is still at its infancy stage in Malaysia, the use of technology in teaching and learning process has been widely practised by almost all teachers in the country without having the consciousness of its existence. With more research verifying the usefulness of BL, and encourage the implementation of it in schools, Malaysian government has taken imperative measures in ensuring the expansion of ICT in education as mentioned in the preliminary Education Blueprint 2013 into a stern position. This blueprint is developed specifically directing the Malaysian education system towards the understanding of current performance and challenges in the education system with a focus on improving access to education, raising standards (quality), and in closing achievement gaps (equity) as stated in the blueprint (Noraini et al., 2016).

As Carr (2011) highlighted, technology has its own “potential detrimental effects on cognition, diminishing the capacity for concentration and contemplation”. This means learners will have a very short attention span in focusing on a topic after some period of time as they easily get switched off. Nevertheless, it is believed that everything that exists has its own advantages and disadvantages; strength and weaknesses (Azli, et al., 2016; Barrio-garcía et al., 2015; Nasser, Cherif & Romanowski, 2011). The same cycle goes to food, if it is not taken in moderation, it can eventually lead to health problems. Vice versa with technology, if it is not used in a proper way without proper planning and measures to handle problems that might arise; it can either be harmful to learners, or just a surplus of time, effort and money invested (Azli et al., 2016; Wong et al., 2017).

Instead of focusing too much on the disadvantages of using technology in education, it is worth focusing on more specific type of technologies could do in improving learning process as well as to how to overcome problems that might occur, especially related to the use of BL, which many advocates of the nation notes that BL could improve students’ achievements (Almasaeid, 2014; Barker, 2015; Wai & Seng, 2014; Wang, Han & Yang, 2015; Azli, Wong & Noraini, 2017). Alongside, there is a paucity of research that describes how BL on learner autonomy. Indeed to acculturate learner autonomy among the students it is highly recommended to craft a more active and challenging learning environment involving the 21st century learning skills that will equip and prepare the students for a more demanding future (Azli, Wong & Goh, 2016). However, Kruk and Pawlak (2014) contends that online learning can improve and develop learner autonomy and learner autonomy is very vital in learning (Hu & Du, 2013). To response to the aforesaid gap in the past studies and needs of understand contribution of BL in teaching and learning for increasing levels of autonomy and academic results among students, the current study was intended to propose and test a new pedagogical prentices in teaching and learning with regards to the use of BL in of vocabulary to the second language learners.

The research structure of this study is to examine the effectiveness of BL in teaching and learning. The purposes of this study are;

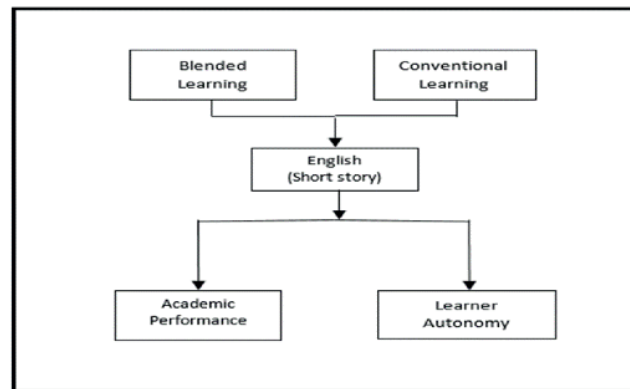
- a) To identify the effectiveness of Blended Learning towards improving academic achievement among students learning English as compared to conventional instructional methods.
- b) To identify the effectiveness of Blended Learning towards inculcating learner autonomy among students learning English as compared to conventional instructional methods.

METHODOLOGY

This study conducted a quasi-experimental research design since random assignment to groups was restricted to the decision made by the administration. All these constraints had eventually influenced the decision made where only the two classes were allowed to be involved in the study namely control group and treatment group. Thus, control over extraneous variables that may exist is somewhat inevitable. Such design is only to be used when it is not feasible to use experimental design (Fraenkel & Wallen, 2008; Gay, Mills, & Airasian, 2009; Wang, Han & Yang, 2015). The study carried out two different teaching methods; a blended learning classroom for the treatment groups, meanwhile conventional learning classroom for the control groups. There were 40 pupils in the treatment group and 38 pupils in the control group. Based on the pre-test results, both groups have not significant different of students’ proficiency level in English subject ($p < 0.05$).

Post-test analysis was carried out to understand the effectiveness of blended learning towards students’ academic achievement. The post-test is based on the curriculum specifications as provided by the

Ministry of Education Malaysia. A set of questionnaire was developed to identify learner autonomy after the treatment.



Both treatment and control groups would be learning the similar topic revolves around English language learning which is focused on the teaching of a short story, with a specific objective in vocabulary learning. Since only the researcher would conduct blended learning with the treatment groups involved, lessons would be conducted within the class hour scheduled by the administration while some lessons would be conducted by another two English teachers in their respective classes. In view of the fact that conventional learning would be taught by the respective English class teachers appointed by the administration, time and place to conduct the lesson was not subjected to any alteration. The teachers would be trained on how to conduct conventional learning. Before conducting the lesson, the researcher would check the lesson plans to ensure it was according to the requirements of the study.

Apart from complying, planning and tailoring the lessons based on the scheme of work provided by the management, the next stage to be considered was the media selection for the intended lessons. Since Moodle is a ready-made Learning Management System which comes together with built-in templates, not much of requirement needed for designing the layout nor graphical interfaces needed. Users only need to decide on the contents, activities and other features that need to be incorporated in the lessons. Below figures showed are the examples of the Moodle interface of this study.

Since this was a blended learning classroom, face-to-face interactions were embedded in the lessons and most instructions were given by the teachers verbally unless if it was stated on the screen so the teacher would still have control over the lessons (Wong, Goh & Siti, 2017).

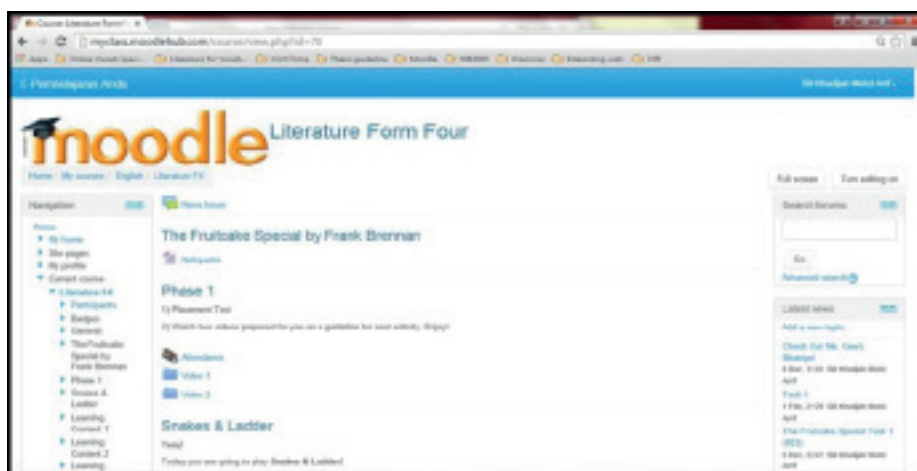


Figure 3.1 Moodle Interface

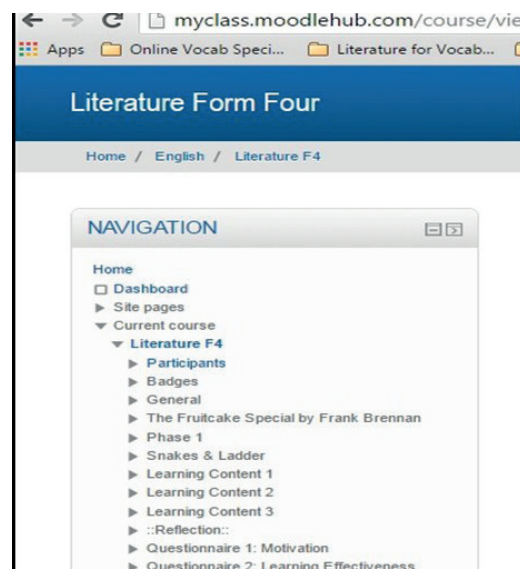
Most of the content of the lessons was taught and explained by the teacher verbally in the classrooms occasionally with the help of PowerPoint slides and question and answer sessions followed by the use of web links and other web tools for activities like creating comic strips, animated Pictionary and online quizzes. Interactions in the classrooms were still very crucial as students kept seeking clarification and assistance from the teacher. The interactivity and active participation in the classroom made the lessons more lively than usual as teacher was able to witness students' engagement in the activities.



Figure 3.2 Comic Strip

Apart from the activities mentioned, other features like instant feedbacks and responses from students as well as the teachers were also made possible through Moodle's Message Box. It was also feasible as students were able to access to current news or notices through Latest News panel located on the right side of the screen to keep track of any missing details or information. Additionally, students were also able to reread, revisit and even revise previous learning contents as notes were made visible to users on Moodle platform. The teacher was also able to keep track of previous or even future lessons as the contents had been arranged in an organised manner making teaching and learning process more structured and controlled. This feature is made available through Moodle's Navigation panel on the left side of the screen (refer Figure 3.3).

Figure 3.3 Navigation Panel



FINDINGS AND DISCUSSIONS

Students' Academic Achievement

The post-test item was conducted to investigate the effectiveness of BL in improving students' academic achievement in learning English through short story compared to the conventional instruction method. Based on an independent *t*-Test analysis on the post tests conducted, the results obtained are; there was no significant difference in the scores for blended learning ($M = 4.67$, $SD = 0.87$) and conventional learning ($M = 4.15$, $SD = 0.69$); $p > 0.05$. Thus, the results showed that the pedagogy (blended learning) used in this study did not statistically influence the academic achievement of the samples. The finding of this study is, however, contradict to the findings of Barker (2015), Barrio-garcía et al. (2015), Nasser, et al. (2011), Wang, Han & Yang (2015) and Azli, Wong and Noraini (2017) others.

Note to be taken that it was also impossible to remove biasness in its entirety as the use of technology in the classroom will definitely be an advantage compared to conventional classroom where animation, audio and visual presentation are less offered. Alongside, considering the limitation of this study where it was only conducted within a month of twelve teaching periods, the number of recycling vocabulary list learned was only met for five times thus restricting the recurring exposure of words from happening. This later explained the probability of the results attained for learners' academic achievement where both pedagogies did not successfully improve learning among the sample involved.

Learner Autonomy

This section presents data obtained using a set of questionnaire designed by Ustunluoglu (2009). This questionnaire was employed to investigate the effectiveness of BL in inculcating learner autonomy among students. The questionnaire was conducted to investigate the students' responsibilities related to autonomous learning and the autonomous activities which students were engaged in within the lessons in the classroom. A *t*-Test was conducted and the results for learner autonomy for the experimental group is ($M = 3.64$, $SD = 0.81$) while for the control group ($M = 2.55$, $SD = 0.74$) conditions; $p < 0.05$. The results depict that there was a significant difference in the scores for learner autonomy with $p = 0.02$. The results are congruent with the results of earlier studies on autonomous learning (Kruk and Pawlak, 2014).

Besides that, based on the observation conducted by the researcher proved that BL pedagogical practices have changed within students' behaviour, it could be seen that students would start the activity through Moodle interaction even without the teacher's instruction. It was observed that, samples involved in the study knew what to be done even before the teacher started to give any instruction or directions to the students.

This change in students' behaviour could be particularly influenced by the availability of contents and access to activity through blended learning in the classroom (Wong, Goh & Siti, 2017). Students would stop at a point of uncertainty, seeking for clarification from the teacher as a guidance. These are the most apparent examples of autonomy within learners portrayed in the blended learning classroom.

Unlike conventional learning, students had no access to content and resources, therefore restricting independent learning from happening. This shows that despite data was statistically insignificant from learner autonomy to happen, observation contradicted that the level of learner autonomy was expressively portrayed through the learners' actions. Learner autonomy was eventually plausible to occur within a blended learning if not at large, in a very small scale. These unconscious actions by attending to classes on time, not wanting to leave any exciting activities behind, eager to start the activities without teacher's instruction and started asking questions for clarity when in doubt, have represented the degree of learner autonomy in the study.

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CONCLUSION

Technology in education is seen as a powerful medium to thrive one of the nation's aspirations in achieving a system in maximising students' outcomes as expected. Among the aforementioned efforts are to leverage ICT to scale up quality learning across the nation constituting internet accessibility, providing a virtual learning environment, augmenting online best practices content on a video library, and maximum use of ICT for distance and self-paced learning for a more customised learning experience. Even though blended learning in this study may not be significant in learners' academic achievement, both teacher and students agreed that blended learning with the help of learning management system (Moodle) was superior to conventional learning method in terms of learning efficiency from accessibility to content and information, content management, communication and feedbacks, flexible pace of learning, time and cost effective apart from motivation factor and learner autonomy.

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Passive defense: developing strategies and prioritizing oil storage tanks

Defensa pasiva: desarrollando estrategias y priorizando tanques de almacenamiento de petróleo

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ABSTRACT

One of the most important issues in the field of extraction is storage. In this descriptive-analytical study, the type of reservoir has been selected using the ANP network analysis process and from underground storage, routine and reclaiming lining, and it has been studied more and more accurately using the SWOT. To this end, the internal and external factors affecting the underground reservoirs of oil are determined. Finally, after formulating strategies for this type of reservoirs, the QSPM matrix has been prioritized for strategies developed. Prioritizing the reservoirs and the effect of IFE and EFE on underground reservoirs, as well as prioritizing the strategies, are one of the most important qualitative data that has been used in preparing the research questionnaire. For data analysis, Super Decision software and SPSS software have been used as a tool for information processing. According to the results of QSPM matrix calculations, strategy of emphasizing inadequacy of the principles and principles of passive defense and the strategy of the use of inactive defense specialists in designing, constructing and exploiting these reservoirs is among 81 of the developed strategy in the first and second priority the very dependence of subject on passive defense is clearly evident.

Keywords: ANP, SWOT, strategies, QSPM, passive defense

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RESUMEN

Una de las cuestiones más importantes en el campo de la extracción es el almacenamiento. En este estudio analítico descriptivo, el tipo de reservorio se seleccionó mediante el proceso de análisis de la red ANP y del almacenamiento subterráneo, la rutina y el revestimiento de recuperación, y se ha estudiado con mayor y más precisión utilizando el FODA. Con este fin, se determinan los factores internos y externos que afectan a las reservas subterráneas de petróleo. Finalmente, después de formular estrategias para este tipo de reservorios, la matriz QSPM ha sido priorizada para las estrategias desarrolladas. La priorización de los reservorios y el efecto de IFE y EFE en los reservorios subterráneos, así como la priorización de las estrategias, es uno de los datos cualitativos más importantes que se han utilizado para preparar el cuestionario de investigación. Para el análisis de datos, el software Super Decision y el software SPSS se han utilizado como una herramienta para el procesamiento de la información. De acuerdo con los resultados de los cálculos matriciales de QSPM, la estrategia de enfatizar la insuficiencia de los principios y principios de la defensa pasiva y la estrategia de uso de los especialistas en defensa inactiva para diseñar, construir y explotar estos reservorios se encuentran entre los 81 de la estrategia desarrollada en la primera y segunda prioridad la dependencia misma del sujeto de la defensa pasiva es claramente evidente.

Palabras clave: ANP, FODA, estrategias, QSPM, defensa pasiva.

Introduction

In terms of economic damage, between 1907 and 2017, the world's energy sector contributed about \$ 97 billion to the global oil industry, accounting for 21% of total economic losses, ranking at the top of the post-nuclear energy ranking. In the second place (Sultan Alizadeh, 2014). Consequently, the construction of

storage tanks can be used in times of crisis, for which reason oil extraction from oil wells may not be carried out, for the primary supply of domestic refineries and the loss of global markets) until the crisis is resolved from crude oil reserves Used in these tanks (Sovacool, 2008). Considering that oil products storage operations are usually carried out in the vicinity of industrial centers, against unforeseen events such as chaos, war, enemy air strikes, environmental hazards, fires, etc., are subject to dangers such as explosions. has it. Obviously, reducing the useful life of oilfields requires the observation of tips in storage tanks to minimize the extent of vulnerabilities. Because oil storage tanks are one of the most important industrial facilities that are always at risk of toxic, fire and explosive emissions, the most common fires and explosions due to the mortality rate that follows are the most significant risks (2010) In storage tanks for oil and petroleum products. And since advancing science, the type and nature of threats has also been remarkable, observance of the principles and foundations of inertial defense in the selection and design of these reservoirs can result in passive defense goals (Nakhai, Jalal, Piri, Hassan, 2015). The necessity and importance of using the principles of passive defense in all the designs, especially in the design of vital and sensitive centers, are not covered by anyone (Ghodsipour, 2010).

In addition to the instructions given by the nonprofit defense organization, the consulting engineers have tried to apply this principle to all designs. But the problem is that the storage of hydrocarbons, especially petroleum, is compared to the threats of countries with a high military strength, as compared to the best choice of reservoirs from the point of view. In order to achieve the objectives of passive defense in the reservoirs, the strategies are being tailored to suit the strengths and opportunities of the oil tankers (Ghodsipour, 2010). So far, many researches in the field of oil and its various centers, including storage tanks, have been carried out by real individuals (researchers and researchers and lawyers) active oil and gas research institutes and passive defense, since the field of oil and gas Various reasons including political and economic strategic views, the regulation of the supply and demand market have been at the forefront of the attention of different countries, thus creating a high level of attractiveness for paralyzing the country (Abheri, 2012). Obviously, the subject matter of the present study is of great importance from the point of view of passive defense, which has not been specifically addressed in previous research (Amanat Yazdi, 2013). Examples of relevant research topics include: Yazdi et al., In an article on fire risk management in storage tanks, in which the central warehouse of the Oil Company was studied, and ultimately, the strengthening of equipment against earthquakes, the use of coatings Insurance and the use of passive defense measures are proposed (Midtlien and B. Stromme, 2009).

Roostaie and colleagues have introduced the application of risk analysis in sites of oil storage reservoirs as a new method for passive defense studies, and, by examining a site of oil storage in the south of the country, in the end, the need for inactive defense studies in oil storage sites were pointed out (Roostaie, 2011). And have suggested further studies in this regard. Midtlien et al (Naithani, 2012). In a research generally categorize storing methods in two surface and subsurface groups that storage underground in comparison with the surface method has many advantages because natural surface discharges such as earthquakes, fires And there are dangers like explosions. It can be said that researches carried out so far have examined the subject of this research against natural hazards such as earthquakes or industrial accidents. Previous research on passive defense has focused solely on

the necessity of using it, which in addition to the objective mentioned below, has tried to include suggestions for prior research (Hafez Nia, 2007).

Methodology

In line with the main objective of the present research, the choice of the most suitable type of oil storage tanks based on passive defense criteria and elaboration of strategies for its implementation is descriptive-analytical. In order to collect and analyze the data, quantitative and qualitative approaches have been used in this research. In the section on introducing different types of oil storage tanks and determining the strengths and weaknesses (internal factors, opportunities and threats), external factors of the library method (qualitative) and in the comparison of different types of reservoirs and also weighing on the internal factors and The external and prioritization of the developed strategies was done using a questionnaire (quantitative method). By justifying the non-intrusive defense experts' opinions, the reliability of the questionnaire was confirmed by the Cronbach's alpha test (0.843) using SPSS software. To analyze the data on the selection of the best type of reservoir, the ANP analysis process (Super Decisions software and SPSS software) have also been used as a data processing tool. Also, SWOT and quantitative quantization programming matrix QSPM was used to formulate strategies and prioritize them respectively.

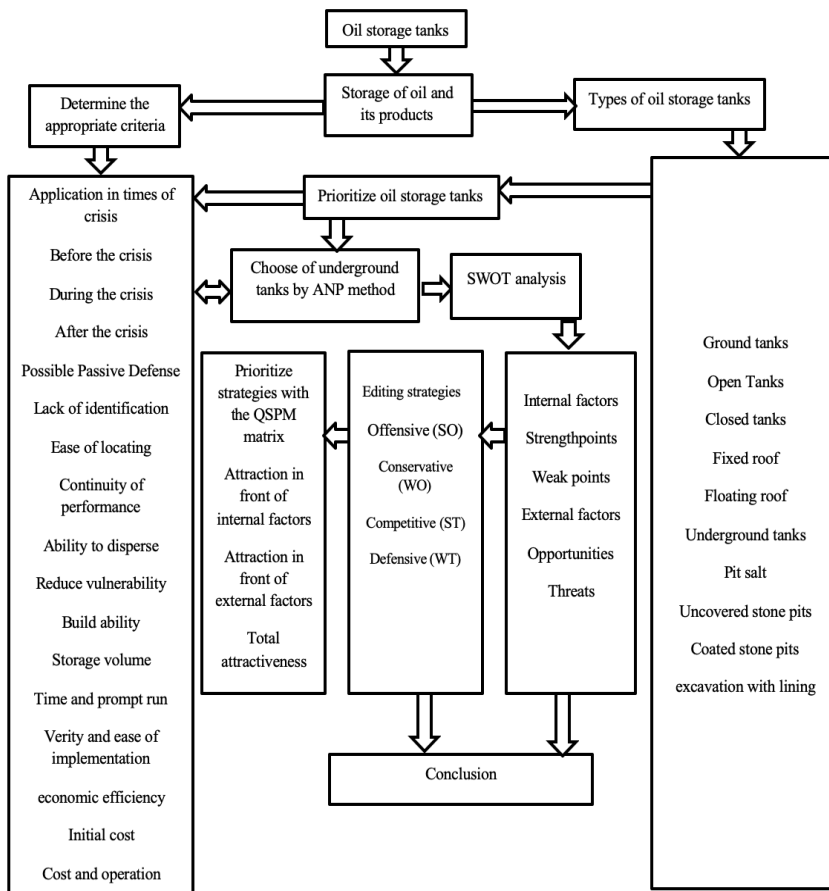


Figure1. The process of doing research

Figure 2. Network model for prioritizing oil storage tanks from passive defense perspective

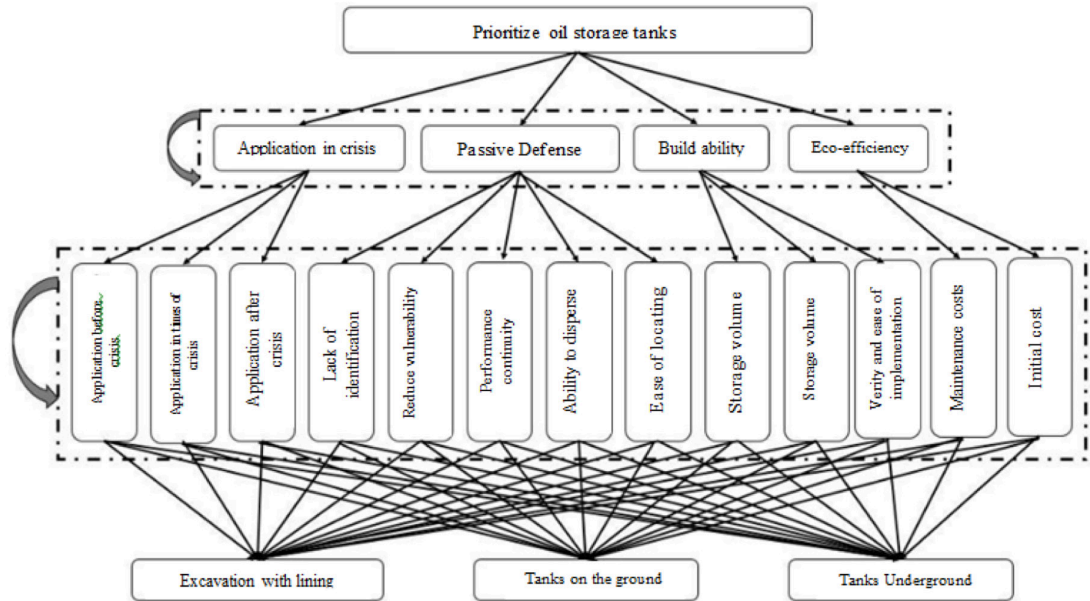


Table 1. Strategies for oil storage in underground reservoirs

	Strength points (S)		Weak points (W)	
	Strategies (SO)		Strategies (WO)	
Opportunities (o)	SO1	The emphasis on respect for the principles of passive defense in the design and implementation of tanks	WO1	Designing appropriate guidelines for accurate monitoring of the design and construction process
	SO2	The allocation of capital and skilled personnel to develop this kind of Tanks	WO2	Using the experience of leading countries in the field of underground tanks
	SO3	Create multiple underground tanks and crude oil production increase	WO3	Determine the amount of oil storage in underground reservoirs and prepare a pattern appropriate to the country's strategic capability
	SO4	Provide long-term plans for global contracts	WO4	Equipping with new devices in the world in the process of storage and operation of tanks
	Strategies (ST)		Strategies (WT)	
Threats (T)	ST1	Use of experts Passive defense in the design, construction and operation of tanks	WT1	Creating an appropriate environment to reduce the risk of cyber infiltration
	ST2	Use of powerful contractors in the construction of underground oil tanks	WT2	Establish periodic review committees to control the storage of oil and its products in these tanks
	ST3	Support research and research on the proper storage of oil	WT3	The use of camouflage and hide and deception in the design of communication paths to the tanks
	ST4	Holding training courses Passive defenses for employees and executive agents of oil storage tanks	WT4	Planning appropriate to reduce the time of construction and use of new technology

Table 2. Quantitative Strategic Planning Matrix (QSPM)

Important strategic factors		SO4		SO3		SO2		SO1		Weight
		T A S	A S	T A S	A S	T A S	A S	T A S	A S	
Opportunities	Attracting the trust of the oil customers and forging long-term contracts	0.0368	4	0.0368	4	0.0184	2	0.0276	3	0.092
	Possibility to create an appropriate environment for increasing oil production	0.065	1	0.026	4	0.0195	3	0.026	4	0.065
	Increasing Iran's competitive and strategic capabilities in the region and the world in terms of exports	0.0234	3	0.0234	3	0.0156	2	0.0234	3	0.078
	The possibility of rebuilding existing infrastructure and building new facilities	0	0	0.039	1	0.078	2	0.078	2	0.039
	Security and safety of storage	0.21	2	0.21	2	0.21	2	0.42	4	0.105
	Resistant to natural disasters such as earthquakes and ...	0	0	0	0	0.078	1	0.234	3	0.078
	High security against air strikes and the effect of explosions caused by them	0.0118	1	0.354	3	0.236	2	0.472	4	0.118
	High security against terrible threats such as intentional fire	0.111	1	0.111	1	0.111	1	0.333	3	0.111
threats	The possibility of destroying the communication channels of the tank by the enemy (due to the low number of communication routes)	0	0	0.095	1	0.190	2	0	0	0.095
	Recoverability is low due to its cost-effectiveness and its timeliness	0	0	0	0	0.112	2	0	0	0.056
	Lack of sufficient experience in the design and implementation of this reservoir inside the country	0.030	1	0.030	1	0.120	4	0.030	1	0.030
	Probability of falling part of the ceiling and wall in case of water leakage	0	0	0	0	0.042	1	0	0	0.042
	Increasing vulnerability with high storage capacity	0.063	1	0.063	1	0.063	1	0	0	0.063
	Possible to be detected by the enemy because of the long runtime	0.052	2	0	0	0	0	0	0	0.026

Strengths	Low risk of fire	0.098	1	0.0196	2	0.196	2	0.294	3	0.098
	Low maintenance cost	0.084	3	0.056	2	0.028	1	0.056	2	0.028
	Need less land for design and implementation	0.042	1	0.126	3	0	0	0.042	1	0.042
	Having better environmental conditions	0	0	0	0	0.056	1	0.112	2	0.056
	Possibility of continuous operation at the time of the occurrence of accidents	0.026	2	0.13	1	0	0	0.52	4	0.13
	The likelihood of a tank being identified by the enemy is due to the underlying condition	0	0	0.084	1	0	0	0.168	2	0.084
	Possibility of proper camouflage and reducing its vulnerability to underground	0.07	1	0	0	0.07	1	0.21	3	0.07
weak points	Gradual closure of underground cavity shell due to geological pressures	0	0	0	0	0.07	2	0.035	1	0.035
	The heating of crude oil and products stored by the central heating of the earth	0.048	1	0.048	1	0.096	2	0	0	0.048
	The possibility of natural gas entering the tank	0	0	0.052	1	0.104	2	0	0	0.052
	High limit of monitoring and quality control of material stored in the tank	0	0	0	0	0.093	1	0.093	1	0.093
	Need to build a fairly longer period	0.0148	2	0.074	1	0	0	0.074	1	0.074
	Need for more sophisticated technical requirements and high precision in design and implementation	0.0172	2	0.086	1	0.258	3	0.172	2	0.086
	Groundwater leakage		0	0	0	0.108	2	0.054	1	0.054
	The initial cost for the construction of the tank	0.120	2	0.120	2	0.120	2	0.06	1	0.06
Total(TAS)	2.293		2.736		2.974		4.227			

Results

Considering the importance and importance of the oil industry, which also affects the strategic power of the country, it is imperative and indisputable to create safety and security of this industry, especially in view of the time of the crisis. In this study, considering the critical situation and looking at the passive defense of various reservoirs of oil storage and its products, after selecting the effective and decisive indicators for prioritizing these reservoirs using the network analysis method using the ANP model and also using A goal-oriented questionnaire was compared with each other. Criteria and choices in the form of 6 clusters (groups) and 20 subgroups (node or node) in the ANP model are designed, weighted, calculated, processed and analyzed. According to the physical and physical studies, these reservoirs were selected for prioritization, routine, underground and lining methods and refrained from addressing specialized issues such as underground types of steel, concrete, salt pits, stone pits or different kinds of rocks. The results of analyzing the clusters and selected criteria for comparing reservoirs from the passive defense perspective and

formulating the strategies of the selected reservoir are as follows: 1. According to the output of the ANP model by software super decisions, underground reservoirs, lining and repository tanks based on the indicators of application in times of crisis, inactivity, manufacturing capability and economical weights of 4.24, 33.3 and 0/243 respectively.2.

After selecting the underground reservoirs, a more accurate study was conducted to reduce the incidence and to realize other non-operational defense goals using the SWOT fan. For this purpose, Pace has been the author of extensive library studies for each of the internal and external factors affecting the underground oil reservoirs of 10 cases, which were determined by interviewing with passive defense experts, internal and external factors of 14, 15, and weighing In the end, the emphasis on the SO's aggressive strategy was formulated from the specific Swat model and the strategies of the underground reservoirs of oil. 3. In the formulation of strategies, for each of the aggressive, conservative, competitive and defensive strategies, 4 cases were used and a total of 16 strategies were formulated and QSPM quantitative matrix was used to prioritize these strategies. The attractiveness of each strategy against the internal and external factors affecting groundwater reservoirs in the QSPM matrix was determined which IFE has a greater attractiveness than EFE. The strategy of emphasizing on the principles and principles of passive defense in the design and implementation of these reservoirs and the use of passive defense experts in designing, constructing and exploiting reservoirs is in the first and second priority. Considering the achievement of passive defense goals, if the design and implementation of underground reservoirs for oil storage, it can be said that the results of this research are practical and will be effective in the basement of oil reservoirs. Undoubtedly, the basement of the reservoirs requires similar software and other specialized studies. Hence, it is suggested to be studied more and more precisely in future research by researchers and researchers in the field of oil and gas and passive defense.

Fig.3. Prioritization strategies of the QSPM matrix

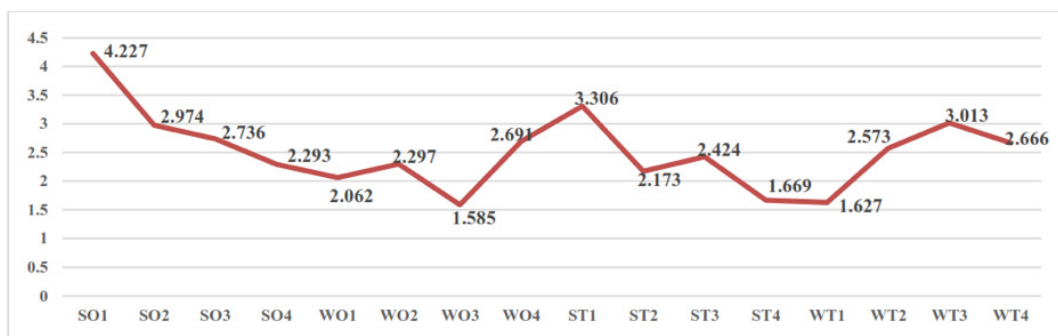


Fig.3. Prioritization strategies of the QSPM matrix



Fig.4. The charm of strategies based on IFE and EFE in the matrix

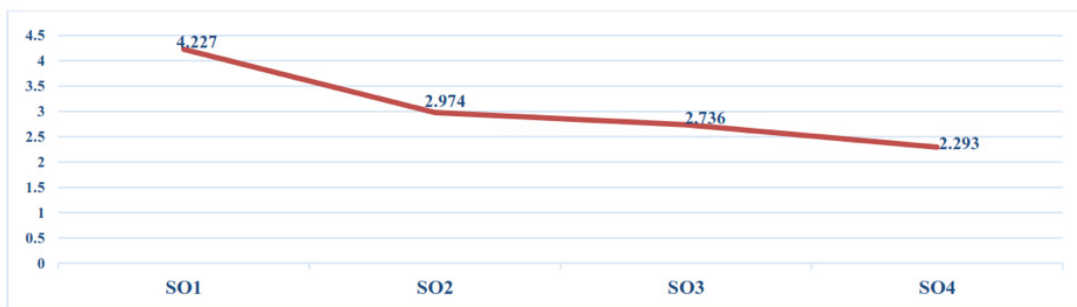


Fig.5. the results of prioritizing the aggressive strategies of the QSPM matrix

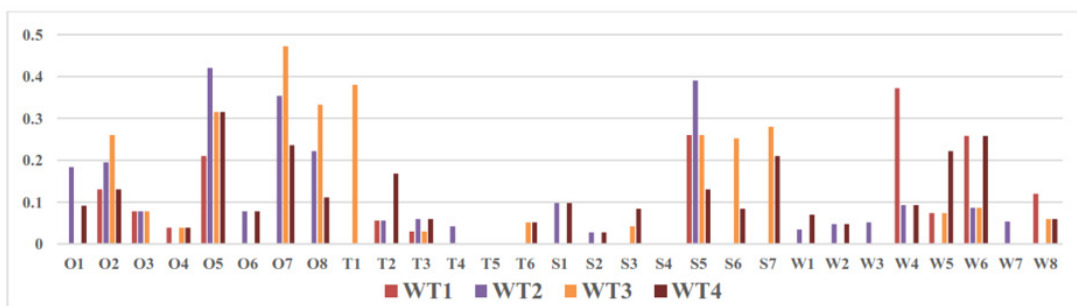


Fig.6. the attractiveness of defensive strategies based on the strategic factors affecting the underground oil tanks

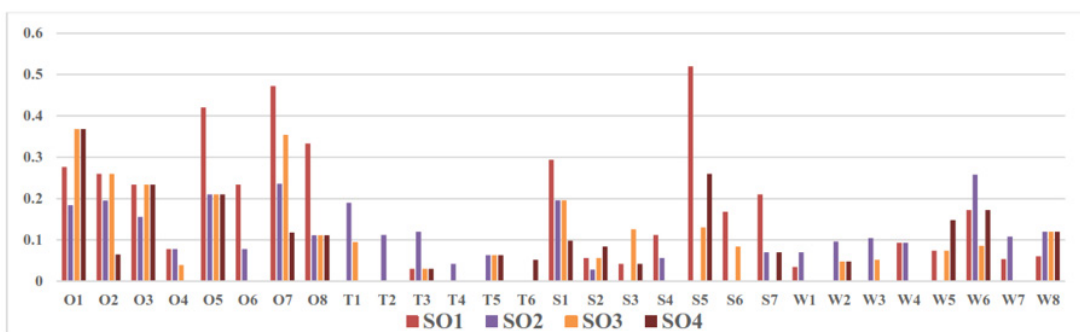


Fig.7. The attractiveness of aggressive strategies based on the strategic factors affecting the underground oil tanks

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Participative procedure: one of the types of conciliative procedures in civil procedure

Procedimiento participativo: uno de los tipos de procedimientos de conciliación en el procedimiento civil

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ABSTRACT

The article analysed the concept and objectives of a participatory procedure in civil proceedings; relevant conclusions were made to improve the civil procedural legislation of the Republic of Uzbekistan. From January 1, 2016, the courts of the Republic of Kazakhstan switched to a new format of work within the framework of the ongoing judicial reform. Amendments have been made to the legislation aimed at forming a corps of highly professional judges, modernising the legal system, adopted a new Civil Procedure Code. One of the short stories of the Civil Procedure Code is the possibility of conciliation procedures by lawyers.

Keywords: participatory procedure, dispute, civil procedure, statement, lawyers

RESUMEN

El artículo analizó el concepto y los objetivos de un procedimiento participativo en procedimientos civiles; Se hicieron conclusiones pertinentes para mejorar la legislación procesal civil de la República de Uzbekistán. Desde el 1 de enero de 2016, los tribunales de la República de Kazajstán cambiaron a un nuevo formato de trabajo en el marco de la reforma judicial en curso. Se han realizado enmiendas a la legislación destinada a formar un cuerpo de jueces altamente profesionales, modernizando el sistema legal, adoptaron un nuevo Código de Procedimiento Civil. Una de las historias cortas del Código de Procedimiento Civil es la posibilidad de procedimientos de conciliación por parte de abogados.

Palabras clave: procedimiento participativo, disputa, procedimiento civil, declaración, abogados.

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The term «participative» is translated from French as «participating, able to participate». «Participatory» means engaging in management, that is, directly participating in decision making, in analysing problems (Muzdybaeva, 2017).

In 2010 - 2011 in France, the last major reform of alternative dispute resolution was carried out, which resulted in, among other things, a new alternative dispute resolution method in the French legal system, such a participative procedure. Thus, today the following alternative ways of settling disputes are legally regulated and practised in France: negotiations (some French authors exclude negotiations from alternative procedures due to the fact that the latter is limited only to dispute resolution procedures involving a third independent person) (Jarrosson, 1997); mediation; Conciliation (conciliation); settlement agreement (in the French legal system, settlement is recognized as one of the alternative ways of settling disputes) (Boyer, 1997; Fricero, 2013; Jarrosson, 1997); expertise; arbitration (arbitration court) (in the French legal doctrine there is no consensus on the question of classifying arbitration as alternative dispute resolution. Several authors advocate the view that mediation should be considered an alternative dispute resolution method (Alpa, 1993; Cornu, 1997; Cadiet, 2011). Other lawyers insist that due to institutionalization, «jurisdictionalization» and «judicialization» of the arbitration procedure, today arbitration is more and more close to state justice, rather than to alternative dispute resolution methods (Oppetit, 1995; Oppetit, 1991; Jarrosson, 1997; Beyneix & Lemmet, 2012) and participatory procedure.

The basis for creating a participatory procedure in France was the positive experience of the use of the «collaborative law» in North America and «participatory justice» (justice participative) in Canada (G'sell, 2010; Guinchard, 2008). This alternative method of dispute resolution is legally enshrined in French law only since 2010. For the first time, a proposal to create such a way for settling disputes in France was made in the report of the commission led by Serge Ginshar (Guinchard, 2008). The proposal of the Ginshar Commission was to create a procedure in the French legal system that would facilitate the peaceful settlement of disputes by lawyers participating in the procedure, and if the dispute was not resolved, this procedure would involve a simplified transition to a trial and expedited consideration and resolution of the case.

The Code of Civil Procedure of France (from now on referred to as the Code of Civil Procedure) contains the following provisions relating to the use of this type of alternative dispute resolution:

- General rules (Articles 1542, 1543);
- the guiding principles and the procedure for conducting a participatory procedure for seeking the consent of the parties in the settlement of a dispute (the conventional procedure) (Articles 1544 - 1546);
- issues of attracting a specialist (expert) in the course of the parties participation in the procedure (Articles 1547 - 1554);
- The results of the parties conducting a participatory dispute settlement procedure (Art. 1555);
- the procedure of judicial approval of the agreement reached on the basis of the participatory procedure, which fully resolved the differences of the parties (Article 1557);
- the procedure for judicial approval of the agreement reached on the basis of the participatory procedure, which partially settled the differences of the parties and the procedure for judicial review and resolution of the dispute regarding unresolved disputes (Art. 1558 - 1564). Provisions governing the conditions, procedure and consequences of concluding an agreement on conducting a participatory procedure are contained in Art. 2062, 2068 of the Civil Code of France (hereinafter – the Civil Code).

When choosing a participatory procedure, parties whose dispute has not yet been submitted to the court or arbitration court (arbitration) enter into a participatory agreement, under which they undertake to work together in good faith and on the peaceful settlement of the dispute. To the form and content of the agreement under consideration, the legislator imposes special requirements enshrined in Art. 2063 of the Civil Code and Art. 1545 GIC FR.

Thus, the agreement should contain a condition on the duration of the participatory procedure, the subject of the dispute, documents and information necessary to resolve the dispute, and the procedure for their exchange. Some French authors see in the presence of these conditions guarantee the “integrity of the parties and the trusting nature of the discussions” (G'sell, 2010).

In addition, the agreement must necessarily include such information as the name, surname, address of the parties

and their lawyers. The participatory contract is concluded for a certain time period during which the parties are not allowed to go to court for a resolution of the dispute (art. 2062, 2065 of the Civil Code of the Federal Republic of Belarus). However, non-fulfillment of an agreement on the conduct of a participatory procedure by one of the parties gives the other party the right to apply to the court for resolution of the dispute before the expiration of the agreement.

A participatory procedure is possible for the settlement of disputes in the framework of public relations, allowing free disposal of the rights of the subjects of the relationship. However, it should be emphasized that the rules governing the holding of a participatory procedure in France expressly prohibit the use of this alternative dispute resolution method for settling labor disputes (article 2065 of the RF Civil Code), but allow for the conclusion of an agreement on a participatory procedure in order to reach a divorce agreement and the division of jointly acquired property (article 2067 of the Civil Code of the Federal Republic of Russia).

In accordance with the provisions of Art. 1543 Code of Civil Procedure, the participatory procedure consists of the convention procedure itself, aimed at reaching agreement by the parties on a possible dispute resolution option, and, if necessary, following a procedure of proceeding following the convention procedure, aimed at approving the dispute settlement agreement reached by the parties and (or) of the dispute or its part if the parties fail to reach an agreement on the basis of the participatory procedure (or reach an agreement on only STI dispute).

The essence of the participatory procedure is to negotiate the parties to resolve the dispute with the mandatory assistance of lawyers of each of the parties. In particular, the exchange of any documents between the parties is carried out only through their lawyers with the compilation of an inventory of the documents transmitted as they are transferred (Article 1545 of the Code of Civil Procedure of the Federal Republic of the Federal Republic of Belarus). Participatory procedure does not imply participation of a third independent, disinterested, impartial person in it.

However, the parties may provide for an appeal to a specialist (expert) in the course of the participation procedure in order to resolve the dispute. In this case, the specific specialist is determined by agreement of the parties, who also set the tasks of the involved specialist (art. 1547 GIC FR). The specialist must meet the requirements of independence and carry out his functions in good faith, quickly and impartially, in compliance with the principle of adversarial parties (Art. 1549 GIC FR).

If necessary, any third parties may take part in the activities carried out by the selected specialist, with the consent of the parties to the dispute and the specialist himself (Article 1552 of the Code of Civil Procedure of the Federal Republic of Russia). Upon completion of the implementation of a specialist of his activities, he shall provide the parties and third parties with his opinion in writing. At the request of the parties or third parties involved in the procedure, the specialist includes in his opinion their comments and demands and also indicates the results of the consideration of the latter. This written opinion of a specialist can later be used in court (Art. 1553, 1554 GIC FR).

The conventional procedure ends (Art. 1555 GIC FR):

- with the expiration of the procedure, established by agreement of the parties on the participation procedure;
- termination by the parties of an agreement to conduct a participatory procedure by drawing up an agreement on termination in writing;
- the parties reach an agreement to settle the dispute or draw up a protocol fixing the continued existence of the dispute or part of it.

In the event that the parties to the dispute reach an agreement on the settlement of the whole or part of the dispute, such an agreement shall be drawn up by the parties in writing with the assistance of the parties' advocates and include a detailed description of the circumstances that allowed the parties to reach an agreement.

After the completion of the conventional procedure, the parties (or one of the parties to the dispute) may apply to the court for approval of the agreement reached on the entire dispute in order to give the agreement executive force; or to approve an agreement on the settlement of a part of a dispute and to resolve a court of disputes in the remaining part not regulated by the parties; or for consideration and resolution of a dispute between the parties in the event that during the period of the participation agreement the parties failed to reach a mutually beneficial settlement of the dispute (Art. 2066 of the Civil Code of the Federal Republic of Belarus, 1556 of the Code of Civil Procedure of the Federal Republic of Russia). An agreement on holding a participatory procedure must be attached to the application of the parties to the court, otherwise the judge will refuse to accept such a statement.

The simplified nature of submitting a dispute to a court for resolution after a participatory procedure consists in the existence of a number of «preferential» conditions for the parties, in which a reduced set of legal facts is sufficient for a transition to legal proceedings of a dispute. For example, the parties are not required to go through a procedure of facilitation or mediation before submitting a dispute to a court in cases when these procedures are mandatory by virtue of the law (Art. 2066 of the Civil Code).

Also, French lawyers point out that, in the absence of an agreement by the parties on the basis of the participatory procedure, the convention stage of the latter can be viewed as preparation of a case for a civil trial in court, allowing later to speed up the consideration of the case by the court (Soraya, 2011).

It is presumed that the facilitated nature of submitting a dispute to a court of law guarantees the equal status of economically unequal subjects during negotiations during the conventional procedure, since the economically weaker party of negotiations, whose position is legally justified, is aware of his ability to win a case in court if the second party acts unfairly. of negotiations (G'sell, 2010).

According to the Code of Civil Procedure of the Republic of Kazakhstan, the parties have the right, prior to the removal of the court to the deliberation room according to the rules provided for by Article 179 of the Code of Civil Procedure of the Republic of Kazakhstan, to file a petition for settlement of the dispute in a participatory procedure.

Participatory procedure is carried out without the participation of a judge through negotiations between the parties with the assistance of the settlement of the dispute by lawyers of both parties. The exchange of documents between the parties is carried out by them, their attorneys without the participation of a third independent arbitrator. The parties propose options for resolving the dispute and submit to the court an agreement concluded in the manner of a participatory procedure, signed by the parties and attorneys. Simultaneous change of the subject or basis of the claim is not allowed. Facilitating the reconciliation of the parties in accordance with the Law of the Republic of Kazakhstan «On Advocacy» is the task of lawyers. Acting as a representative in court, a lawyer is competent to conduct conciliation procedures in accordance with procedural law.

It is assumed that if lawyers are successfully conducting a participatory procedure, professional representation at the trial stage in the court of first instance will be more often demanded by citizens.

In the courts of first or appeal instance for this reason, it is possible to postpone the case for ten days or to suspend the proceedings for the same period. In the court of cassation, such a petition may be filed with the simultaneous submission of an agreement concluded in the order of a participatory procedure, since the adjournment of the proceedings in the case or suspension of the proceedings is not provided for by the Code of Civil Procedure of the Republic of Kazakhstan.

According to the U.A. Suleymanova, if a lawyer conducts a conciliation procedure on the one hand, and a lawyer (and a representative) on the other hand, calling the agreement concluded in a participatory procedure, the agreement should be evaluated as a settlement agreement, since one party will not be represented by a lawyer. These circumstances will not be unconditional grounds for the cancellation of a court ruling in the courts of appeal or cassation, since the agreement was voluntarily signed by the parties and their representatives (Suleymanova, 2016).

The agreement concluded in the framework of the participatory procedure provides for the participation of not only the parties, but also lawyers, for this reason the agreement must also be signed by them.

The judge (composition of the court), in which the case is located, checks the content of the agreement on settlement of the dispute in the order of the participatory procedure and makes a decision on its approval and termination of the proceedings in accordance with Article 177 of the Code of Civil Procedure of the Republic of Kazakhstan.

The agreement on the settlement of the dispute in the order of a participatory procedure, the definition of approval of the agreement must comply with the requirements of Articles 176 and 177 of the Code of Civil Procedure of the Republic of Kazakhstan.

If the parties have not reached an agreement in the order of a participatory procedure or the terms of the agreement have not been approved by the court, the proceedings are conducted in a general manner.

The objectives of the participatory procedure are:

- achieving a mutually acceptable solution by the parties;

- prompt resolution of the dispute;
- the cessation of differences through mutual concessions, the avoidance of the material costs of the parties;
- reducing the level of conflict of the parties.

The main principles of the participatory procedure are:

- voluntary participation of the parties; equality of the parties in the settlement of a dispute through negotiations;
- the inadmissibility of intervention in the participatory procedure.

The condition for participation in the participatory procedure is the mutual voluntary will of the parties, expressed in a written statement of the party to the court in which the proceedings are a civil case. The parties to the participatory procedure are entitled to refuse to negotiate at any stage, notifying the court in writing. The parties are free to choose questions to discuss options for a mutually acceptable agreement.

The parties to the participatory procedure enjoy equal rights when choosing lawyers, their position in it, methods and means of protection, obtaining information, bear equal rights and duties. A lawyer conducts negotiations in the framework of a participatory procedure in the interests of his client and is independent of the parties, state bodies, other legal, official and natural persons.

If there are circumstances that prevent a lawyer from negotiating, he must notify his principal. Interference is not allowed in the activities of a lawyer during the negotiations as part of a participatory procedure. When conducting a participatory procedure, lawyers must:

- Comply with the Code of Professional Ethics of lawyers, provide advice to the parties on the settlement of the dispute;
- act only in the interests of the principal;
- explain to the parties the legal consequences of concluding an agreement, as well as their rights and obligations.

The parties within the framework of the participatory procedure are entitled to:

- choose their own lawyers to participate in it;
- refuse an attorney involved in the procedure; refuse to participate in it;
- to participate in the participation procedure personally or through representatives, at their own discretion, agree on the place, date, time of the participation procedure, in case of non-execution or improper execution of the agreement on settlement of the dispute in the procedure of participation in the procedure, apply to the court.

In the case of an agreement between the parties, it should be drawn up in the language in which civil proceedings are conducted. Upon termination of the participatory procedure conducted in the framework of civil proceedings, the parties are obliged to send to the court in charge of the civil case: a signed agreement on the settlement of a dispute or a written statement on the appointment of the day on the merits due to the impossibility of concluding an agreement.

Participatory procedure is terminated in the following cases:

- signing by the parties of an agreement on the settlement of a dispute;
- becoming a lawyer of circumstances precluding the possibility of resolving a dispute through negotiations in a participatory procedure;
- written refusal of the parties from the participatory procedure;
- the expiration of the participation procedure.

The agreement should reflect data on the parties to the participatory procedure, the subject of the dispute, the lawyers involved in the negotiations, as well as the terms of the agreement agreed by the parties, the methods and deadlines for their execution, the consequences of their non-performance or improper performance. The agreement on the settlement of the dispute is subject to execution by the parties of the participatory procedure voluntarily in the manner and within the time provided for by this agreement (Muzdybaeva, 2017).

In contrast to the procedural legislation of France in the legislation of the Republic of Kazakhstan, the execution of an agreement on the settlement of a dispute in a participatory procedure, approved by the court, is carried out according to the rules of enforcement of a settlement agreement under compulsory procedure established by Article 178 of the Code of Civil Procedure of the Republic of Kazakhstan.

Thus, the participatory procedure is an independent alternative method for settling disputes without the participation of a third independent, impartial person, consisting in the parties carrying out with the assistance of their lawyers and during a predetermined period of time negotiations aimed at the peaceful settlement of the dispute suggesting a facilitated transition to a trial of a dispute or a part of a dispute not settled by the parties.

Independent resolution of controversial issues that have been the subject of litigation through negotiations is becoming the most preferred way to resolve differences between the parties to the controversial relationship. The use of the institution of participatory procedure as an effective tool for resolving a dispute is dictated by the needs of judicial practice and society.

Compared to legal proceedings that end in a decision that may not satisfy one or both of the parties in a legal process, a participatory agreement implies a mutually beneficial compromise to which both parties voluntarily agree.

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Problems of transplantation of human organs and tissues: international standards and international experience

Problemas de trasplante de órganos y tejidos humanos: estándares internacionales y experiencia internacional

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ABSTRACT

This paper is dedicated to the issues of implementation to the national legislation of the Republic of Uzbekistan the norms of international legal standards that regulating transplantation of organs and tissues based on the study of positive international experience. At the same time, special attention is paid to the prevention of crime commercialization of human organs and tissues.

Keywords: transplantation of human organs and tissues, criminal commercialization

RESUMEN

Este artículo está dedicado a las cuestiones de aplicación a la legislación nacional de la República de Uzbekistán de las normas de las normas legales internacionales que regulan el trasplante de órganos y tejidos en base al estudio de la experiencia internacional positiva. Al mismo tiempo, se presta especial atención a la prevención de la comercialización delictiva de órganos y tejidos humanos.

Palabras clave: trasplante de órganos y tejidos humanos, comercialización criminal.

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Introduction

Transplantation of human organs and tissues is one of the greatest achievements of surgery and this is vital necessary to save the lives of many people. Our population access to foreign specialized medical clinics in order to conduct this expensive and sophisticated operation. Citizens of Uzbekistan very often travel to foreign clinics in order to save their lives through organ and tissue transplantation.

This causes great discomfort and is very expensive. Large sums of currency have to be left abroad. At the same time, our patients as foreigners often find themselves in a social and legal adverse situation.

At present, transplantology is developing rapidly, rather than the laws governing them. They do not meet modern requirements and create gaps in Uzbek legislation, which leads to a significant inhibition of the development of transplantology in Uzbekistan.

Therefore, in order to protect the rights of patients of the right to health, as well as for the purpose of economic benefits for the state budget, it is necessary to adopt the law “On transplantation of organs and tissues”, which will be developed in accordance with international standards and completely excluding commercialization.

Until 2017, the national legislation of the Republic of Uzbekistan prohibited the transplantation of human organs and tissues. But after signing the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No.UP-4947 “On the Action Strategy for the Five Priority Directions of the Development of the Republic of Uzbekistan in 2017–2021”, in Annex 8, the Parliament is tasked with drafting a law providing for permission to conduct organ transplants and human tissue.

The goal of research

The complex research the problems of transplantation of human organs and tissues, international standards and international experiences and to develop scientifically substantiated proposals for advancement and establishment of national medical law in these sphere by implementing international legal norms.

Research objectives

Is a system of international legal community relationships associated with the development of medical law in sphere of transplantation of human organs and tissues Republic of Uzbekistan through the implementation of international norms.

Methods

The methods of this research are a combination of the following scientific methods of cognition: the general-dialectical method of cognition, the methods of systematization, problem-oriented, comparative legal, special legal, historical and legal, formal legal analytical and scientific knowledge. The versatile and interdisciplinary nature of the subject and object of research has led to the use of the system, comparative analytical, logical and empirical methods.

Materials

Some problems of legal aspects of transplantation of organs and tissues was carried out in monograph of Stecenko and Pelagesha (2013); Harris (2002); Sgreccia and Tambone (2002); in monograph of Kapitonova, Romanovskaya, Romanovskaya and Romanovskiy (2016) and others. But in Uzbekistan the research materials in these sphere made only by Gafurova (2015) in monograph on theme: “Topical issues of ensuring the right to health in medical law”.

Results and discussion

Of course, there was an urgent need for the development and adoption of the law “On Transplantation of Organs and Tissues”, which will be developed in accordance with international standards and completely eliminates commercialization. But the absence of a single universal standard governing this surgical procedure causes certain difficulties in the development of this law. Such a law gives rise to certain contradictions between the right to health and the prevention of human trafficking and manifest a great risk of criminalization in the transfer of human organs. In addition, when performing this manipulation, a number of bioethical problems arise.

Today, the right to health is recognized by the international community as a major inherent right that belongs to everyone. It is enshrined in the very first international legal instruments and referred to a group of economic, social and cultural rights. When the world’s largest organizations have special units, whose duties include the legislative initiative, the development of international legal instruments to implement the right to health; oversee

the implementation of the provisions of the international instruments that perpetuate human rights and freedoms ratified by the states. The right to health is an integral part of the complex human rights recognized in virtually all countries, even in those where it is not formally recorded. In many countries, the right to health care has become part of domestic law, enshrined in the basic legal acts, provided ample opportunities for the realization of this right in accordance with internationally recognized standards. In Uzbekistan, many components of the right to health are also one of the inalienable constitutional rights, as guaranteed by the Basic Law (Art. 40) and are under the state protection. But some of the components of the right to health in the current legislation to date in implementing needed improvements and additions.

Transplantation of human organs and tissues is one of the pressing and outstanding problems of bioethics. Transplantation (from Latin *transplantare* – transfer) is a transfer of organs or tissues to the other body part of the same or of the other organism. There is no law on transplantation in our country for now and in our opinion such a law is currently necessary. First and foremost it is required to familiarize with international experience. So let's consider international legal regulation of transplantology issues. For example, according to the law of the Russian Federation "On transplantation of human organs and (or) tissues" on December 22, 1992, in the Russian Federation transplantation of organs and (or) tissues) from live donor or dead body may be carried out only, if other medical means cannot secure survival of patient (recipient) or his health resumption. Withdrawal of organs and (or) tissues from live donor is only allowed if there no material harm to his health shall be done according to medical opinion of council of physicians. Transplantation of organs and (or) tissues is admissible exclusively with consent of recipient". Human organs and (or) tissues may not be an object of sale. Purchase and sale of human organs and (or) tissues as well as advertising of such actions entail criminal liability according to the law of the Russian Federation. Withdrawal of organs and (or) tissues is not allowed from: a) donor under 18 years old (except for bone marrow transplantation) or a person rendered incapable in accordance with the applicable procedure; b) a person dependent on recipient due to his employment or otherwise. Operation of this law does not extend to organs, their parts and tissues relating to reproductive process of human being including reproductive organs (ovule, spermatic fluid, omophorion's, testes or embryos) as well as blood and its components (Large law dictionary, 2007).

It may seem that lawfulness of transfer of organs carried out for prolongation of life of patient otherwise doomed to death is taken for granted, but in the other hand in actual practice it is required to consider bioethical aspects of this problem more closely. One should not forget that in case of real benefit to patient to whom organ is being transferred, there is a high probability of causing harm to donor if he is still alive; besides when any organ is transferred for prolongation of life, by no means this prolonged life is always satisfactory by all parameters. Furthermore, in the process of surgical intervention when success is to be achieved by all means and in case of experimental nature of such intervention, patient appears to be organism under experiment exposed to trial of surgical methods.

J.S. Baumova notes that lately considerable attention has been paid in legal science to the concept somatic human rights (from the Greek. *Soma* – body) which are expressed in giving man has the full right to dispose of his body, including the right to euthanasia, change sex, sterilization, production of abortion, free use of drugs (alcohol, tobacco), even the right to trade with your body, which means legalization prostitution (Baumova, 2017). But on this occasion, from point of view S.I. Iventiev, in fact, despite the prohibitions of the international legal nature, World Health Organization directives and Russian legislation, the theory of somatic human rights authorizes trafficking in human organs and tissues (Iventev, 2012).

We completely agree with this position, since the legal regulation of the transplantation of human organs and tissues should masterfully prevent the most important problem – human trafficking. In our opinion, the confidentiality of information about his will on the donation of his organs and tissues and the ability to change it at any time should be an important guarantee to prevent the criminalization of transplantation of organs and tissues, as well as protect the somatic rights of a citizen.

According to E. Sgreccia and B. Tambone transfer of organs is lawful subject to fulfillment of the following conditions:

- a) In respect of the live donor no material or irreparable harm should be made to his life. This includes cases of transfer of one of paired organs (such as kidney) or of a part of organ (liver, lung), when donor usually can continue normal life and work appreciate to continuous improvement of methods. Correctness of position with regard to lawfulness of transfer of organs depends on achievements in this area and first of all concerns survival of donor;
- b) There should be a high probability of survival of patient-recipient: sacrificing of donator's organ should be proportional of real survival of patient who receives donator's organ.

In accordance with the principles which formed the basis at Convention on human rights are made its fundamental and constituent charter, the Council of Europe developed vigorous activity for cooperation between member states with regard to medical legislation. As for proclamation of general principles in European countries, first of all it is required to think of Social Charter of Europe, which in article 11 provides duty of the state to care for health of their citizens, as well as of European Code of Social Security, which guarantees taking measures of preventive, curative and rehabilitation nature (Sgreccia & Tambone, 2002).

In this context it is appropriate to mention again of the above Guiding principles, which formed the basis for legislation of Council of Europe applicable to blood transfusion (Reykjavik code of 1975), exchange of tissue cross-match tests (Agreement No 84 of 1974), problems relating to transplantation or withdrawal of human organs and tissues (Recommendation No 78/29, Recommendation No 79/5) aimed at promotion of cooperation and security in medical area and prevention of its commercialization.

In order to better provide legislative uniformity among different European countries the Recommendation No 29/79 approved by the Committee of Ministers of the Council of Europe on May 11, 1978, contains a number of regulations, definitions and wishes to member-states with respect to their national legislations.

Let's pay particular attention to the directions relating to consent to withdrawal of organs from live individuals and to definite sanctions in case of receipt of falsified death certificates with the view of early receipt of organs for transplantation. The same Recommendation contains an appeal to governments of various countries to provide for possibility of declaring by citizens in identification documents or driving licenses of willingness to provide their organs post mortem (implicit consent after death). Overall objective of the document consists in enabling member states to use "implicit consent" in cases when there is no express wish pro vita not to give organs of post mortem. This position was confirmed by the Conference of European Ministers of Health held in Paris on November 16-17 in 1987 (Bompiani & Sgreccia, 1989). Therefore a general tendency lies in considering a dead body as *communitatis* (public domain), however paying a tribute to religious convictions of liver if such convictions conflict with provision of organs post mortem.

Withdrawal of organs is prohibited in case of pronouncement of clinical death, provided that there is no nonreversible and final termination of cerebrum functions, however it is specified that it cannot be ruled out that at the same time functioning of definite organs may be supported artificially (Introna, Tantalo & Coifigli, 1992).

Articles 9 and 14 of the same Recommendation prescribe gratuitous provision of organs and tissues in the meantime recognizing reservation of rights both for reimbursement of expenses and for guarantees of social security in case of any harm to health will be caused by provision of organs. Other directions concern subsequent analyses, place and conditions of transplantation.

Recommendation No 79/5 deals with international guarantee and customs measures relating to prompt and privileged use of transport for conveyance of transplantation materials. These materials should be carried with European "label".

Based on these provisions supplemented by the Resolution of the European Parliament No 24/ 79 with regard to bank of organs, there were organized a data banks and associated international cooperation in the area of finding of organs which may be transferred, their typologization, air conveyance and if necessary transportation of bank blood and other substances required for transplantation.

Finally let's look to approval of Convention on bioethics of the Council of Europe (Committee of Ministers of Council of Europe, 1996). Although it does not examine the problem of provision of organs post mortem in detail, it confirms prohibition of trade in parts of human body.

Articles 13, 14, 15 of Ethical principles of European medicine approved by the International Conference of the Corporation of physicians of European Economic Community (EEC) on January 6, 1987, to the problem of transplantation are also dedicated. XXXIX assembly of World Medical Association (WMA) hold in October of 1987 had approved the Declaration on transplantation.

As is it obvious currently legal regulation of organ and tissue **transplantation** in international law also has rather ambiguous and delicate points. The procedure for transplantation of organs and tissues is governed by official documents of World Medical Association.

- The statement of WMA on trade in live organs (1985), which condemned purchase and sale of human organs for transplantation and called on governments of all countries to take measures to prevent this;
- WMA declaration on transplantation of organs (1987);

- “WMA resolution dedicated to issues of physicians’ behavior when carrying out transplantation of human organs (1994), which was adopted in connection with WMA concern with regard to increasing number of reports on participation of physicians in operations on transplantation of human organs withdrawn from bodies of prisoners, people sentenced to death, in case of euthanasia of human suffering from physical or physical deficiencies, poor people, kidnapped children” (Akopov & Maslov, 2002), and also stipulated in the Convention for the Protection of Human Rights and Fundamental Freedoms in view of application of achievements in biology and medicine: Convention on human rights and biomedicine (Oviedo, 1997), where the chapter 6 “Withdrawal of organs and tissues from live donors for transplantation purposes” is devoted to the problem of transplantation of human organs.

The article 58 of the above mentioned draft law of the Republic of Uzbekistan “On medical activity” dedicated to the aspects of transplantation of human organs – “Withdrawal of human organs and (or) tissues for transplantation” states: “It is permitted to withdraw of human organs and (or) tissues for transplantation in the manner prescribed by the laws of the Republic of Uzbekistan”.

At the same time it is required to remind that article 113 of the Criminal code of Republic of Uzbekistan “Withdrawal of human organs or tissues” provides it as follows: “Withdrawal of organs or tissues of decedent with a view of their transplantation, conservation for scientific or training purposes without intravital consent of decedent or without agreement with his close relatives is subject to punishment in the form of penalty from 25 to 50 minimum wages or deprivation of definite right for a term up to 5 years or corrective labor for a term up to 3 years”. The same acts performed

- a) Venally or from base motives;
- b) Repeatedly or by dangerous recidivist, are the subjects to punishment in the form of arrest up to 6 months or imprisonment from 3 to 5 years.

Also the article 97 “Intentional homicide” takes into account the following circumstance: “Intentional homicide is subject to penalty of confinement for a term from 10 to 15 years. Intentional homicide under aggravating circumstances, such as: ...) with a view to receive transplant or to use parts of dead body”, also the article 104 stipulates: “Intended bodily harm threatening life at the moment of causing or entailing loss of vision, speech, hearing or any of organs, or complete defunctionalization, mental disease or other impairment of health related to permanent loss of faculty above 33 % or termination of pregnancy, or lasting disfigurement of body is subject to penalty of confinement for a term from 3 to 5 years. Intentional grave bodily injury done: ...and) with a view to receive transplant is subject to penalty of confinement from 5 to 8 years” (Rustambaev, 2004). Therefore this discloses inconsistency of this article of draft law with the above articles of the Criminal code of the Republic of Uzbekistan, and respectively when passing this draft law the to the introduction of appropriate changes to the Criminal code of the Republic of Uzbekistan is required.

But nevertheless it is not a secret that transplantation for survival of many people is required. In our opinion it is advisable to permit transplantation of some organs (liver, kidney, lungs and some others) between relatives. Moreover the problem of commercial transplantation is the subject of consideration and discussion. From bioethical point of view commercialization of this type of medical services (sale of organs) is inadmissible and therefore sale of organs should be excluded as less as possible and such operation between relatives on a gratis basis should be carried out. In our view the example of the above Law of the Russian Federation “On transplantation of human organs and (or) tissues” of December, 22, 1992, also have some unethical aspects, for example, “... Withdrawal of organs and (or) tissues is not allowed from: a) donor under 18 years old (except for bone marrow transplantation) or a person rendered incapable in accordance with the applicable procedure; ...”. Use the organs of under-age incapable donor infringe a number of human rights, such as rights of the child; it trespasses against the principle of informed consent of patient and creates discrimination because of one’s health condition.

Conclusion

Thus, the development and transformation of legal regulation of transplantation will increase the number of saved lives of patients who were previously doomed to disability or death, therefore the main goal is to improve the mechanism of legal regulation of organ transplantation, to ensure the further development of transplantology in Uzbekistan, to improve the mechanism for implementing the norms of right to health in medical care and strengthening the guarantees of the constitutional rights of citizens.

With due regard for examples from world experience, the procedure for transplantation of organs and tissues governed by official documents of World Medical Association, the draft law “On transplantation of organs and tissues” being under consideration of the legislative house of Parliament of Uzbekistan with making some additions

it is required to pass. Having examined this draft law we have come to a conclusion that this draft law does not provides for the following crucial points:

- Prohibition of trade in organs and tissues (the organization of the market of donor organs is prohibited);
- Live donor has a right to provide paired organs and liver only;
- The confidentiality of information about his will on the donation of his organs and tissues and the ability to change it at any time
- In order to prevent criminal commercialization of transplantation of human organs and tissues, financing should be extended exclusively by the state.

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El tamaño de las sociedades amazónicas precolombinas

The size of precolombinic amazon societies

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RESUMEN

La crónica de Gaspar de Carvajal acerca de su travesía por el río Amazonas es la primera evidencia histórica de que estas poblaciones no eran, como comúnmente se cree, ni simples ni pequeñas, sino que eran capaces de albergar grandes poblaciones y complejas estructuras y sistemas sociales. A esto se añade los estudios eco-demográficos de Denevan acerca de la capacidad de carga de las tierras amazónicas y sus posibilidades de mantenimiento de poblaciones humanas de considerable tamaño; los estudios de restos arqueológicos en la Amazonía Occidental de Pärssinen y Siiriäinen que prueban que los restos ahí encontrados requirieron en primer lugar de una fuerza física masiva y de un nivel de organización socio-político bastante complejo. Se concluye que las sociedades amazónicas precolombinas no eran, como persiste en el imaginario común, pequeñas y “simples”, sino que además de poder albergar gran número de habitantes, podían establecerse como sociedades de gran complejidad, estructura y organización.

Palabras clave: sociedades amazónicas, crónicas, evidencia arqueológica, demografía.

ABSTRACT

The chronicle of Gaspar de Carvajal about his journey through the Amazon River is the first historical evidence that these populations were not, as it has become, neither simple nor small, but have also been taken into account. To this we must add Denevan's eco-demographic studies on the carrying capacity of the Amazonian lands and the possibilities of maintaining large-scale human populations; the studies of archaeological remains in the Western Amazon of Pärssinen and Siiriäinen that prove that the remains are in a place of massive physical force and a level of socio-political organization quite complex. It is concluded that the pre-Columbian Amazonian societies were not, as it persists in the common imaginary, small and simple, but also have the power to accommodate a large number of inhabitants, to establish as highly complex, structured and organized societies.

Keywords: amazon societies, chronicle, archaeological evidence, demography.

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Introducción

La Amazonía es un reino cargado de mitos, y no solo de los mitos que sus poblaciones han creado a manera de auto-conocimiento, sino de mitos creados desde la otredad, desde Occidente, a través de los cuales el conocimiento se ve envuelto en un manto de misterio, de misticismo o de conveniencia. Entre los tantos que existen, quizá el más extendido en el tiempo y espacio sea el del vacío poblacional, ese que dice que la selva amazónica es un lugar hostil a la presencia humana, que las sociedades amazónicas son, desde siempre, pequeños grupos de cazadores-recolectores primitivos, grupos místicos reducidos de organización simple. La función de este mito es múltiple, sirviendo para desnudar culturalmente un espacio natural de ambición económica, sirve también para silenciar los discursos de poblaciones invisibilizadas históricamente.

El presente artículo es un intento por contrarrestar dicho mito. Utilizando las evidencias arqueológicas, ecológicas, demográficas y las crónicas de la conquista, se concluye de forma preliminar que las sociedades amazónicas precolombinas pudieron albergar poblaciones extensas de organizaciones complejas, y que fue precisamente la relación ecológico-social-cultural la que permitió la existencia de asentamientos estables, trabajos de carácter comunal, la formación de redes de comunicación y sistemas de conocimiento y equilibrio ecológico-cultural.

1. La relación de Gaspar de Carvajal

Las primeras crónicas de viajeros europeos en la Amazonía dan cuenta de la presencia de poblaciones densas y sedentarias, con estratificación interna, excedentes alimenticios, manufactura, así como la presencia de jefes prestigiosos capaces de movilizar y agrupar gran cantidad de individuos, redes de integración para la guerra e intercambio regional (Gainette, 2016; Neves, 2007).

La relación de Gaspar de Carvajal (Carvajal, 2011), da cuenta de “muchas y muy grandes poblaciones y muy linda tierra y muy fructífera” (p.39), en las que encontraron abundante comida: papagayos en abundancia, carnes, pavas y pescados de muchas maneras, “muchas perdices, como de las de nuestra España, sino que son mayores, y muchas tortugas, que son tan grandes como adargas, y otros pescados”, manatí, y gatos y monos asados (p.22). Es importante resaltar los corrales de tortugas descritos en su relación, así como los albergues de agua encontrados en algunas zonas aluviales, así como la continua mención sobre la abundancia de alimento que hasta podía ser capaz de alimentar “1000 hombres por un año”. Así mismo, la mención del maíz y de yuca, y “mucho fruta de todos géneros” (p. 39), y de almacenes de alimento, bodegas de “vino”, ropa de algodón, armas (p. 49), “loza de diversas hechuras, así de tinajas como cántaros muy grandes de más de 25 arrobas, y otras vasijas pequeñas como platos, escudillas y candeleros, de esta loza de la mejor que se ha visto en el mundo” (p.40).

Es relevante también mencionar que los 57 hombres de la expedición fueron alimentados durante más de 20 días en los señoríos de Aparia, llevándose además alimento en abundancia para su viaje. Posteriormente, fueron alimentados durante 35 días en otro señorío, que así mismo les brindó alimento almacenado para su viaje.

Así mismo, Carvajal da cuenta de los señoríos de Irrimorrani; Aparia, cuya población duró “más de 80 leguas” (p.88); provincias de Machiparo, “que es muy gran señor y de mucha gente, y confina con otro señor tan grande llamado Omaga, y con amigos que se juntan para dar guerra a otros señores que están la tierra adentro” (p.29), cuya población juntan de pelea 55 mil hombres de edad de 30 años hasta 70 (p.29) y que duró más de 80 leguas; Oniguayal, “pueblo de manera de guarnición” (p.38) con mucha gente guerrera; Omagua, de más de cien leguas; Paguana, de apenas dos leguas, pero del que “iban muchos caminos la tierra adentro, porque el señor no reside sobre el río” (p.41); por último, los señoríos de

Arripuna, Tinamostón y Nurandaluguaburabara.

Es interesante notar la mención que hace de que en algunos poblados había “camino que entraban la tierra adentro muy reales” (p.39), que suponen una movilidad de las sociedades para la obtención de recursos acuáticos o en estaciones de inundación, así como la presencia de hechiceros, “todos encalados y las bocas llenas de ceniza que echaban al aire, en las manos unos hisopos con los cuales andaban echando agua por el río” (p.36), que sugiere una división del trabajo bastante compleja en sociedades que se consideran igualitarias, pues se entiende ya que existe un tipo de conocimiento exclusivo de una minoría, capaz entonces de controlar y dirigir las acciones y planes del grupo.

2. La evidencia ecológico-demográfica

En un estudio sobre la población aborígen amazónica en 1492, Denevan (1980) propone la existencia de poblaciones densas a nivel local, capaces de producir excedente económico y sustentar clases sociales y especialistas, y alega que la carencia de proteínas no es justificación para reducir las posibilidades de poblaciones extensas, pues fuentes proteícas como pescados, huevos, aves, insectos y animales salvajes abundan en la Amazonía.

A partir de un análisis ecológico y demográfico de la Amazonía occidental, Denevan diferencia los habitantes importantes de la región entre Várzea, Costa, Sabana baja, Bosque alto, Sabana alta, Bosque bajo, de donde deduce que las sociedades más desarrolladas debieron asentarse en las zonas de várzea, ricas en proteínas acuática y que asimismo se constituían como zonas estratégicas para la captura de recursos alimenticios animales y vegetales, además de presentar características favorables para el cultivo por ser zonas irrigables en temporadas de inundación, lo que les deja una capa de nutrientes. En este sentido, propone una jerarquía de disponibilidad de recursos (flora, fauna, tierras cultivables), que va desde la várzea, sabanas bajas y costas, bosques altos y bajo, y por último las sabanas altas, cada una con un correlato en las poblaciones habitantes, en su organización, patrones de asentamiento y movilidad, a partir de lo cual propone un conjunto de densidades poblacionales por hábitat para la población aborígen en 1492, extrayendo también fuentes históricas, y comparando los datos de Steward.

Zona	Densidad poblacional
Várzea	14.6 por km ²
Costas brasileras	9.5 por km ²
Sabana baja	1.3 – 2.0 por km ²
Bosque alto	0.5-1.2 por km ²
Sabana alta	0.5 por km ²
Bosque bajo	0.2 – 1.8 por km ²
No habitable	0.1 por km ²

Tabla 1: Elaboración propia

Lo que en conjunto supone una “población aborígen total de 1,211,000 en un área de 1,472,800 kilómetros cuadrados comprendidos en el Este de Perú y el Noroeste de Bolivia” (Denevan, 1980: 27).

Por su parte, Arellano (2014) propone una densidad poblacional prehispánica de la Amazonía del norte de Ecuador, a partir del rango calculado de 80 a 300 individuos por aldea, y desde los restos arqueológicos de dos tradiciones cerámicas: la polícroma y la corrugada-falsocorrugada.

En el territorio de la tradición polícroma que tiene una superficie aproximada de 4400 km² se tienen registrados 62 sitios, de acuerdo a los parámetros

mencionados para las aldeas amazónicas, habría existido una densidad de 1.47 a 4.23 personas/km² (4960 a 18 600 personas).

Para la tradición corrugada-falsocorrugada podemos realizar el cálculo tomando en cuenta las regiones interfluviales. En la región San Miguel-Aguarico sería de 0.59 a 2.23 personas/km², en la región Aguarico-Napo entre 0.73 a 2.11 personas/km² y finalmente al sur del Napo hasta el curso del Río Dícaro entre 0.53 a 1.98 personas/km² (Arellano, 2014: 274).

Lo que le da una densidad total de 1.71 personas/km² para la selva baja de la Amazonía del Ecuador antes de 1540. En la actualidad se sugiere que aproximadamente el 11.8% de los 3'303.000 km² de la región amazónica han sido profundamente afectados por los humanos, otros sugieren un 40%.

De las crónicas europeas acerca de la Amazonía, Pärssinen y Siiriäinen (2003) extraen que “(1) que los márgenes de los ríos, así como las islas fluviales, estuvieron muy poblados; y, (2) que grandes áreas formaron señoríos e incluso reinos, con líderes de pueblos y señoríos superiores” (Pärssinen y Siiriäinen, 2003: 29), aunque hacen notar que esta información se basa únicamente en las poblaciones de las rutas fluviales, ignorando las capacidades poblaciones de tierra adentro, o *terra firme*, como las sabanas fluviales y várzeas. Gainette resalta la importancia de la várzea en el crecimiento poblacional en zonas ribereñas dado su potencial en recursos faunísticos y agrícola, lo que pudo llevar a conflictos por el control de recursos, y posteriormente, a la formación de cacicazgos y señoríos (Gainette: 2016). Autores citados por Gainette, como Chagnon y Hames, da un papel central a la várzea como escenario de “asentamientos más permanentes y con mayor densidad de población, como resultado de la gran concentración de recursos que tendrían acceso”, recursos que probablemente han sido ajustados en un equilibrado consumo humano/regeneración ambiental, a través de diferentes mecanismos, como los tabúes alimenticios, y que además pueden haber tenido un componente político para su acceso, a través de alianzas comerciales y matrimoniales, o el control estratégico de las zonas, generando así tributarios marginales. Esta hipótesis puede así mismo basarse en las descripciones de Carvajal, de encontrar pueblos vacíos en las rutas fluviales, y la descripción que hace de los caminos que llevaban tierra adentro. Así mismo, la presencia y cultivo del maíz, “paso dado por los pueblos de las tierras bajas de Amazonía y del Orinoco medio” (Gainette, 2016: 146) habría dado lugar a las grandes cacicazgos.

Más que intentar enfatizar en el predominio de algún recurso, como se hizo en los debates sobre el tema (Caneiro y los recursos hídricos; Roosevelt y el maíz, Lathrap y las proteínas animales, entre otros), el que todos estos recursos coexistan en muchos sectores de la Amazonía da cuenta de un potencial alimenticio bastante amplio. De otro lado, los registros históricos muestran formas de domesticación o control de recursos bastante sencillas, como los corrales de tortugas, y otras más especializadas, como la presencia de terra preta en amplias zonas del occidente amazónico, lo que debe ser tenido en cuenta como una amplia gama de intervenciones humanas en el manejo de recursos para su sustento.

Por otro lado, las consideraciones también se hacen respecto a la terra firme, menos rica en recursos, pero capaz así mismo de sostener una capacidad poblacional relativamente alta. “Arvelo-Jiménez y Blord (1994) creen que los grandes cacicazgos no se limitan a la várzea, sino que además fueron desarrollados en tierra firme y que el poder político y económico, en lugar de productividad, eran garantía de su mantenimiento” (Gainette, 2016: 146). Igualmente puede ser citado Carvajal, y las referencias que oye acerca de que muchos de los señores mencionados en su relación no vivían en las rutas fluviales, sino tierra adentro, lo que en cierto modo supone una contradicción entre la ubicación del poder político y la concentración de los recursos. Esto puede explicarse por extensiones de control netamente

político para la conformación de los señoríos mencionados, además de tener un componente ecológico: el alto riesgo que supone la várzea debido a su inundación estacional, “que imposibilita el cultivo agrícola perenne durante todo el año, y a la existencia de grandes inundaciones que cubren hasta los lugares más altos (ídem). De aquí entonces el sentido de la ocupación política desentendida hasta cierto punto de la zona de mayor productividad a partir de consideraciones aparentemente secundarias, pero que son coherentes para la conformación de redes económicas periféricas concentradas políticamente en la “zona segura”. Denevan (1996) sugirió un modelo de:

...complementariedad entre la várzea y la tierra firme, la primera proporcionaría un sustrato ideal para la siembra de yuca y maíz, además de acceso a los recursos pesqueros. Por otro lado el almacenamiento de alimentos en los cacicazgos podrían garantizar el suministro de alimentos a grandes poblaciones durante periodos de inundación gracias a recursos provenientes de tierra firme (p. 147).

Los restos más conocidos y visibles de la ocupación prehistórica de la Amazonía es la tierra negra, constituida por suelos antropogénicos que identifican los sitios de ocupación humana, que hoy en día son muy fértiles. Los hallazgos de la *terra preta* han sido importantes, pues supone que (1) o los grupos humanos tuvieron la capacidad de domesticar el ambiente amazónico, (2) o los grupos humanos eran de densidades considerables cuya acción generara estos suelos, ricos en contenido de fósforo y de materia orgánica (Mora: 2003). Según Pärssinen y Siiriäinen, estas tierras “reciben depósitos de limo muy rico en nutrientes, gracias a la inundación anual” (ibídem: 30), lo que provee un vasto potencial agrícola y faunístico, capaz de sustentar bastas poblaciones durante periodos relativamente largos, condiciones para sustento de tribus grandes y poderosas, así como sociedades complejas y sedentarias, como señoríos. Por otro lado, en las zonas de *terra firme*, aparentemente más adverso, se comprueba el cultivo de mandioca, ya que “no requiere de un suelo rico en nutrientes, e incluso el maíz y el maní pueden ser cultivados por periodos más largos, mediante el empleo –durante la siembra- de abonos u otra materia orgánica fertilizante, e.g. cabezas de pescado” y “la rotación de cultivos pudo haber sido acelerada gracias al uso de plantas rica en nitrógeno, e.g. la maca o macuna” (Pärssinen & Siiriäinen, 2003: 31).

Así mismo, la presencia de tierra negra (*terra preta*, que según Pärssinen y Siiriäinen cubre hasta el 10% de tierra firme amazónica) aunque se da en forma de retazos [de una hectárea o hasta en varios kilómetros cuadrado], se postula que es el resultado de una ocupación humana intensiva, ligada a demás a evidencia arqueológica de cerámica, que hace suponer la formación de asentamientos amplios y de larga duración, en zonas de várzea como en zonas de tierra firme. De aquí que una capacidad de mejorar ambiente sea reconocida en las poblaciones aborígenes precolombinas, capacidad que se traduce en la posibilidad de sustentar poblaciones grandes. Otra fuente considerable de recursos fueron las “islas de recursos” y los terraplenes artificiales.

3. La evidencia arqueológica de la Amazonía boliviana

En los Llanos de Mojós, en la Amazonia boliviana Erickson (2000) registró un conjunto complejo de terraplenes y zanjas de decenas de kilómetros de extensión, de un promedio de 0.5 a 1.5 metros de altura y de 4 a 6 metros de ancho, lo que debió implicar un nivel de planificación, a pesar de sus sencillos métodos de construcción, “cuya uniformidad y relleno homogéneo” sugiere que fueron construidos de una sola vez (Erickson, 2000: 34), y sobre

todo “un movimiento de tierra considerable para construir terraplenes bien definidos y muy visibles, que varían en tamaño y complejidad desde los más simples hasta los verdaderamente monumentales” (ibídem: 18), y supone la existencia de un “sistema de transporte excepcional para el tráfico a pie y en canoa a través de los bosques de la región, las sabanas (pampas) inundadas durante la temporada de lluvias y los pantanos” (ídem) que además incluyen “camellones de cultivo, canales, pozos para almacenamiento de agua, diques, y montículos artificiales de ocupación”, sistema que presume la presencia de poblaciones densas y de organización compleja capaz de movilizar mano de obra.

A partir de un experimento, Erickson (2000) concluye que de un cálculo de 0.5 metros cúbicos de tierra movida por hora por persona, “serían necesarias 6000 horas/persona o 1200 días/persona (trabajando 5 horas al día) para construir un terraplén de un kilómetro de largo, 3 metros de ancho y 1 metro de altura. Entonces, un grupo de trabajo de 30 personas podría terminar el trabajo en 40 días” (p.34). Ligados a estas construcciones se hallaron registros de cultivo de maíz, yuca brava, algodón y fruta, lo que sugiere la existencia de poblaciones estables, sedentarias y posiblemente con diferenciación laboral, dentro de una organización compleja, capaz de planificación en ingeniería hidráulica y movilización de la fuerza laboral. Asimismo Erickson sugiere que este tipo de construcciones están por lo general ligadas a formaciones socio-políticas complejas, como cacicazgos, concluye que la “organización laboral y las técnicas de ingeniería para construir terraplenes no estaban más allá de la capacidad de grupos comunitarios pequeños” (p.37).

Por otro lado, Erickson (2000) señala que a partir de los reportes históricos en los Llanos de Mojos sobre grandes grupos socio-políticos y liderazgos institucionalizados (señoríos, cacicazgos), la presencia de los sistemas de terraplenes y zanjas pueden haber jugado un papel significativo en su formación y mantenimiento (p.37).

La propuesta de Erickson sobre el uso de los terraplenes y zanjas postula que pudieron servir para: 1) el “transporte de gente y mercancías”, como parte de un sistema de comercio e intercambios, 2) el “mantenimiento óptimo de niveles de agua para el tráfico de canoas y el funcionamiento de los camellones de cultivo” durante las temporadas de inundación y desborde de ríos, que mantenía las condiciones óptimas (ni anegado ni seco) para el cultivo y que implica un amplio conocimiento del ambiente, ingeniería hidráulica, así como una compleja organización política en el ámbito productivo, 3) el “estímulo para la reproducción de los recursos de los pantanos”, que sugiere un equilibrio entre la actividad productiva y extractiva de los grupos humanos y la capacidad regenerativa del ecosistema, así como para la concentración de recursos favorables al consumo humano, generando banco de peces y puntos estratégicos para la caza, 4) la “definición de linderos entre los grupos, sociales que construían y cultivaban los camellones de cultivo”, 5) el “hacer alarde de la capacidad productiva de una comunidad o del sistema de gobierno local, mediante el despliegue ostentoso de la labor invertida en los movimientos de tierra”, y 6) el “servir como alineaciones sagradas para propósitos de astronomía, calendario y ritual religioso” (p.23), estos tres últimos relacionados con la organización política y el manto ideológico que lo sustenta o recubre, ligado a una suerte de jerarquía en las capacidades de aquella organización para movilizar los recursos en su favor.

Las excavaciones de Pärssinen y Siiriäinen en la región de Acre, en Brasil son importante, allí hallaron un conjunto de asentamientos de diseño geométrico: uno en forma circular de aprox. 100 m de diámetro; otro, de estructura concéntrica; otro cuadrangular con esquinas redondeadas, dentro de un anillo de aprox. 180 m de diámetro. “Se han encontrado más de 60 estructuras geométricas en un área que se concentraba en la *terra firme* ubicada entre los ríos Acre y Iquiri (por el norte), y entre los ríos Acre y Chipamanu (por el sur)” (Pärssinen & Siiriäinen: 2003, p. 48).

Las zonas exvacadas en Granja del Sr. Jacó Sá (noroeste de la carretera Río Branco –Boca Acre), Fazenda Colorada, Granja Severino Calanza da Silva, Fazenda Baixa Verde, muestra un

complejo sistema de terraplenes y zanjas, ligados a otros restos cerámicos y tiestos. Aunque no se halló evidencia alguna de terra preta, para los autores “las estructuras zanjadas circulares, elípticas y semicirculares, fueron interpretadas generalmente como asentamientos fortificados” (p.60), posiblemente similares a los descritos por los cronistas europeos (“Este pueblo estaba en una loma, apartado del río como en frontera de otras gentes que les daban guerra, *porque estaba fortificado de una muralla de maderos gruesos*, y al tiempo que mis compañeros subieron a este pueblo para tomar comida, los indios lo quisieron defender y resistir, y se hicieron fuertes dentro de aquella cerca, la cual tenía no más que una puerta”, Carvajal, 2011: 43), lo que hace suponer su aparición como una respuesta a crecientes conflictos, tomándose en cuenta que las dataciones hechas coinciden con el periodo de expansión de los Tupi-Guaraní, a lo que se añaden factores ideológicos, ambientales, demográficos y migratorios.

La presencia de las zanjas es presentada como posibles depósitos de agua, así como criaderos de moluscos y tortugas, suposición basada también en las observaciones de los cronistas europeos, y de cuya cantidad y calidad se sorprende Carvajal.

Por otro lado, en la zona de Alto Madeira, Neves (2007) da cuenta de la existencia de depósitos de terra preta de hasta 2 m de profundidad, asociados a grandes cantidades de tiestos de cerámica. Así mismo, la presencia de montículos artificiales de hasta 3 metros de alto y 20 m de longitud, elementos que suponen una gran movilización de mano de obra para su construcción y mantenimiento, así como un sistemas regionales de integración a través de redes de intercambio comercial y exogámico, factores que “no permitieron el surgimiento de jerarquías regionales permanentes o estables” (Neves, 2007: 130).

De forma similar, Gomes (2007) cuestiona la idea de centralización política y la unificación regional, así como la existencia de una definición clara de las fronteras culturales. La difícil comprobación de sistemas intensivos de producción agrícola ha debilitado esta idea y se aboga entonces por redes de interacciones locales y regionales que habrían dificultado, sino rechazado, la concentración política, al igual que Neves (2007).

“Entre los siglos 11 y 13, las formaciones sociales autónomas coexisten en el mismo espacio regional con jerarquía de las sociedades, lo cual sugiere un contexto socialmente heterogéneos, incompatible con la idea de la dominación cultural y centralización política” (Gomes, 2007: 215). Por otro lado, datos del sitio de Aldeia, en la zona central de Santarém, indica la existencia de una jerarquía local con posibles diferencias sociales en los patrones de asentamiento entre los siglos XIII y XV. La ignorancia de la relación entre jefaturas y chamanismo ha llevado a un sesgo sobre los mismos. Ya Carvajal hacía mención de la presencia de “hechiceros” en sus relaciones de viaje, lo que supone, más allá de un sistema político, un sistema ideológico y cosmológico relacionado con la detención del poder. Siguiendo a Gomes, las cerámicas de Santarém son representativas de una composición simbólica entorno al chamanismo que podría tener un correlato en la organización política de los grupos amazónicos prehispánicos. “Mientras la política de centralización y la agricultura intensiva no parecen ser confirmados en el registro arqueológico, las indicaciones de la jerarquía social surgen en dos tipos de pruebas independientes, tanto en el análisis de la iconografía y en las diferencias en los patrones de asentamiento de los sitios ubicados en la actual ciudad de Santarém” (p.217), lo que da pie a pensar que el control político de los señoríos no debió fundamentarse necesariamente en una perspectiva económico-productiva, o de capacidades de acceso a recursos, sino a partir de una composición cosmológica-ideológica capaz de movilizar y controlar poblaciones en una amplia red de alianzas, sometimientos e intercambios.

4. Conclusión

A modo de conclusión, se puede decir que el tamaño de las sociedades amazónicas precolombinas es variable, desde grupos de densidades bajas con alta movilidad en las partes

altas, hasta grupos extensos de asentamiento sedentario tipo urbano en las zonas de rutas fluviales y várzeas. Así mismo, la existencia de señoríos, aunque difícil de comprobar de forma material, puede percibirse en las complejas construcciones que requerían movilización de mano de obra, en los amplios sistemas de caminos y terraplenes, así como en la presencia de “hechiceros” sugeridos en las crónicas y las representaciones iconográficas de Santarém que sugieren un correlato entre organización política y cosmología. De otro lado, las sugerencias de la relación de Carvajal son importantes en tanto brindan datos interesantes, como los criaderos de tortugas y la abundancia de comida, poblaciones de más de cien leguas de distancia, poblaciones guerreras y existencia de fortificaciones de madera, lo que da a suponer una constante movilización guerrera de la región; así como los caminos tierra adentro y la mención de los señoríos de gran circunscripción.

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Readiness of primary school science and mathematics teachers in implementation of dual language program (DLP)

Preparación de los maestros de ciencias y matemáticas de la escuela primaria en la implementación del programa de lenguaje dual (DLP)

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ABSTRACT

This research was conducted to determine the readiness of science and mathematics teachers in implementing DLP (Dual Language Program) in primary schools. This quantitative research using questionnaires forms. A total of 100 samples consisted of science and mathematics teachers who were randomly selected from primary school district of Batang Padang. Descriptively, the data were analyzed using frequency distribution, percentage, mean and standard deviation. The findings show that the level of readiness of science and mathematic teachers in terms of knowledge is high while the level of implementation and the interest of teacher's towards the implementation of DLP is moderate. Inferential analysis based on the correlation analysis that has been conducted also shows that there is no significant relationship between the level of teachers readiness and experience teaching of science and mathematics in primary schools for implementing DLP. In summary, science and mathematics teachers are generally willing to implement DLP where their knowledge of DLP is high, but their skill and interest are still moderate, and it has no relation with teacher's teaching experience. All parties should play a role to help science and mathematics teachers so that their skill and interest in DLP can be improved in an effort to ensure that the implementation of DLP more successful in the future.

Keywords: Readiness, Dual Language Programme (DLP), Science Teachers, Mathematics Teachers

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RESUMEN

Esta investigación se realizó para determinar la preparación de los maestros de ciencias y matemáticas en la implementación de DLP (Programa de lenguaje dual) en las escuelas primarias. Se forma esta investigación cuantitativa mediante cuestionarios. Un total de 100 muestras consistieron de maestros de ciencias y matemáticas que fueron seleccionados al azar del distrito escolar primario de Batang Padang. Descriptivamente, los datos se analizaron mediante distribución de frecuencia, porcentaje, media y desviación estándar. Los hallazgos muestran que el nivel de preparación de los maestros de ciencias y matemáticas en términos de conocimiento es alto, mientras que el nivel de implementación y el interés de los maestros hacia la implementación de DLP es moderado. El análisis inferencial basado en el análisis de correlación realizado también muestra que no existe una relación significativa entre el nivel de preparación de los maestros y la experiencia en la enseñanza de la ciencia y las matemáticas en las escuelas primarias para la implementación del DLP. En resumen, los maestros de ciencias y matemáticas generalmente están dispuestos a implementar DLP donde su conocimiento de DLP es alto, pero su habilidad e interés son aún moderados, y no tiene relación con la experiencia docente del docente. Todas las partes deben desempeñar un papel para ayudar a los maestros de ciencias y matemáticas para que su habilidad e interés en DLP puedan mejorarse en un esfuerzo por garantizar que la implementación de DLP sea más exitosa en el futuro.

Palabras clave: Preparación, Programa de lenguaje dual (DLP), Profesores de ciencias, Profesores de matemáticas

1. INTRODUCTION

Dual Language Program (DLP) is a program introduced under the Enhancement of Bahasa Malaysia Empowerment English Language (MBMMBI) policy which has been approved at the National Economic Council Meeting Bill. 21/2015 on October 13, 2015 and announced by 6th Prime Minister of Malaysia in 2016 budget presentation on October 23, 2015 which gives the choice of schools that meet the criteria for conducting teaching and learning sessions in full English other than Bahasa Malaysia for Mathematics, Science, Information and Communication Technology, and Design and Technology (JPN Selangor, 2015).

The implementation of DLP aims to support the English language proficiency of students through increasing the time of exposure to the English language indirectly in Teaching and Learning subjects in line with the Malaysian Education Development Plan (PPPM) 2013-2025 to produce students with bilingual skill, (Utusan Malaysia, 11 January 2016).

Objective of this program is to provide opportunities for students to improve access and exploration of various knowledge to compete globally as well as enhance student marketability in the workplace. This program can help and attract students who wish to continue their studies in the field of Science, Technology, Engineering and Mathematics (STEM) at the tertiary level, (JPN Melaka, 2015).

In line with the aspirations of PPPM for student to mastering bilingual skills, DLP provides an opportunity for students to adopt the English language through Mathematics, Science, Information and Communication Technology, and Design and Technology. DLP allows Malaysians society to improve access for the exploration of various knowledge to compete globally, (JPN Selangor, 2015).

Schools are striving to make choices based on the criteria outlined. Schools can submit an application to PPD and JPN. The implementation of DLP is subject to Ministry's approval based on school readiness, (JPN Selangor, 2015).

2. PROBLEM STATEMENT

The main input of effective learning depends on the teacher's presentation and communication in the classroom (Chew Fong Peng, 2008). If teachers are not able to communicate effectively, then situations that make the students passive during the teaching and learning process, always worried, unsure and

unmotivated (Norashid & Hamzah (2014). Therefore, studies on teacher readiness should be conducted to identify the level of their readiness to carry out the teaching and learning process of science subjects in DLP.

The main problem faced by teachers are not able to mastered English language with well in their teaching (Utusan Online, 11 Julai 2009). Teachers should have fully adequate skill and self-confidence for implement this DLP program. Exposure about subjects to be taught using English language still insufficient for some science teachers. The use of English language in science subjects also worried for result in misinterpretation of meanings and terms when level of teacher's English language are shallow (Seth & Umi Mardhiah, 2008). When teachers wrongly use language or terms, this will cause problems for effectiveness of teaching and learning. Therefore, it is important for teachers to improve their knowledge and skill for build confidence to presenting the teaching of science and mathematics effectively.

Furthermore, teachers are not given training to teach science and mathematics in DLP for 2016 as selected schools because the schools are ready for pilot test. ELTC will help with training programs to increase English language proficiency among teachers which follow DLP in 2017 and the following year (JPN Selangor, 2015).

Therefore, this research aimed to review the readiness of teachers to teach science and mathematics in English language for this DLP program. This research focuses on level of knowledge subject content and science and mathematical terms as well as the English language proficiency of teachers.

3. RESEARCH OBJECTIVE

The objectives of this research are as follows:

1. Identify the level of readiness of science and mathematics teachers in terms of skill towards DLP.
2. Identify the level of readiness of science and mathematics teachers in terms of knowledge towards DLP.
3. Identify the level of readiness of science and mathematics teachers in terms of interest towards DLP.
4. Identify whether there is a significant relationship between the readiness of science and mathematics teachers in terms of skill, knowledge and interest with the teaching experience of primary science and mathematics subject in implementing DLP.

4. RESEARCH HYPOTHESIS

H1: There is no significant relationship between the readiness of science and mathematics teachers in terms of skill with teaching experience at primary school in implementing DLP.

H2: There is no significant relationship between the readiness of science and mathematics teachers in terms of knowledge with teaching experience at primary school in implementing DLP.

H3: There is no significant relationship between the readiness of science and mathematics teachers in terms of interest with teaching experience at primary school in implementing DLP.

5. CONCEPTUAL FRAMEWORK

This study uses a theoretical framework model reflective Wallace (1991) state that teachers usually have existing knowledge and experience related to the job. When joining professionals training, teachers will relate received knowledge with knowledge through experiential knowledge which are two important sources of knowledge in professional training. Both sources of knowledge according to Wallace interconnected with one another to enable teachers to be more ready to carry out their professional duties.

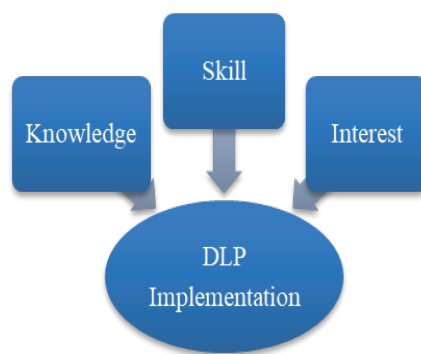


Figure 1. Conceptual Framework

6. RESEARCH METHODOLOGY

This quantitative research using a survey method which the questionnaire instrument used to know the the level of readiness science and mathematics teachers in implementing DLP. The questionnaire using Likert scale of 1 to 5 is the result of modifications Norisah (2016) and Norazilawati (2016) instruments and improvement of the researcher based on the objectives to be achieved. A total of 100 science and mathematics teachers from Batang Padang district, Perak were randomly selected as a sample of the study. A pilot study was conducted to obtain the reliability of the instrument to describe the consistency index of each item. The value of alpha cronbach coefficient for the reliability of this research instrument is 0.91. These value meets the high standards and makes the instrument can be used for the actual study.

The data were analyzed using the Statistical Packages for Social Science (SPSS) version 20.0. To answer the research objectives of the first, second and third, descriptive statistical analysis is used because it can describe the data in the mean score. The analysis is necessary for assess the readiness level of teachers in terms of knowledge, skill and interest in the implementation of the DLP. Pearson Correlation Analysis was conducted to evaluate the relationship between two variables to answer the fourth objective of the research.

7. RESEARCH FINDINGS

Descriptive Analysis

Descriptive analysis was conducted for knowing the readiness of science and mathematics teachers towards the implementation of DLP at primary schools in terms of knowledge, skill and interest of the teachers. Table 1 below summarizes teacher’s readiness in terms of skill, knowledge and interest in the form of mean and standard deviation.

Table 1. The level of readiness science teacher in the form of mean and standard deviation

Variables	Mean	Standard Deviation
Skill	3.24	0.67
Knowledge	3.97	0.55
Interest	3.44	0.65

The mean score for the skill variable is 3.24 with the standard deviation 0.67. This show that skill level of the respondents in this research is moderate. The mean score for the knowledge was 3.97 with a standard deviation of 0.55. This value describes the respondents’ knowledge of DLP implementation is high. While the mean score for interest is 3.44 with the standard deviation of 0.65, which also describe the respondents have moderate interest towards the implementation of DLP.

Inference Analysis

Inferential analysis is conducted to find the relationship between the readiness of science and mathematics teachers in terms of skill, knowledge and interest and teacher's experience teaching of primary school in implementing DLP.

Table 2. Correlation Analysis Between Readiness Science Teachers by Skill, Knowledge And Interest With Primary School Teaching Experience In Implementing DLP

No	Teacher Readiness Component	Experience Teaching Primary School in Implementing DLP			Relation
		Coefficient Value (r)	Value Coefficient Determination (r ²)	Sig. (2-tailed)	
1	Skill	0.078	0.006	0.434	Very Weak
2	Knowledge	0.062	0.004	0.536	Very Weak
3	Interest	0.055	0.003	0.582	Very Weak

The results of the Pearson Correlation analysis to see the relationship between science and mathematics teachers' readiness in terms of skill with science and mathematics teaching experience in DLP implementation found that the results obtained from the analysis were [$r = 0.078$, $p = 0.434 > 0.05$]. This shows there is no significant relationship between skill with experience teaching science and mathematics teachers in the implementation of the DLP. So, can be concluded that Ho1 is accepted because there is no significant relationship between skill with teaching experience of science teachers in the implementation of DLP.

The results of the Pearson Correlation analysis to see the relationship between science teachers' readiness in terms of knowledge and teaching experience in DLP implementation found that the results obtained from the analysis were [$r = 0.062$, $p = 0.536 > 0.05$]. This shows that there is no significant relationship between knowledge and the teaching experience of Science teachers in the implementation of DLP. So it can be concluded that Ho2 is accepted because there is no significant relationship between knowledge and the teaching experience of science teachers in implementing DLP.

The results of Pearson Correlation analysis to see the relationship between science and mathematics teacher's readiness in terms of interest with Science teaching experience in the implementation of DLP found that the results obtained from the analysis were [$r = 0.055$, $p = 0.582 > 0.05$]. This shows that there is no significant relationship between the interest and the teaching experience of science and mathematics teachers in the implementation of DLP. So, can be concluded that Ho3 is accepted because there is no significant relationship between the interest and the teaching experience of science teachers in the implementation of DLP.

Generally, can be summarized that the level of readiness of the teacher is moderate in terms of skill and interests while high in knowledge for implementing DLP. The findings also show that there is no significant relationship between skill, knowledge and interest with teaching experience in the implementation of DLP.

8. DISCUSSION

This research to know the level of readiness of science and mathematics teachers in terms of knowledge, skill and interest in implementing DLP in primary schools. Generally, teachers have high knowledge, moderate skill and interest in implementing DLP at their schools. To ensure teachers' skill, knowledge and interest in this implementation, teachers should be given as much inputs as possible to ensure the effectiveness of this implementation. However, in reality, teachers face different situations when they start teaching at school (Seth, 2010). This may be because of other factors such as environmental factors, classroom conditions, student behaviours, administrators attitude and others that affect teachers in implementing teaching and learning sessions at school (Syuhada, 2008). This situation becomes more

complicated when teachers lack adequate resources for refer to this implementation (Seth, 2010).

Teaching DLP directly or indirectly give many challenges to teachers. Therefore, the results of this research provide various implications to certain parties. Teachers, administrators, District Education Office (PPD), State Education Departments (JPN) and Curriculum Development Section (BPK). All of these parties need to work together and mobilize energy in finding solutions to facilitate teachers to implement DLP in teaching and learning.

Science subjects are the core subjects that important in today's technology era (Norazilawati, 2014). Students should be encouraged to be interested in this subject. Therefore, teachers need to have a high level of readiness to ensure that the inputs obtained by the students are high (Guncheng Anak Banter, 2010).

Therefore, the research findings show that there is no significant relationship between knowledge, skill and interest of teachers with their teaching experience at school. This shows whether new or experienced teachers also needs to be given more in-depth exposure to ensure that they can implement the DLP more effectively.

Therefore, the researchers hope this research finding of this research can help certain parties, especially science and mathematics teachers in improving and finding effective way to implement DLP for teaching and learning in primary schools. The high level of readiness of teachers can help science and mathematics teachers for implementing DLP very well.

This research finding also can help the ministry to provide more courses that are appropriate to ensure this implementation successful. Through the courses conducted for improve the knowledge, skills and interest of teachers to implement DLP. Accordingly, PPD, JPN and Ministry of Education should collaborate in providing essential resources for teacher's needs at schools.

9. CONCLUSION

Overall, this research to know the level of readiness of science and mathematics teachers in terms of knowledge, skill and interest in implementing DLP in primary schools with demographic factors which is the teaching experience of teachers. The findings show there was no significant relationship between the level readiness of teachers and teaching experience in primary schools.

Science and mathematics subjects are the core subjects need to mastered by all pupils. Teachers' skill, knowledge and interest are also closely related to the success of a policy. In the era of technology and globalization, teachers need to be prepared with sufficient skill such as good English language proficiency and the correct use of scientific and mathematical terms in English. Through the skill from a teacher, it can produce a generation that is competitive in the eyes of the world. Additionally, teacher experience is a valuable asset while facing challenges in the implementation of the DLP which was introduced in 2016. This should be taken seriously because teachers are very important drivers for student achievement. The students are the major groups that are affected by the implementation of this DLP. Therefore, the level of teacher's readiness like knowledge, skill and interest of science and mathematics teachers, should be strengthened so that DLP successfully implemented in Malaysia.

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Public and private sector response to mutual funds in Pakistan using binary logistic regression

Respuesta del sector público y privado a los fondos mutuos en Pakistán utilizando la regresión logística binaria

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ABSTRACT

To study the influence of risk perception, socio-economic environments, return perception, venality level, a revolution in investment scheme and awareness about investor behavior-based mutual funds. The result of this primary survey from Lahore, Karachi, Islamabad based on 460 questionnaire responses with snowball sampling. From all over the Pakistan individual investors were included in our population. Results from the study reveal that investors could behave confidently with innovative investment schemes, awareness, criteria of preference for an investor. These solid reasons could enhance the investor base mutual funds. While some factors having adverse effects on the behavior of investors such as venality level, perception of returns and precarious institutional factors. Whereas gender, level of education, saving level are social demographics which could affect the behavior of investors positively towards the mutual fund investment although age having a negative effect. This study inferring the management of mutual funds, regulators and investors. While these results highlight the inadequacy of awareness in a certain section of society. Therefore, for awareness of old age people, females considered more explicitly to collect an extensive period of investment of mutual funds. And to put a stronghold on the roots of venality level regulators to control the adverse effects of management.

Keywords: Investors behavior, Venality level, awareness, risk perception, innovation, Mutual funds, return perception

RESUMEN

Estudiar la influencia de la percepción del riesgo, los entornos socioeconómicos, la percepción del rendimiento, el nivel de venalidad, una revolución en el esquema de inversión y la conciencia sobre los fondos mutuos basados en el comportamiento de los inversores. El resultado de esta encuesta primaria de Lahore, Karachi, Islamabad basada en 460 respuestas al cuestionario con muestreo de bola de nieve. De todo el Pakistán, se incluyeron inversores individuales en nuestra población. Los resultados del estudio revelan que los inversores podrían comportarse con confianza con esquemas de inversión innovadores, conciencia, criterios de preferencia para un inversor. Estas razones sólidas podrían mejorar la base de inversores de fondos mutuos. Si bien algunos factores tienen efectos adversos en el comportamiento de los inversores, como el nivel de venalidad, la percepción de los rendimientos y los factores institucionales precarios. Mientras que el género, el nivel de educación y el nivel de ahorro son datos demográficos sociales que podrían afectar positivamente el comportamiento de los inversores hacia la inversión de fondos mutuos, aunque la edad tenga un efecto negativo. Este estudio infiere la gestión de fondos mutuos, reguladores e inversores. Si bien estos resultados destacan la insuficiencia de la conciencia en un determinado sector de la sociedad. Por lo tanto, para concienciar a las personas de edad avanzada, las mujeres consideran más explícitamente recaudar un extenso período de inversión de fondos mutuos. Y para poner una fortaleza en las raíces de los reguladores de nivel de venalidad para controlar los efectos adversos de la gestión.

Palabras clave: comportamiento de los inversores, nivel de venalidad, conciencia, percepción de riesgo, innovación, fondos mutuos, percepción de retorno

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1. Introduction

The role of economic development in the economic growth of any country cannot deny. Financial sector delivers, a base for the mobilization of resources and efficient allocation with the efficacy of financial intermediaries through diverse instruments. A mutual funds a prevalent intermediary who assists the financial sector with differentiated portfolio, lesser cost and delivers the profits of merging resources. It enhances the savings by constructing credence and inaugurating shared financial objectives. The paramount conveyed traits are diversification, skillfully accomplished funds trajectory small cost and all of them follow definite speculation scheme and thus, attains deliberate goals(Warther, 1995).

In Pakistan, National Investment Trust (NIT) initiated open-ended mutual funds in 1962(Syed Muhammad Amir Shah & Hijazi, 2005). Investment Corporation of Pakistan (ICP) established about 1966, and then ICP announced open-ended funds. Twenty Six ICP's close-ended funds found till 1990. After the verdict of denationalization in 2002, twenty-five out of twenty-six close-ended funds divided into two heaps. One lot of funds recognised as "PICIC investment fund." Primarily, together with public& private segments were liable to cope with current funds but by the consequence of nationalization, government gains an overriding role. In 2004, an amount of forty-eight billion rupees detected as the worth of close-ended funds, and open-ended mutual funds were observed at Rs. 63.68 billion. While these figures were Rs. 4 billion and Rs. 25 billion in 1997, for close-ended and open-ended mutual funds respectively. In other words, an increase of 75% observed in this specific sector. Till 2005, there were 33 mutual funds (Afza & Rauf, 2009; MUFAP, 2012). According to the yearbook of MUFAP(2015), there are only 236418 investors of open and closed-ended mutual funds in 2015. It implies that Pakistan is still far behind with reverence to investment in mutual funds as it remains 0.1% of the whole population approximately.

Other countries have a preference for mutual funds rather debt and equity. Whereas precisely in Pakistan, shared funds yet to be groomed and thus, they are an emerging phase. Additional, non-secular minded ones never deposit their money in financial institutions. They choose enormous utilization which plants many subdivisions idle. Mutual funds mainly influenced by individual's savings choices. According to speculation fund of a Sweden association among eighteen to seventy-four years' reserves in the form of savings augmented from 62% to 76% subsequently in between 1998 to2012. Which further not having the M-funds owing to consumer savings, funding managers, inducements and upcoming affluence effect by M-funds. Financiers in M-funds stick to more prominence that's why their influence is devouring broader impact at microeconomic & macroeconomic stages(Ferson & Kim, 2012).

It is essential to evaluate M-funds equally for financiers and portfolio executives for choice making. Further, mutual funds can make its place towards Socially Responsible Investment (SRI) as SRI is experiencing huge growth in the current era(Guay, Doh, & Sinclair, 2004). A theory of planned behavior (TPB) suggests that investment decisions determined by investors' behaviors. Now it is to check what factors sum up investment behavior. TPB is an extension of reasoned action theory (TRA) which stated that behavior follows intentions(Ajzen, 1991);(Sheppard, Hartwick, & Warshaw, 1988). Mutual funds are also earning high returns. In 2015, AKD opportunity fund had the return of 19.72%, and concerning Islamic funds, ALFALAH GHP Islamic stock fund earned 23.24% return and was considered best for the year 2015(Alam, 2016; MUFAP, 2015).

The main objective of the current research is to identify those *factors which might influence the investment behavior of financiers of M-funds happening in Pakistan and to identify factors which are required to be concentrated to augment the current strength of M-funds investment in Pakistan. The remaining part of the research paper structured as* Subdivision 2 contains empirical evidence for understanding the investor behavior towards mutual funds. Subdivision 3 provides research methodology. Community 4 deliberates data analysis and empirical outcomes. Subdivision 5 consists of the deduction of the study and subdivision 6 comprise implications of policy and direction for future research.

2. Literature

Decisions of investors have become complex due to the presence of a wide range of products in the financial market(Suppa-Aim, 2010). As mutual funds are concerned, the study of literature on investment behavior identifies a variety of factors. These factors can categorise as social & demographics, awareness, risk & return perceptions. A brief review of empirical studies mentioned here.

Researchers have held responsible for certain demographic factors which affect the investment in mutual funds. These factors include gender (Liersch, 2013)(Sellappan, Jamuna, & Kavitha, 2013)(Bulsara, Desai, & Miniaoui, 2015; Velmurugan, Selvam, & Nazar, 2015), education, age (Ansari & Moid, 2013; Bulsara et al., 2015), income (Shinozawa & Vivian, 2015)(Rajeev, 2015) and occupation(Geeta & Ramesh, 2012). Besides demographics, social characteristics also tend to have an impact on investment decisions. Barber & Odean(2013) claimed that a person's perception of securities is affected by his social communications

Mutual funds preferred by investors due to their positive output regarding transparency, affordability, and flexibility as mentioned by Hou (2012) and Singh(2012). Investors consider the investment in mutual funds because of trade-offs between returns and risk (Kandavel, 2011; Pandey, 2011). Literature has determined the number of factors which motivates towards the investment in mutual funds. These factors include high returns & low risks (Kawle 2016)(Brad M. Barber, Huang, & Odean, 2016; Doskeland & Pedersen, 2016), tax benefits and long savings(Joshi, 2013); ease of administration, professional management, liquidity, diversification, affordability, flexibility, transparency and access to global markets(Vanaja & Karrupasamy, 2014). The fact cannot deny that certain pitfalls also associated with mutual funds like the inability of funds' manager, fluctuations in returns, high costs, and tax liabilities(Qasim, Hussain, Mehboob, & Arshad, 2019). However, these issues can be addressed by simple implementation of value appreciation policy by funds' manager(Vanaja & Karrupasamy, 2014). Irrational thinking, Over-reaction, over or under assurance, cognitive bias, risk factors, dividends, other's opinions, and earlier enactment of the corporation, accounting information, structure of ownership, bonus payments, and predictable corporate earnings also determined as factors of investor investment mutual funds behaviour by Shafi(2014). Jagongo and Mutswenje(2014)deliberated M-funds common perspective and figured out that furthestmost significant factors are financial circumstances & investment yields, firm enactment & position, accounting statistics & right of the firm, mitigation& divergence, environmental elements, third-party alternative, risk minimisation, discernment towards firm, and firms sensitivity. Sierra(2012) also considered the impact of macroeconomic variables on investment behavior. Corporate governance of firms affects the investment of mutual funds, and the effect of this factor can control by regulatory authorities(Adams, Mansi, & Nishikawa, 2012).

Investment in mutual funds is affected by certain behavioral biases also. Investors can mitigate these biases by knowing the exact cause of such issues and then developing a balanced portfolio. Baker & Ricciardi(2014) observed that experienced investors learn about developing successful strategies. Knowing the behavior of investors makes it possible to understand the reaction of those behaviors. Mohamed, Anuar, & Jaffar(2014) explained it from the aspect of Real Estate Investment Trust (REIT)(Freybote, 2019). Therefore, it is quite essential to know about those aspects which affect investors' decisions concerning mutual funds investment.

Besides all these factors which are addressed extensively in the literature, there are other factors responsible for determining the investor's behavior. Like, lack of awareness about specific investment opportunities remains the main reason for low circulation of funds. Deficiency of knowledge leads towards the adverse selection of portfolios and becomes a reason of small mutual funds investment(Csorba, 2019; Yao & Wang, 2013). Awareness programs are quite necessary to reduce the effect of heuristics or gambler fallacy from the decision making especially of institutional investors (Qureshi, Rehman, & Hunjra, 2012) and for re-programming investment strategies(Khaparde & Bhute, 2015). Das(2011) analyzed that small investors can attain massive benefits from M-funds.

Additionally, Lamphun(2012) stated that minor funds have a high risk by exceptional tax advantage and more senior dues and bond through high return consuming little fee and expenditures. Hili, Pace,and Grima(2016) understood equity portfolios with great sizes perform an example for the minor and middle ones. Casavecchia(2016)examined damaging approaches that initiated by herding. These headings are significant by executive inducement schemes which displayed the substitution of improved governance also signifies the operational, regulatory scheme in the direction of deprived flow enactment sensitivity occupied by M-funds executives. Furthermore, they originate that absence of herding executives ensures improved expertise and overtake the rest of things, precisely drifting in herding reserves prepare improved persistence in symmetry(Abbas, Ansari, Ahmed, & Asif, 2019).

As for the literature of M-funds in Pakistan is concerned, there are a few studies available, and those have worked on the enactment of M-funds in Pakistan(Abbas et al., 2019). Shah et al.(2005)evaluated the performance of mutual funds and concluded that mutual funds face the diversification problem in Pakistan and we are lagging behind other countries in this specific sector. Sipra (2006) analyzed the performance of mutual funds for ten years. This study concluded that mutual funds are not performing best according to the market portfolio. Nazir & Nawaz (2010a) determined the elements accountable for the development of M-funds. Further, they described that proportion of family, asset turnover, and expenditure ratio fund the growth of Mutual funds. While administration fees and risk-adjusted revenues contribute adversely towards their development. Afza and Rauf(2009)summed up that M-funds' enactment influenced by legged yield and liquidity the study conducted from 1999 to 2006. Said research of Afza and Rauf (2009) also comprises the direction of the OE M-fund's executives and financiers. Nazir & Nawaz(2010b) also described that M-funds regulate the available idle reserves and enhancing the financier base. Asghar et al.(2013)examined the competence of M-funds in Pakistan. Their work completed from 2005 to 2010. They further found that M-funds were 92% technically efficient, 97% as allocative effective, and cost-effectiveness was 89%. Their study also measured the influence of the stock market crisis of 2009.

Risk& return, social demographics, and investment criteria are some of the factors addressed in existing studies, but awareness perspective, innovative schemes, venality level are utterly new elements observed in this research. Consequently, the current research is analyzing the relationship amid return perception, perception of risk, social demographics, level of venality, preference criteria for investor, innovative investment schemes, and responsiveness & investor behavior towards M-funds investment in Pakistan.

From the above discussion, the following hypothesis is constructed.

H_a. *There is a relationship between income, ages, professional education, savings, educational level, gender, marital status, return-perception risk perception, venality, investment preference criteria, awareness, innovation, and behavior of investors towards the M-fund.*

3. Research Methodology

Questionnaire Design

The primary data collected through questionnaire. It contained questions for Risk & Return Perception, criteria of Investment, Awareness, Venality level, Invention in Investment Schemes. Information about social demographics obtained through direct questions about age, education, gender, level of savings, marital status, professional education, and income. A brief description of variables presented in **Table 1**.

Variable	Description	Expected Sign	Reference
Risk Perception	It measured the comparison of risk perception of investors about mutual funds along with other investment avenues.	+/-	(I. Kaur & Kauhisk, 2016)
Return Perception	It also measured through the comparison of mutual funds investment perception along with other investment avenues concerning return perception.	+	(I. Kaur & Kauhisk, 2016)
Investment Criteria	It measured by the comparison of investment criteria factors along with the investors concerning mutual funds investment.	+/-	(I. Kaur & Kauhisk, 2016)
Awareness	It measured 13 statements of knowledge on a Likert scale.	+	
Level of Venality	It measured with the help of dimensions of dishonesty.	-	
Innovation in Investment Schemes	It measured through the 13 dimensions of change.	+	

Sampling Design

Two different criteria considered for the sampling design. Firstly, the study wants to predict the actual behavior of investors towards mutual funds' investments, so both investors and non-investors were taken equally as the populations of the study. Second, people from the private and public sector and self-owned professions are to be included similarly to configure accurate and overall picture. Although, in line with year book MUFAP() of Pakistan, 236,418 financiers are currently investing in M-funds. However, here the non-investors are not known accurately, so the population of the study is unknown. Therefore, sampling technique adopted for the study is snowball sampling. Sampling Frame includes the individuals' investors of Lahore, Islamabad, and Karachi. According to Cochran's formula, Barlett, Kotrlik, & Higgins() and Smith and Albaum() at 95% level of confidence, a sample size of this study is 384.16. For safe side, 450 responses were intended. A questionnaire distributed through different channels including emails, social networking sites, i.e., www.linkedin.com and by personal meetings. Out of 500 distributed questionnaires, 460 responses were considered complete and up to the criteria.

The model constructed for regression analysis is mentioned below.

where,

IB = "Investor Behavior towards M-funds"

SD = "Social and demographic factors"

RP = "Return perception variable"

IPC = "Investment preference criteria"

LOV = "Level of venality"

IN= "Innovation in investment schemes"

AW= "Awareness about mutual funds"

Binary logistic regression is used to run the regression analysis because the dependent variable is categorical variable and collected as (1) investor of M-funds and (0) Non-Investors of M-Funds.

4. Discussion of results

Table 1A: Demographic and Socio-Economic Characteristics of Respondents

Panel A: Categorical Variables

Variables		All Respondents		Investors		Mutual Funds	
		N	%	N	%	N	%
Gender	Male	383	83.26	168	73.04	215	93.47
	Female	77	16.74	62	26.96	15	6.52
Marital Status	Single	133	28.91	76	33.04	57	24.78
	$IB = \alpha + \beta_0 SD + \beta_1 RP + \beta_2 IPC + \beta_3 LOV + \beta_4 IN + \beta_5 AW + \epsilon$					173	75.22
Education	Matric	29	6.30	19	8.26	10	4.35
	Graduation	199	43.26	128	55.65	71	30.87
	Post-Graduation	194	42.17	82	35.65	112	48.69
	Above Post Graduation	38	8.27	1	.44	37	16.09
Professional Education	No	239	51.96	163	70.87	76	33.04
	Yes	221	48.04	67	29.13	154	66.96
Savings	Less than 10%	121	26.30	69	30	52	22.61
	11-20%	181	39.35	95	41.30	86	37.39
	21-30%	91	19.78	31	13.48	60	26.09
	Above 30%	61	13.26	30	13.04	31	13.48
	Don't Save	6	1.31	5	2.18	1	.43

Above table shows that male investors are more than females and the same proposition exists in mutual funds' investments too. Overall, married invest more than single ones and postgraduate invest more in mutual funds and graduate comes after them. Individuals have professional education invest more in M-funds rather the person not having a professional qualification. Mostly investors who save 11% to 20% invest more in M-funds.

Panel B: Quantitative Variables

Variables	Mean	Min	Max	Std. Dev.
Age (in Years)	34.7935	18	60	8.85091
Income (Monthly)	60910.8696	15000.00	1150000.00	57129.05060

Ages of investors are between 18 to 60 years who respond. Their average income is around Rs. 60000 and ranges from 15000 to 1150000.

Table 2: Statistical Tests for Applicability of Factor Analysis

	N	Cronbach's Alpha	Kaiser-Meyer-Olkin	Bartlett's Test of Sphericity		
				App. Ψ^2	DF	P-Value
Risk-Perception	9	0.585	0.782	3556***	36	.000
Return-Perception	9	0.765	0.771	5746***	36	.000
Investment Preference Criteria	6	0.816	0.873	3309***	15	.000
Innovation in Investment Schemes	6	0.947	0.897	3836***	15	.000
Level of Venality	5	0.874	0.758	2197***	10	.000
Awareness	13	0.759	0.712	5612***	78	.000

Note: ***, **, * Indicate significant at 1%, 5% and 10% level of significance.
N is number of items under each criterion

KMO test shows that sample is adequate for the study, as it fulfils the rule of thumb, KMO value for all variables is more than 0.6. Risk perception, return perception, awareness, and level of venality are in the middling slot as these are more than 0.70 whereas investment preference criteria and innovation in investment schemes come in the niche of meritorious according to KMO test because these are more than 0.80.

Bartlett test shows that all variable probability is 0.000 which is less than 0.05 which means there is the presence of underlying correlation in data, so it is adequate for the factor analysis.

George & Mallery(2015) reported the rule of thumb for the internal reliability of scale that it should be higher than 0.70. It can be observed all variables full fill this rule except risk perception. Risk perception full fills the KMO and Bartlett test criteria, so it is adequate for factor analysis. So now here can be run the factor analysis for risk perception and it can be seen two factors extracted inst. High risk and inst. Low risk. The internal reliability of these factors checked which more than 0.70 is.

Table 3: Factors for risk perception

	Components	
	Inst. High Risk	Inst. Low Risk
Bank Fixed Deposits	.276	.861
Post office Schemes	.278	.816
Real Estate	.007	.859
Gold/Silver/Metals	.084	.910
Insurance	.154	.646
National Savings	.293	.882
Mutual funds	.865	-.414
Stock Market	.776	-.256
Bonds and Debentures	.775	-.448

Table 4: Variable in the equation

Variables in the equation						
	B	S.E.	Wald	Df	Sig.	Exp. (B)
Return perception	-8.667***	1.678	26.678	1	.000	.000
Investment criteria	1.941**	.875	4.917	1	.027	6.966
Level of venality	-2.408***	.791	9.276	1	.002	.090
Innovation	3.831***	.895	18.305	1	.000	46.108
Awareness	2.920**	1.309	4.977	1	.026	18.534
Constant	1.232	5.268	.055	1	.815	3.429

Note: ***, **, * Indicate significant at 1%, 5% and 10% level of significance.

We run the binary logistic regression because the dependent variable is categorical. Results in above table show except for risk perception all variables significantly affect the investor behavior. Return perception and level of venality adhere to negative relationship with (-8.667) coefficient and (-2.408) coefficient respectively. Whereas investment preference criteria having a positive relationship with (1.941) coefficient, innovation in investment schemes having a positive relation with (3.831) coefficient and awareness also having a positive relationship with (2.920) coefficient. Cox & Snell R Square value is 0.728 which shows that independent variables explained dependent variable 72.8% approximately. For awareness and return perception results are consistent with (Barlett, Kotrlik, & Higgins, 2001), investment preference criteria results are consistent with (Smith & Albaum, 2013); (George & Mallery, 2003).

Table 5: Variables in the equation risk perception table

Variables in the equation risk perception table						
	B	S.E.	Wald	Df	Sig.	Exp(B)
Risk inst. High	-.444	.126	12.438	1	.000	.641
Constant	2.064	.597	11.947	1	.001	7.875

The further study represents that high inst. Risk having the significant negative relationship at (-.444) coefficient whereas inst. Low risk of not having a significant relationship with investor behaviors.

Table 6: Variables in the Equation Demographics

Variables in the Equation						
	B	S.E.	Wald	Df	Sig.	Exp. (B)
Income	.001***	.000	112.018	1	.000	1.000
Age	-.645***	.070	84.853	1	.000	.525
Gender	1.141*	.609	3.508	1	.061	3.130
Education	1.222***	.341	12.863	1	.000	3.394
Savings	.759**	.262	8.391	1	.004	2.136
Constant	-2.704	1.851	2.135	1	.144	.067

Note: ***, **, * Indicate significant at 1%, 5% and 10% level of significance.

During Demographics regression analysis, the study indicates through binary logistic regression that age has negative regression along with investor behavior with (-.645) coefficient. Whereas, income (.001) gender (1.141) Education (1.222) savings (.759) having a positive relationship with investor behaviour. For income, educational level and age results are consistent with (I. Kaur & Kauhisk, 2016) ;(I. Kaur & Kauhisk, 2016), whereas for gender results are consistent with(S. Kaur, Batra, & Anjum, 2013), for level of savings results are consistent with (I. Kaur & Kauhisk, 2016) ; (S. Kaur et al., 2013)

4.4 Hypotheses Results Summary

No	HYPOTHESES	Results
H1	Return Perception → IB	Supported
H2	Risk Perception → IB	at inst. High-risk factor
H3	LOV → IB	Supported
H4	IN → IB	Supported
H5	AW → IB	Supported
H6	INCOMES → IB	Supported
H7	AGE → IB	Supported
H8	GENDER → IB	Supported
H9	EDUCATIONAL LEVEL → IB	Supported
H10	LEVEL OF SAVINGS → IB	Supported

5. Conclusion

This study aimed at finding the factors which are responsible for investors' behavior towards mutual funds in Pakistan. Findings revealed elements which virtuously connected to financiers' demographics: Matured age perhaps from thirty to forty years, High Income, marital status, and the manifestation of specialized education by the rudimentary educational level of masters.

Risk perception does not devise a full or straight effect since this goes yonder the fundamental notion of diversification which turns out to be the essence of M-Funds investment. Moreover, high institutional risk perception does not in the range of diversification, so it affects investor behaviour.

Return perception predicts strongly to investor behavior. This elaborate that more return can change investor

behaviour in the direction of the avenue. Remarkably, it can be seen M-Funds industry having high returns from past few decades.

IPC has been proved a strong factor to influence the investment in M-Funds Industry. Factors like liquidity, return, transaction cost, social security, ease of investment, and tax consideration are significant to investor behavior.

IN invites the financiers more decently and it broadly related to the future vision of the M-Funds Industry. Innovation could bring new endurance elements to M-Funds industry.

LOV (dishonesty) also has been proved one of the crucial conjecturers which are deliberate in this circumstantial for the very first time. It can conclude that increase in LOV could lead to the narrower base of investors in M-Funds and vice-versa.

Awareness always remains most essential factors which could create a difference in investors demand. One of the big reasons to not to invest in M-Funds, investor doesn't even know about M-Funds. Many of the rest don't know about the mechanism of M-Funds. So, awareness programs are very much crucial to future of this avenue. More attention should give towards providing for the availability of information and for ensuring the smooth regulation of mutual funds. Moreover, Kandavel (2016) was also of the view that the high number of AMC are beneficial for the development of M-funds.

6. Implications and future direction

Current research will deliver the imperative implications for controlling and supervisory bodies of M-Funds in Pakistan. Furthermore, it will guide policymakers that which are the weaker areas to focus on to enhance the M-Funds investors. This study pointed out the importance of awareness as well as lacking venality too. In the meanwhile, three perspectives are required to be disseminated to people, including let the people know about benefits involved in M-Funds, Clarification of myths which harm mutual funds investor intention, to describe the concept of risk association in the presence of M-Funds. Asset Management Companies in Pakistan can grow by adopting tools of awareness and Innovation.

Future study would employ innovation and a level of venality as moderators of awareness. It could be more challenging to consider the awareness of innovation and venality while elucidating base scope of an investor in prescribed future in M-Funds industry.

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Audit reporting: national standards of Uzbekistan and international practice

Informes de auditoría: normas nacionales de Uzbekistán y práctica internacional

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ABSTRACT

This article is devoted to identifying problems of insufficient disclosure in standards of various types of audit reports, depending on the size of errors in the financial statements of a client, as well as in his ability to carry out his activities in the foreseeable future. In accordance with international standards of auditing and putting into practice the application of international standards if the standards do not specify all possible modifications of audit reports.

Keywords: Uzbekistan, National Standards on Auditing (NSA), International Standards on Auditing (ISA), audit report

RESUMEN

Este artículo está dedicado a identificar problemas de divulgación insuficiente en los estándares de varios tipos de informes de auditoría, dependiendo del tamaño de los errores en los estados financieros de un cliente, así como en su capacidad para llevar a cabo sus actividades en el futuro previsible. De acuerdo con las normas internacionales de auditoría y poner en práctica la aplicación de normas internacionales si las normas no especifican todas las modificaciones posibles de los informes de auditoría.

Palabras clave: Uzbekistán, Normas nacionales de auditoría (NSA), Normas internacionales de auditoría (ISA), informe de auditoría

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1. Introduction

In Uzbekistan, auditing activities are carried out in accordance with the Law of the Republic of Uzbekistan “On Auditing” (second edition dated May 26, 2000), Decrees of the President of the Republic of Uzbekistan and the Cabinet of Ministers of the Republic of Uzbekistan, National Standards of Auditing (NSA), and also various provisions, instructions and guidelines.

In the period 1992 - 2010, NSA was used. In accordance with the Decree of the President of the Republic of Karelia on 11/26/2010 No. PP-1438 and in accordance with Article 2-2 of the Law of the Republic of Uzbekistan “On Auditing”, audit organizations may apply IAS when conducting an audit in accordance with an agreement on providing audit services. Since 2016, ISAs are mandatory for use in auditing joint-stock companies.

2. Materials and Methods

The audit of the financial statements ends with the issuance of an audit report, the procedure for compiling and the types of which are regulated by the Law of the Republic of Uzbekistan “On Auditing” and the National Standard of Auditing (NAS No. 70 “Audit Report and Audit Report on Financial Reporting”). The first edition of NAS 70 was approved on 10.03.2001 and was valid until 01.12.2016. After this date, the new version of NAS 70 began to operate. However, both the old and new versions of the NAS 70 have significant differences from international standards. Since the IAS is used in the audit of joint-stock companies, which constitute about 30% of the audit volume, the remaining 70% of the entities are audited by NAS. At the same time, the audit reports on NAS are not trusted by both national and foreign investors because of the differences between NAS and IAS, mainly because there are no guarantees that the entity being audited will be able to carry out activities in the foreseeable future.

3. Discussion

NAS No. 70 “Audit Report and Audit Report on Financial Statements” was developed in accordance with International Standard on Auditing (IAS) 700 “Audit Report (Conclusion)”, entered into force on March 20, 2001 and was revised on December 1, 2016, then as IAS 700 was completely revised in 2006 and 2009. In addition, in 2006 - 2009. New IAS 705 «the Report on modification (conclusion) of the independent auditor» and IAS 706 «Mandatory and independent auditors requiring attention, in the report (conclusion) of the independent auditor» have been approved.

In 2016, IAS 701 “Informing about key audit issues in the audit report” was adopted. In addition to these standards, the issuance of audit reports is a very important role played by IAS 570 “The applicability of the assumption of the continuity of the organization.” Consider our comparative analysis of the differences between NAS and IAS from the point of view of audit opinions / conclusions. In 2016, IAS 701 “Informing about key audit issues in the audit report” was adopted. In addition to these standards, the issuance of audit reports is a very important role played by IAS 570 “The applicability of the assumption of the continuity of the organization.” Consider our comparative analysis of the differences between NAS and IAS from the point of view of audit opinions / conclusions.

4. Result

If the auditor believes that the identified factors cause significant doubts about the subject’s ability to continue uninterrupted operations, he must perform additional procedures:

- a request from the management of the entity about its plans for future actions, including the liquidation of assets, loans or debt restructuring, reduction or postponement of expenses, increase in equity, etc.;
- analysis of the availability of additional information on possible events after the evaluation period made by the management of the entity, and obtaining sufficient audit evidence that the implementation of management plans of the entity is feasible and will improve the situation;
- analysis and discussion with the management of the subject of forecasts of cash flows, profits, etc. ;
- analysis and discussion with the management of the subject of the latest available interim financial statements;
- analysis of the terms of credit agreements and debt obligations and existing violations on them;
- analysis of the contents of the minutes of meetings of shareholders, founders, administration and important committees to identify financial difficulties;
- survey of the management and legal service of the subject regarding the existence or contemplated

lawsuits and complaints and the adequacy of the management's assessments of the subject of their possible consequences;

- analysis of the existence and legality of the enforcement of agreements on the financing of the entity by related parties and third parties, as well as an assessment of the ability of these persons to provide additional funds;
- analysis of the subject's plans for outstanding customer orders;
- review of events after the reporting date, which may adversely affect the subject's ability to continue uninterrupted activities.

As with IAS 570, ISA 57 stipulates that the above list of features is not exhaustive. On the other hand, the presence of one or several characteristics of the subject does not necessarily mean a significant uncertainty regarding the assumption of the continuity of its activities.

The auditor analyzes information relating to the same period that was used by management during the assessment.

If this period was less than 12 months after the balance sheet date, then the auditor should ask the client to conduct an assessment for the established period, and also make a request for events or conditions of interest beyond the period covered by the management's assessment. In addition, the auditor has the right to ask the client to evaluate the potential significance of such events to determine the appropriateness of the continuity assumption.

Based on the evidence obtained, the auditor should determine whether there is an uncertainty requiring clear disclosure of information about it and its consequences in the financial statements. Uncertainty refers to a situation, the result of which depends on future actions or events that are beyond the direct control of the entity, but may affect the financial statements (for example, a court decision on a lawsuit brought by a client, the satisfaction of which will require significant expenses).

If the assumption under investigation is appropriate, but there is the above uncertainty, then the auditor should verify that the necessary information about it is disclosed in the financial statements.

If this requirement is met, the auditor expresses a positive opinion with an explanatory paragraph indicating the presence of uncertainty and containing a reference to the relevant notes to the statements.

If the required information has not been fully disclosed in the financial statements, the auditor should express a negative opinion, citing the presence of significant uncertainty.

If the auditor came to the conclusion about the inappropriateness of the assumption about the continuity of the activity of the enterprise being inspected, then he should express a negative opinion.

Independent assessment of the continuity assumption is not the responsibility and responsibility of the auditor.

If the management of the entity, at the request of the auditor, has not made its assessment or does not wish to extend the period of its assessment to a minimum, the auditor may consider this fact as a limitation on the scope of the audit and modify the audit report accordingly.

However, if, despite the aforementioned lack of analysis by the management of the entity, the auditor, when performing other procedures (not connected with the analysis of the evaluation of the management of the entity), has received reasonable grounds to believe that the entity is able to continue continuous activity, he does not use his right to modify the audit report based on a limited audit scope.

The auditor should take into account that the significance of negative factors may be mitigated by favorable factors. For example, the inability to repay payables in a timely manner can be compensated for by the action of the management of the entity in ensuring cash flow from other sources, and the loss of the main supplier is compensated by the appearance of an alternative source of supply.

Studying the foreign practice of auditing allows us to conclude that the requirements of IAS 570 "Assumption of business continuity" are very often ignored even by the largest audit companies, which causes financial scandals. Thus, in January 2002, more than 400 employees and former employees of Enron sued several company executives and the auditing firm Arthur Andersen, demanding the return of the funds of pension funds lost as a result of the bankruptcy of the company. The lawsuit stated that the company's management offered the staff to buy the company's shares without explaining the financial difficulties that Enron was going through. The above audit firm

provided consulting and auditing services to the company. The result of the scandal was the division of the business of the “Big Five” firms in certain areas: consulting services and audits.

Auditors who will not take the measures described in NAS 57 should be wary of litigation with affected users of the information contained in the financial statements and the audit report. When auditing the financial statements of organizations and public sector institutions, the question of the appropriateness of using the business continuity assumption usually does not arise, but in some cases (termination of funding of the audited entity, etc.), the auditor may receive useful recommendations from the NAS 57. In the light of new requirements for further improving the activities of audit organizations and increasing their responsibility for the quality of services provided, the introduction of the NAS 57 “Applicability of the assumption of business continuity” is necessary, timely and an indispensable tool for increasing the accountability of audit organizations to users of financial statements.

The presence in international practice of opinion without reservation, opinion without reservation with an explanatory paragraph and opinion with reservations is an indicator of the auditor’s responsibility, as it gives him the opportunity to warn users of possible consequences due to the presence of uncertainties in the subject’s future activities or indicate existing limitations on the scope of work or disagreement on accounting policies.

5. Conclusion

Thus, in order to improve the quality of audit services, to achieve more excellent reliability of audit reports and to attract the confidence of potential investors to domestic audit practice, NSA 70 is proposed to be brought into line with IAS 700,701,705 and 706. And also approve the proposed NSA 57 “Corresponding to MCA 570” Applicability of an assumption of continuity of activity of the organization “.

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Passive defense in identifying and ranking supply chain resilience factors in critical situations

Defensa pasiva en la identificación y clasificación de los factores de resiliencia de la cadena de suministro en situaciones críticas

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ABSTRACT

In this research economic problems in critical situation were considered. The economic defense system, as an important part of the comprehensive system of passive defense of the country, has a mission to develop, through policy-making, planning, coordination, guidance, monitoring, and the creation of integrated, intelligent and efficient management platforms for detecting and detecting threats, crisis and economic risks, supply chain problems, reducing internal items. The goal of the resilient supply chain is to regain the organization's normal status in the least possible time and reduce the harmful effects of accidents, if any. In case study of a car company, using the principles of passive defense, the agility of this chain, identifying and Analytical Network Process (ANP) has been investigated, and finally, the final ranking of effective factors based on a network model including three the sub-target has been achieved in five dimensions of the supply chain, namely design, procurement, production, procurement, warehousing and sales, and six strategic options. Based on the results, goals, supply chain swing around to slowdown stop production, increasing duration of disease tolerance and increase production quickly return to acceptable levels. Strategic options: modeling, risk aversion, rapid response, use of IT capabilities and strategic storage.

Key words: passive defense, risk, critical situation, supply chain, Analytical Network Process (ANP)

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RESUMEN

En esta investigación se consideraron problemas económicos en una situación crítica. El sistema de defensa económica, como parte importante del sistema integral de defensa pasiva del país, tiene la misión de desarrollar, a través de la formulación de políticas, planificación, coordinación, orientación, guía, monitoreo y la creación de sistemas integrados, inteligentes y eficientes. Plataformas de gestión para detectar y detectar amenazas, crisis y riesgos económicos, problemas de cadena de suministro, reducción de elementos internos. El objetivo de la cadena de suministro resistente es recuperar el estado normal de la organización en el menor tiempo posible y reducir los efectos dañinos de los accidentes, si los hubiera. En el estudio de caso de una compañía automotriz, utilizando los principios de la defensa pasiva, se investigó la agilidad de esta cadena, la identificación y el Proceso analítico de red (ANP) y, finalmente, la clasificación final de los factores efectivos basados en un modelo de red que incluye 3 se ha logrado un objetivo secundario en cinco dimensiones de la cadena de suministro, a saber, diseño, adquisición, producción, adquisición, almacenamiento y ventas, y seis opciones estratégicas. Sobre la base de los resultados, los objetivos, la cadena de suministro giran para frenar la detención de la producción, aumentando la duración de la tolerancia a la enfermedad y aumentando la producción rápidamente, volviendo a niveles aceptables. Opciones estratégicas: modelado, aversión al riesgo, respuesta rápida, uso de capacidades de TI y almacenamiento estratégico.

Palabras clave: defensa pasiva, riesgo, situación crítica, cadena de suministro, proceso de red analítica (ANP)

Introduction

One of the most important concerns of today's organizations is prevention and preparedness for natural and abnormal accidents and their consequences. For any important organization, which will continue to produce the product in the event of a crisis resulting from accidents, it will quickly return to normal, while reducing its harmful effects. Nowadays, competition between companies is replaced by competition between the supply chain; in other words, a network of companies is responsible for converting raw materials into final products and delivering them to the customer. The widespread nature of the natural and abnormal events and the consequences of these (Ameri and D. Deba, 2005). In order to find ways to reduce the harmful effects of such events, it has become one of the main concerns of the planners of various organizations. Prior to the occurrence of accidents, it has to proceed with the design of methods to increase the safety and security of the organization (Haimés, 2006). The occurrence of events that result in interruptions in the flow of materials, even if these events occur at a remote location, can cause large-scale imbalances (Iakovou, D. Vlachos, and A. Xanthopoulos, 2007). These abnormalities may spread throughout the supply chain and cause a lot of negative effects on the chain. It is possible that many companies will not be able to maintain their level of productivity with disturbances and, as a result, will lose their competitiveness. Supply chain disruptions have different types that come from domestic and foreign sources (Carvalho and V. Cruz, 2011). They are Disruptions, network latency, customer supply prediction, inventory, and capacity. Supply chain constraints are based on their sources and their implications.

Within the supply chain, various types of risk and disruption derive from natural disasters, labor disputes, supplier bankruptcy, war and terrorism. The dangers of the disorder generally have a low likelihood of occurrence, but if they occur, they will have irreparable

effects for the manufacturers. It is sometimes referred to as “catastrophic events”. These serious risks could involve delaying material and information, reducing sales, raising costs, or all of them, and causing severe financial losses (Ponomarov & Holcomb, 2009). Resilience is an approach that raises the organization’s resistance to potential accidents and risks associated with it. On the other hand, passive defense refers to the materialization of equipment, manpower, etc. against any threatening agent without the use of weapons and military equipment, a large part of it against natural disasters, including floods, earthquakes, storms and abnormal events such as war Terrorist attacks and economic sanctions (Tang, 2006). Passive defense is one of the issues that has always been a special focus on crisis management issues. Therefore, the present research emphasizes the necessity and importance of relocations and passive defense in maintaining the supply chain performance (Labadie, 2008). Managers should, along with supply chain and supply chain competitiveness, consider the resilience of supply chain management approaches or strategies and can improve their performance and competitiveness. A lot of research has been done on the development of continuous production management. Guaranteeing the effectiveness of resource allocation and continuity and retrieval of production is the subject of many of today’s research. In this research, the passive defense approach in the issue of continuity of production in crisis situations has not been considered (Nishat, 2010). Therefore, in this research, we have tried to address such theoretical vacuum with the focus of the resilient supply chain (Carvalho, Susana , Garrido, Azevedo, and Virgilio, 2013).

The main objective of this research is to express the concept of resilience and its necessity and importance in the supply chain as well as to determine the measures, capacities, characteristics and capabilities needed to increase the supply chain resilience in crisis situations with the non-operational approach. For this purpose, models related to the resilient supply chain and new studies in the field of passive defense in industries were investigated and then the factors affecting resilience in crisis situations and relations were indirectly covered by passive defense (Mashayekhi, A. Rajabzadeh, and A. Razavi, 2009). A systematic and comprehensive research into software operation (ANP) is followed and a systematic framework for continuous operation throughout the supply chain in crisis situations should be proposed in a car company. The term “supply chain” was invented in the mid-nineteenth century. This term was used by Banbury to transfer electrical energy to the final consumer. Of course, until 1980, the term “Supply Chain Management” It was introduced as a concept, but not applied. Oliver et al. Discussed the potential benefits of integrating internal business activities, including buying, producing, distributing and selling in a coherent framework. Steven defined supply chain management as the integrity of business activities involved in the flow of materials and information and from inputs to business outlets. According to Hartland, binary or multiplier relationships between suppliers are becoming part of the supply chain process. As such, a comprehensive definition of cash flow management (OSCM) is the monitoring of materials, information, and flow of money that flows from a supplier to a producer, then to wholesaler, salespersons, and consumers.

The supply chain can be defined as a chain that interconnects the different perpetrators from the customer to the supplier through the production and service to one another, in which the flow of materials and information is effectively managed for the purpose of estimating business requirements. In other words, the supply chain has been developed from the main supplier to the customer. Supply chain management includes all activities that create added value for the customer. These activities range from product design to delivery. The integrity of suppliers, manufacturers, warehouses and stores is such that the goods are produced in a correct and correct place and in time, thereby reducing the cost of the chain to meet the customer’s highest level of service. To make supply chain is a consecutive network of business partners involved in manufacturing processes and converting primary raw materials into finished products or services to meet customer demand.

Risk and uncertainty

Supply chain management is quite challenging and the supply chain dynamism behavior adds to its complexity. Although a well-structured supply chain has a high operating efficiency, the risks should not be forgotten. Supply chain risks can have an impact on fate, and if the risks are not properly addressed in the right time and place, they can greatly affect the performance and efficiency of the supply chain and damage it. In uncertain markets, the supply chain vulnerability is a major issue. Uncertainty (in general, Risk is an inevitable part of supply chain management. Industrial companies are dependent on a range of resources outside of their control (Sharifi and Zhang, 2001). In addition, managers need to obtain supplies of supply chain resources, which will make the purchasing process more risky. Significant outcomes reported from hazardous incidents highlight the importance of actively managing supply chain risk. But there is a significant difference between these two concepts. Uncertainty arises when it is possible to identify incidents and events, but it is not possible to comment on their likelihood of occurrence. On the contrary, the risk means that, in addition to the possibility of identifying incidents, the probability of occurrence is also clear. In other words, probability can be assigned when risk-taking, but in uncertainty mode, probability allocation is not possible.

Passive Defense

Passive defense is an approach seen in many planning and design areas. By passive defense, the strength of organization's strength and resistance against potential accidents or risks increases. The goal of passive defense is to sustain the infrastructure, provide vital services, sustain public services, and facilitate the administration of the country under conditions of threat and crisis. Passive defense refers to a set of measures that do not require the use of warfare, and, by enforcing it, it is possible to prevent financial losses to vital and critical military and civilian installations and human casualties or to minimize these damages and losses. The principles and issues of passive defense include six to seven actions that should be taken into account in the design, planning and implementation of actions. These measures include camouflage, hide, cover, deception, division and dispersion, retrofitting and minimization (Carvalho, Susana, Garrido, Azevedo, and Virgilio, 2013).

Resilience

Resilience refers to the ability to deal with unexpected or systemic disruptions to return to its original state or to a more favorable state than before, after experiencing an impairment and avoiding the occurrence of failure states. The purpose of supply chain resonance analysis is that management can prevent adverse changes and changes in how failure scenarios can occur (Tang, 2006). In the supply chain, the goal is to respond to the negative effects of the disruption to the best. The goal of resilient strategies is to retrieve the desired values from the stages of a disrupted system at an acceptable and affordable time frame and reduce the impact of the disruption by changing the level of effectiveness of a potential threat. The objectives and actions in the resilient supply chain are as follows:

Table 1. Goals and measures in the resilient supply chain

Subjects	Actions
Target	The ability to return to its original state or to a more favorable state after experiencing a disorder, avoiding a failure state.
Production focus	Emphasis on Flexibility (Production Minimization and Extra Capacity) Improved Supply Chain Accountability Planning based on information sharing.
Supplier and Customers	Establishing a network group to develop security practices by supply chain members, sharing knowledge and increasing demand-driven attitudes.

Organizational Structure	Creating a Supply Chain Risk Management Culture.
Suppliers	Variable resources
Inventory strategy	Emergency depots at potential critical points
Focus on lead time	Decreasing steering time and using flexible flexibility systems.
Product design strategy	Postponing

Methodology

It is almost impossible to predict the nature, time, and extent of the crisis. A preventive approach with decision support techniques for better preparedness and response to crises and disruptions in the mission of an organization is one of the proposed approaches to be able to return to an acceptable level of operational efficiency and effectiveness. Regarding the strategic position of the Middle East and the continuous presence of various threats such as war and other disasters, including floods, earthquakes, etc., it is necessary to adopt various measures to protect the industrial centers of the country. One of the measures that can prevent the occurrence of internal vulnerabilities to industries is passive defense measures, one of the important principles of which is the rehabilitation and dispersion of industries and facilities, which can be done in a timely manner by performing it in vital and critical industries and industries. The occurrence of threats has prevented many financial and financial losses.

Roles of resilience supply chain system

In the beginning, a picture of the resilient supply chain problem with non-active defense approach is presented using soft methodologies of soft systems. At this stage, individuals, organizations, and cultures and policies governing the issue of continuing production in the organization are represented in the form of a pictorial representation (Figure.1). According to the chart, the non-stop production system is a system in which managers and employees in a given structure utilize the principles of crisis management and passive defense with the risks and threats and economic and political barriers governing the industrial workplace. Confronting and defining and satisfying the necessary requirements provides a safe environment for its activities and continuing production, and provides feedback through appropriate corrective actions. In the present study, soft research methods are used for modeling and analyzing component relationships. This research is purposeful, applied and comparative in terms of performance, prescriptive and strategically exploratory. In terms of information analysis is method, to some extent. And most of all the statistical population of this study is automotive industry experts. For this purpose, a questionnaire was used. Considering the quality of the criteria, several criteria for multi-criteria decision making have been used for data analysis. The data used in this research are qualitative and using expert judgment and literature review. At this stage, for ease of analysis and decision making, all actions and strategies based on the passive defense approach are based on six main strategies of rapid response, risk sharing, agility, strategic storage, collaboration development, information sharing and IT use of the category was included.

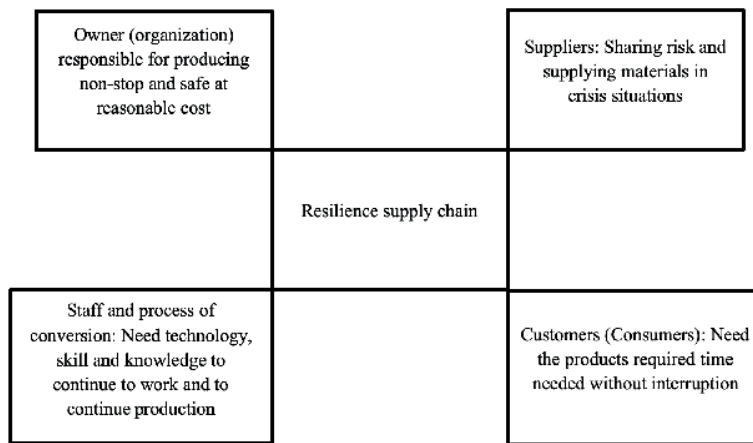
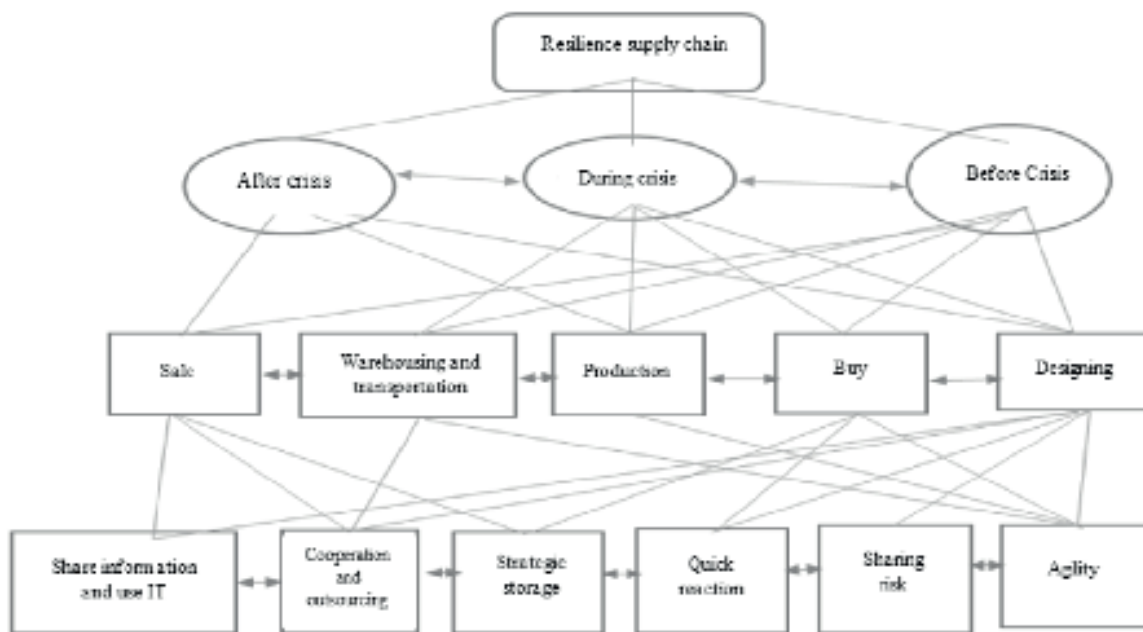


Figure 1. Resilience Supply Chain System Map

The network analysis process was developed by Saaty in 1971 and aims at structuring the decision-making process in a scenario influenced by several independent factors. This decision model uses a pairwise matrix for achieving relative scales, and uses all three qualitative, quantitative, and comparative methods simultaneously to collect data and analyze the results. On the graph (Carvalho and V. Cruz, 2011), the ANP network shows the network analysis process, which is before the crisis, at the time of the crisis and after the crisis. The supply chain dimensions include design, procurement, production, transportation and storage, and Sales, and inactive defense strategies in the supply chain from: agility, risk sharing, rapid response, collaboration and outsourcing, sharing of IT usage information and strategy storage for data collection, in the first step, is through library studies, studying organizational documents, searching for authoritative scientific sites, and reviewing the literature and scientific literature on continuing production management, crisis management, risk management, supply chain, volatility, agility and passive defense. As well as decision-making techniques, research literature was gathered. According to the research background and experts' opinion, the factors affecting the supply chain in the crisis situation were determined by the passive defense approach and at the next step, in order to collect the required data, a questionnaire was prepared and adjusted to 30 experts the car company was sent. After integrating judgments and analyzing data, the ranking of factors and effective measures on the continuity of production was identified.

According to the network of the supply chain network, the measures and concepts of passive defense in the supply chain are classified according to the research literature and objectives and options. A look better understanding of the relationship between criteria and factors affecting the continuity of activities in crisis situations in the supply chain in the network model of the supply chain, with the passive defense approach to prioritize the criteria and actions of the network analysis method. To prioritize strategic actions and to determine the importance of each of the criteria, a pairwise comparison of the network analysis method was used. To this end, a number of experts from the automotive company were selected. These individuals include managers and experts with a master's degree of experience of at least 10 years and a doctorate with experience of at least 6 years under the production-related systems and capable of analyzing issues related to production planning, as well as familiar with the processes and products of the organization. Due to the special characteristics of qualified individuals, 30 individuals were identified as target groups.

Figure 2. Resilience Supply Chain Network Analysis Process with Inactive Passive Approach



Results

After collecting completed questionnaires, the average of the data of each questionnaire table after the elimination of incompatibility was calculated, and finally, the supermatrix limit was reached. Subsequently, according to the supermatrix limit data, the weight of each of the model factors was calculated in the normal way and the final rank of the model's factors was obtained by different criteria and options. For the validity and reliability of the questionnaires, a questionnaire was first presented in person for three qualified experts and their assistance was completed and ambiguities and defects of form and content were clarified and resolved. The final questionnaire was then sent to all selected experts. The descriptions needed for a better understanding of the respondents and their coherence were inserted at the beginning of the questionnaire, and as the polling process was completed, they were provided with the necessary guidance verbally.

Table 2. Resizing Supply Chain Dimensions with a passive defense approach

Cluster	Element	Weight	Rating
Targets	Before the crisis	0/4306	1
	During the crisis	0/3314	2
	After the crisis	0/2380	3

Dimensions	Resilience design	0/3550	1
	Resilience Buy	0/2341	2
	Resilience Production	0/1618	3
	Resilience Sale	0/1394	4
	Resilience Transportation and warehousing	0/1097	5
Passive Defense Strategies	Agility	0/3231	1
	Sharing risk	0/2185	2
	quick reaction	0/1495	3
	Cooperation and outsourcing	0/1121	4
	Share information and use IT	0/1119	5
	Strategic storage	0/0848	6

The final model of the resilient supply chain is shown in Fig. 3 at three distinct levels.

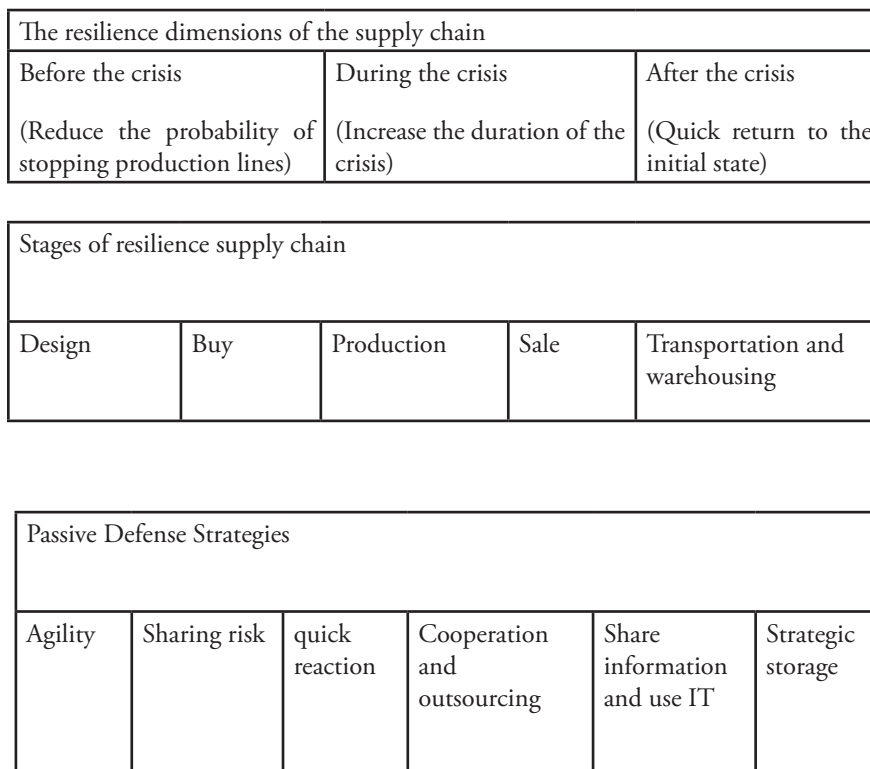


Figure 3. Resilience Supply Chain Model

According to table (3), the most important goal in the supply chain is the passive defense approach to the readiness of the organization before the crisis and the threat. This is in accordance with the principles of retrofitting in passive defense. In the second part, the dimensions of the resilient supply chain, rank The first issue of this design has been resilient, indicating the importance of design in the passive defense approach in the supply chain. More importantly, resilient strategies for retrofitting and dispersal in the supply chain from potential threats are: agility, Risk Management, Quick Launching, Collaboration and Outreach, Information Sharing, and Using IT and Storage Strategic.

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Conceptualizing Green Education Awareness in Primary School to Promote Sustainability

Conceptualización de la concientización sobre educación verde en la escuela primaria para promover la sostenibilidad

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ABSTRACT

This research aims to make environmental awareness and action an intrinsic part of life at school. This should include the students, teachers, non-teaching staff, and parents, as well as the Local Authority, the media, and local business. Green education endeavors to extend learning beyond the classroom and develop responsible attitudes and commitment. Schools consume enormous quantities of paper and energy, produce tons of waste and carbon emissions, and rarely purchase environmentally friendly products. Schools use cleaners and pesticides with neurological and reproductive toxins, which are dangerous. Poor indoor air quality and nutrition at school are linked to soaring asthma and childhood obesity rates. Research now shows that greener, sustainable school environments can save money and resources, expand learning, and improve health. And ultimately, sustainable schools teach children to become good environmental citizens and will empower them to make a difference in the environment.

Keywords: education, environment, green education, green awareness, sustainability learning

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RESUMEN

Esta investigación tiene como objetivo hacer de la conciencia y la acción ambiental una parte intrínseca de la vida en la escuela. Esto debe incluir a los estudiantes, maestros, personal no docente y padres, así como a la Autoridad Local, los medios de comunicación y los negocios locales. La educación verde se esfuerza por extender el aprendizaje más allá del aula y desarrollar actitudes y compromisos responsables. Las escuelas consumen enormes cantidades de papel y energía, producen toneladas de residuos y emisiones de carbono, y rara vez compran productos ecológicos. Las escuelas usan limpiadores y pesticidas con toxinas neurológicas y reproductivas, que son peligrosas. La mala calidad del aire interior y la nutrición en la escuela están vinculadas a las elevadas tasas de asma y obesidad infantil. La investigación ahora muestra que los entornos escolares más verdes y sostenibles pueden ahorrar dinero y recursos, ampliar el aprendizaje y mejorar la salud. Y, en última instancia, las escuelas sostenibles enseñan a los niños a convertirse en buenos ciudadanos del medio ambiente y los capacitarán para hacer una diferencia en el medio ambiente.

Palabras clave: educación, medio ambiente, educación verde, conciencia verde, aprendizaje sostenible.

Introduction

Global environmental change touches upon every aspect of human existence such as health, diet, leisure, quality of life, every day practices; production, consumption, education, research, politics, and societal values. All students deserve the opportunity to be educated in healthy environments that are conducive to learning and support their dreams for a brighter future. In order for sustainability to be integrated into a school's long-term operational and educational practices, organizational change is required. Organizational change (accepting a new vision for the organization, establishing new practices and policies, changing responsibilities and roles of members, etc.) is incredibly difficult. This knowledge should be adopted to ensure a more ecologically literate and environmentally sensitive generation will follow and ultimately the environmental problems that threaten our existence will be solved. The development of a green education curriculum tailor made for the school system will contribute to the body of knowledge for environmental conservation and sustainability development.

The current level of environmental destruction is unique in the history of humanity, and that if it is left to continue at the current rate, our generation will experience the initial phases of a trend that seriously risks destroying the very fabric of our lives. This research aims to integrate sustainability into school facilities, programs, and organizational culture beginning with developing the content for green education.

School greening is quickly becoming more than a trend. It is now the method of choice for providing healthy, comfortable and productive learning environments while saving energy, resources and money (Watson, 2012). School greening is also playing a very important role in preparing the youth of today for the green jobs of tomorrow by teaching children to become environmental citizens (Gadotti, 2010). Environmental education is critical to a Green Education initiative and future generations. Programs of study that focus on the environment and sustainability should involve the children in greening their school (Cole, 2014). Promoting environmental education through hands-on projects, with measurable results will help students' develop strong civic skills, environmental stewardship and workforce preparedness (Fisher & McAdams, 2015).

The purpose of education programs is to provide individuals with knowledge and skills to achieve this efficiently and legally (Winter & Cotton, 2012). In doing so, educators can also build capabilities to conduct ourselves ethically and to select options that contribute towards long-term sustainability (Lugg, 2007). Accordingly, in 2002, the UN established the Decade of Education for Sustainable Development (DESD) for the period 2005 to 2014 and appointed UNESCO (UNESCO, 2005) to integrate sustainability development into all academic subjects, via a holistic inter- and trans-disciplinary approach with a clear focus on values and ethics (UNESCO, 2007). The term Education for Sustainability (EfS) is used interchangeably with Education for Sustainable Development (ESD) and where sustain- ability is

interpreted as “both a process and a broad direction” (Sidiropoulos, 2014) a notion that is situated within the context of an individual, organisational and community perspective. Each person or group interprets sustainability through their own value lens, so messages promoting sustainability need to be positioned according to the receptivity (value driver). Sustainability is a value, a space, a skillset and a mindset and EfS is focussed on providing individuals with “knowledge, skills and understanding necessary to make decisions based upon their full environmental, social and economic implications” and to create sustainable alternatives as individuals (Schelly, Cross, Franzen, Hall, & Reeve, 2012).

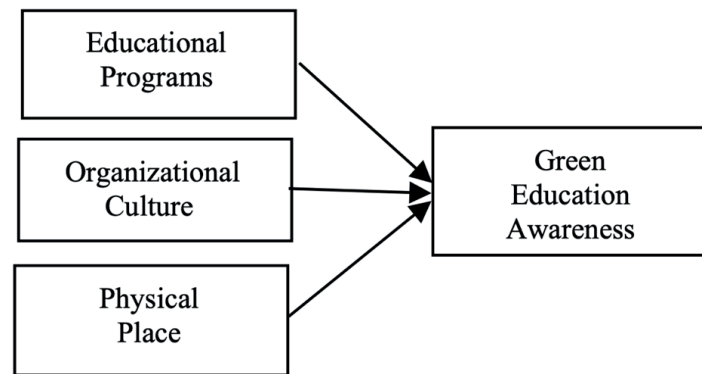


Figure 1: Framework for Green Education Awareness in Primary School

Schools can provide a healthy environment for students and staff, while promoting ecological sustainability, by using alternatives to toxic chemicals, pursuing green building and maintenance practices, changing their resource consumption patterns, serving nutritious food, and teaching students to be stewards of their communities, the earth and its resources (Wolsink, 2015). Schools are far behind many other sectors of society in recycling. Waste from schools, primarily food and paper represents about 4 percent of the municipal waste stream (Wiek, Withycombe, & Redman, 2011). Many schools do not recycle and fewer still purchase recycled or “green” products.

There is a tremendous opportunity and a grand teachable moment for children to learn about ecological sustainability, environmental health, nutrition, personal responsibility, and leadership through their hands—on participation in making their own schools healthier, more efficient, sustainable, and pleasant centers for learning (Xiong et al., 2013). Environmental awareness aims to change the values in school children. Values have been considered as needs, personality types, motivations, goals, utilities, attitudes, interests, and nonexistent mental entities. Values can be regarded as the principles that dictate what’s important to us as individuals and how we choose to use our resources (Sidiropoulos, 2014).

Previous literature suggests that environmental education should be an interdisciplinary course of study with an integrative pedagogical approach (Rowe, 2002). The term “sustainability” gains traction within a diversity of programs and operations, it is important to understand the fuller aspects of sustainability – environmental; community, equity and participation; innovation, design and systems; and eco-efficiency and financial/economic concerns. Providing students with a robust perspective of sustainability aids in their understanding of a complex term and problem-solving tool.

We attach value and dedicate resources to whatever creates benefits for ourselves or for other valued persons or things and generally do not value those things that create benefits for non-valued others or the natural environment, least of all if they come at some irrecoverable cost to us (Fisher & McAdams, 2015). Value also represents the use of our resources: we define it, create it, measure it, brand it, trade it, accrete it and store it. Environmental education also fosters the development of the skills students need to be successful, 21st-century citizens, including critical, creative, and problem solving thinking; effective written, oral, and digital communication; and constructive citizenship that nurtures young leaders who can make a difference in their communities (Wiek et al., 2011).

Some of the benefits of green education that this study aims to achieve at school are:

1. Conserves energy and natural resources
2. Saves taxpayer money
3. Improves indoor air quality
4. Removes toxic materials from buildings
5. Employs daylighting strategies and improves classroom acoustics
6. Employs sustainable purchasing and green cleaning practices
7. Improves environmental literacy in students
8. Encourages recycling
9. Promotes habitat protection
10. Reduces demand on local landfills

The main focus of environmental education programs has been to change environmental behavior through increasing environmental knowledge. Our results suggest that cultural value orientations, independent of knowledge, need to be targeted as the basis of environmental programs. Environmental education involves developing values, attitudes, knowledge, and problem-solving orientations. It emerges through broad community introspection into the values and ethical issues that it desires to nurture (Pooley & O'Connor, 2000); thus, we argue, it is highly dependent on particular and country-specific value orientations (Oreg, 2006)

Education for sustainable development, through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision-making processes that affect the quality, structure and health of environments and society and exploring values that determine people's actions within society, the economy and the environment (Dobson, 2007). Educational strategies designed to improve environmental literacy (e.g., by highlighting the inaccuracy of many compensatory beliefs and improving environmental awareness) might reduce the tendency of people to use compensatory beliefs. There are many examples of interventions aimed at improving the environmental literacy of individuals, particularly within educational settings (Kaklamanou et al, 2013)

Evidence indicates strong impressions formed during a person's formative (teenage) years can have a life-long impact on a person's values, attitudes and behavior although students' values and value-orientations also affect their engagement with sustainability education at school. Educators should not assume students have similar knowledge or views about sustainability, but instead must identify and gradually develop the sustainability literacy of their students. According to cognitive psychology, we are continuously confronted with a vast flow of information and individuals filter through this information according to our schema, which determines what we "see" and what we "ignore" Conceptions of sustainability and their associated learning and teaching implications are context driven and vary considerably. Wals and Jickling (2002) suggest "there are multiple perspectives in sustainability, education for sustainable development, and education for sustainability and multiple perspectives on the way educators should interpret these ideas.

Key elements in developing sustainability literacy are modifying curriculum content, experiential and social learning (Trip and Muzzin, 2005), systems thinking, inter-disciplinarity (Matthews, 2005), connecting curriculum to local contexts (business/NGOs), taking a critical approach, and a strong research programmer.

Methodology

This study will undertake a quantitative research method to explore structural relationship among constructs. Quantitative research will use survey method through the distribution of a set of questionnaire and it consists of predetermined response options and distributed to a great numbers of respondents. The purpose of conducting a quantitative research method is to confirm the research model development and to identify some unknown variables.

Quantitative research will produce statistical findings which can be presented in model, graph and diagram (Fallis, 2013). The main purpose of quantitative research is to gain information to:

- a) make accurate predictions about relationship between variable.
- b) gain deep understanding into those relationship.
- c) validate relation.
- d) test hypotheses.

Quantitative research is reliable because all respondents are asked on the same questions with the same way and sample size is much larger (Hair, Sarstedt, Pieper, & Ringle, 2012). The research design that will be used in this present study is descriptive-correlational research. Descriptive-correlational research is conducted to examine the existence of relationship between two or more variables. Descriptive-correlational design is able to provide precise description of population characteristics and can present adequate information on causal relationship among variables (Aaker et al, 2004). In addition, descriptive-correlational research design also provides basis for decision making (Ting & Thurasamy, 2016). In relation to this study, this research design permits the researcher to make future forecasting, for instance, the influence of values, beliefs and norms and other variables on perception on sustainable efforts towards event greening. The strength of descriptive research is, it is able to provide accurate description characteristics of a population, if the sample size is large and it is selected properly (Aaker et al, 2005).

Conclusion

Environmental education and training will continue to underlie progress towards sustainable development by providing the most essential tool: knowledge. The discovery of school children's level of awareness on environmental issues from this research and the findings on the awareness of green education will enhance the body of knowledge in this field that will contribute towards a better understanding of school children's level of awareness on environmental issues. The curriculum would outline the need for green education beginning in schools to educate the younger generation on the importance of environmental protection and preservation. How individuals think about sustainability and environmental concerns more specifically, are rooted in their education of these issues.

This study represents a clear opportunity to cultivate a diversity of interpretations of sustainability in a way that helps to redraw boundaries that are increasingly necessary to revitalize the educational mission that is required to address current social-economic-ecological issues. This requires environmental and sustainability education to inculcate "lateral rigor" across disciplines to match the "vertical rigor" within them (Fisher, 2015). For sustainability, integrating lateral rigor though general education requirements seems paramount as a foundation for situating knowledge in the field. This would also create opportunities to apply sustainability after a disciplinary concentration is established to help avoid these potential disciplinary pitfalls. This approach emphasizes higher orders of learning around transdisciplinary problem-solving, collaborative learning, creative application and knowledge synthesizing (Barth and Timm, 2011) that can be attained through transdisciplinary and integration (Warburton, 2003).

The outcome of this study will also stress the importance of curricular approaches to sustainability that are integrated. Three issues arise from these implications: first, that sustainability programs should incorporate a course or series of courses that expose students to a wide variety of scholarly approaches to sustainability early in the curriculum; second, within courses deeply entrenched in disciplinary silos, sustainability should be presented in a way in which disciplinary focus is situated within that larger frame; and third, greater attention should be paid within programs that are fully integrated with an emphasis on typical descriptors of effective sustainability education as holistic systems, ability to make connection, interdisciplinarity and lateral rigor (Weissman, 2012). This conforms to previous arguments that sustainability should be approached from several different angles, including the social, cultural, political and artistic (Orr, 2004). Ideally, a comprehensive sustainability approach should address complementary

conceptualizations of sustainability in an integrated pedagogical approach across disciplines (Fisher & McAdams, 2015).

One is unlikely to knowingly be concerned about the environment or deliberately act in pro-environmental ways if one knows nothing about the problem or potential positive actions. Education is also important. In several countries, individuals with more education in general are more concerned about the environment (Gifford & Nilsson, 2014).

Success on the journey toward sustainable development requires an approach to education that strengthens the application of values, especially integrity and fairness and the awareness that people share a common destiny. This can be achieved when teachers provide students with experiences which lead to greater awareness of social and moral responsibilities, particularly those which generate greater self-awareness of personal value systems and a willingness to revise them towards sustainability. Finally, teachers are ultimately “responsible for the introduction of the subject of SD to their students” (Ceulemans and De Prins, 2010, p. 646). Each teacher has an opportunity to introduce sustainability topics that are appropriate to their student cohort, environment and institutional orientation towards sustainability.

Sustainability is a learning journey and each educational intervention contributes towards building greater understanding and orientation towards sustainability. An educator with curriculum control is strongly encouraged to embed sustainability as a core element of assessment. An educator with little or no influence over course curriculum or assessment, can still contribute to their students learning for sustainability. (Sidiropoulos, 2014)

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The tourist experience of Iconic Public Art in Macau*

La experiencia turística del arte público icónico en Macao

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ABSTRACT

Art-related tourism is increasingly appealing to the tourist market. Yet how tourists aesthetically judge iconic public art remains unknown. This study attempts to explore their aesthetic judgment and some psychological and behavioral outcome. Or particularly the relationship between place identity, flow experience, and some on-site behaviors. Drawing on a survey, the conceptual framework which consists of five constructs will get validated.

Keywords: public art, place identity, aesthetic judgment, flow experience

RESUMEN

El turismo relacionado con el arte es cada vez más atractivo para el mercado turístico. Sin embargo, cómo los turistas juzgan estéticamente el arte público icónico sigue siendo desconocido. Este estudio intenta explorar su juicio estético y algunos resultados psicológicos y de comportamiento. O particularmente la relación entre la identidad del lugar, la experiencia de flujo y algunos comportamientos en el sitio. Sobre la base de una encuesta, se validará el marco conceptual que consta de cinco construcciones.

Palabras clave: arte público, identidad de lugar, juicio estético, experiencia de flujo

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Introduction

The topic of tourist aesthetics has been explored by many academicians, with topics ranging from natural landscape to man-made attractions. Aesthetic value and judgment is believed to be vital (Kirillova, Fu, Lehto, & Cai, 2014). In the context of urban tourism, iconic public art could be quite captive for sight-seeing and photo shooting. Public art could enliven the street landscape of street of cities and enrich the experience of tourists and residents. It is also believed to be especially attractive for tourists who are no longer satisfied with packaged and routine arrangement (Frost, Laing & Williams, 2015). Yet how the tourists experience the public art remains unclear.

In the recent decades, the concept of place identity has been applied to tourism research to understand of the relationship between tourists and a destination. Tourists' destination experience can be regarded as a process of constructing place identity (Hough, 2011). During or after art appreciation, tourists can have the flow experience (Harmat, et al., 2016), referring to an optimal psychological state characterized by enjoyment, concentration, and creativity (Csikszentmihalyi, 2000). Art appreciation and many other leisure activities are associated with the flow experience (Csikszentmihalyi, 1997). However, by far there is no tourism research focusing on the appreciation of public art and its antecedents and outcomes.

Based on the previous discussions, this study has the following objectives:

1. To understand tourists' aesthetic experience with an iconic public art;
2. To explore the relationship between aesthetic experience and place identity;
3. To investigate the relationship between aesthetic experience and the sense of flow; and
4. To examine the relationship between the aesthetic and flow experiences and behavioral outcomes.

Literature review

Aesthetic judgment of public art

Aesthetic appreciation is a self-rewarding, hedonic and reinforcing psychological experience, with emotional and cognitive involvement (Leder, Belke, Oeberst, & Augustin, 2004). Academic effort has been made to understand it from a more explicit and pragmatic way. Aesthetic appreciation is a comprehensive sensory experience, which "inevitably tend toward a reasoned choice and therefore must formulate itself as a judgment" (Scruton & Munro, 2009, p. 4). So aesthetic judgment is grounded in aesthetic appreciation, with the evaluative function to discern good qualities from bad, to rank the merit of those qualities, and to identify how pleasure element in the appreciation. Aesthetic judgment in its very nature is the endeavor aiming at figuring out some empirical common universal standards of what is beautiful despite people's subjective experience (Scruton & Munro, 2009). So it is featured to be more cognitive, logic and objective, less of assertive mental processing and perception (Brady, 2003).

Different disciplines offer various understanding of aesthetic appreciation; however, there are some universal law behind the subjective judgment (Scruton & Munro, 2009). It was summarized that aesthetic judgment has three major categories (Knudsen, Metro-Roland, & Rickly, 2015): the beautiful, the sublime, and the picturesque. Among the three aesthetic concepts, the beautiful is deemed to be suitable for the present research because of the concept's emphasis of rational aesthetic judgment.

Place identity

Place identity is a term derived from environmental psychology, which occurs when people endow a place with certain meaning during interaction of space and psychology (McCathy, 2006). Tourists' destination experience was stated to be a process of identity construction from an anthropological perspective (Hough, 2011). Different places might offer tourists a shared value and belief, thus instill them with a sense of belonging and arouse place identity (Palmer, 2005). Monuments, sculptures or buildings, even tourism event are all helpful in building up local place identity. Some researcher chose to probe into the impact of place identity from the perspective of tourists via reading and reflection of the local heritage

interpretation (Uzzel, 1996). Measurement of place identity is often associated with terms concerning people's cognitions, attitudes, values and tendencies. Proshansky (1983) proposed three dimensions to measure place identity, namely cognitive-descriptive dimension, cluster of affective-evaluative dimension, and role related dimension. Lalli (1992) proposed a five-dimension framework for measuring place identity, and the framework consists of attachment, familiarity, continuity with the past, evaluation, and commitment. This study examines place identity in the context of public space wherein tourists interact with iconic sculpture in an urban setting. The present study adopted Lalli's (1992) five-dimension framework, which has been widely used in studies related to place identity.

Flow experience

The flow theory was developed by Csikszentmihalyi (1979) to address a state of psychological experience featured with high concentration and lose sense of time and space. Flow experience was intensively employed to explain flow-like activities such as poetry, painting, musical composition, singing in a choir, listening to music, regardless of an amateur artists or collectors (Csikszentmihalyi & LeFevre, 1989). The pursuit of leisure is closely related to flow experience, and flow is a desirable experience of leisure (Man-nell & Bradly, 1986). However, this concept seems to be undervalued in tourism research.

Flow is characterized by immersion in an activity. When one's skill matches with the challenge of the activity, the mental state of flow could be attained. and visitors are prone to sense the feeling of enjoyment and immersion in beautiful scenes. Standing in front of an artwork, the captive appreciator would observe thoroughly, react cognitively, and relate oneself to the destination. Concentration and imagination might be employed in this gaze at an artwork. However, it remains unknown how tourists' flow experience could be triggered during the appreciation of artworks.

Conceptual framework and hypotheses

The formulation of hypotheses is briefly stated subsequently.

- H1. Aesthetic judgment has a positive effect on flow experience.
- H2. Aesthetic judgment has a positive effect on place identity.
- H3. Flow experience has a positive effect on tourists' behavioral outcome.
- H4. Aesthetic judgment has a positive effect on tourists' behavioral outcome.
- H5. Place identity has a positive effect on tourists' behavior outcome.

Method

Study object: Kun Iam Ecumenical Centre

Kun Iam ecumenical Centre is a landscape site of Macau. It is located on the Outer Harbour dedicated to Goddess of Kun Iam (Goddess of Mercy). The statue is 20 meters tall and made of golden bronze, seating above a hemispherical lotus shaped base. A Portuguese artist designed this statue and made it present an unusual and remarkable outlook. The clothing style and the charm make the statue looks like Mother of Maria. The expression of Kun Iam's face was especially designed to be "raceless-but-with-one-heart" (Leiria, 1999, p. 158). The Kun Iam statue is recognized as one of the iconic public artwork (Shang et al., 2010). The statue is popular among tourists and often referred to as signature or symbol of Macau. It is the last public artwork that Portuguese government left behind in Macao before their official excavation. The Kun Iam statue is quite intriguingly rich in art design, culture as well as politics.

Sampling procedures and measurement

A structured survey will be employed in this study. A self-administrated questionnaire will be distributed in front of the sculpture. The questionnaire consists of three sections. The first section deals with aesthetic judgment based on the previous researches (Kirillova et al., 2014;) and adapted to the real context. 7 Semantic differential scales are employed which made up of two opposites. Themes are extracted as balance, uniqueness, scale, time, condition, legibility and shape. The place identity is constructed with 5 dimensions: familiarity, evaluation, commitment, attachment, and continuity (Lalli, 1992). flow experience was measured by 4 dimensions (Kaur, Lee, & Tsang et al., 2018; Pelet, & Cowart, 2017): enjoyment, concentration, social interaction, curiosity. As photo-taking and social-media sharing are getting more and more popular among Chinese visitors, this current study employed 4 items to measure In-situ behavior: take pictures, share photos and share writing via social media, and read interpretation.

Data analysis

This study investigated the relationship among 5 latent constructs: aesthetic judgment, place identity, flow experience and some travelling behavioral outcomes. Structural Equation Modeling will be employed to test the proposed hypotheses. The software of Amos and spss will both be utilized.

Conclusions

Aesthetic experience has its long and natural history rooted in the domain of art, regardless of a variety of artistic forms, architecture or music, poems or painting (Parsons, 1987). Public art which used to be a marginal area within art practice is now gradually gaining attention by city planners and politicians to assume the role of city-image re-maker, as well as forerunner of local culture renaissance (Hall, T., & Robertson, I., 2010), but regretfully remain scarcely touched by tourism academicians. This study try to bridge the aforementioned gaps by exploring how iconic public art is aesthetically judged by tourists, what place identity was provoked during their interaction with iconic public art, is it possible that the desirable mental state of flow experience could be triggered during this art appreciation.

Apart from these academic implication, the findings of this research could also shed light for destination marketing organization and policy makers with some practical implication. A stronger place identity will bond up the relationship between tourists and the destination, which will in turn bring about favorable outcomes such as WOM and returning intention. By assessing how their place identity is constructed and even reasserting one in a better level is beneficial to identify and obtain marketing edges would be found and obtained by asserting or reasserting a place identity in a better level. Besides the angle of tourism economics, tourists' experience can also be updated by a better understanding of the flow experience during their art appreciation.

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Applying Islamic perspective on Critical Thinking Skills in Teaching Halal Management Program: An Overview

Aplicación de la perspectiva islámica sobre las habilidades de pensamiento crítico en la enseñanza Programa de gestión de Halal: una visión general

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ABSTRACT

Critical thinking in teaching plays a vital role in education. The Quran contains three times as many verses calling to engage in critical thinking rather than blind submission. In that sense, this conceptual paper discusses the applying Islamic perspective on critical thinking skills in teaching Halal Management Program at Academy of Contemporary Islamic Studies (ACIS) at Universiti Teknologi MARA (UiTM), Malaysia. It will also analyze how critical thinking can be applied to the students of Halal Management Program. This concept paper adopts a qualitative method where data were collected from doctrinal research. The paper provides suggestions that separate subject that teaches critical thinking should be introduced in university. Students' critical thinking can be improved implicitly through the lecture's methods and students'.

Keywords: Critical thinking, Teaching, Halal management

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RESUMEN

El pensamiento crítico en la enseñanza juega un papel vital en la educación. El Corán contiene tres veces más versos que llaman a participar en el pensamiento crítico en lugar de la sumisión ciega. En ese sentido, este artículo conceptual discute la aplicación de la perspectiva islámica sobre las habilidades de pensamiento crítico en la enseñanza del Programa de Administración Halal en la Academia de Estudios Islámicos Contemporáneos (ACIS) en la Universiti Teknologi MARA (UiTM), Malasia. También analizará cómo se puede aplicar el pensamiento crítico a los estudiantes del Programa de Administración Halal. Este documento conceptual adopta un método cualitativo en el que se recopiló datos de investigaciones doctrinales. El documento proporciona sugerencias sobre la introducción de materias separadas que enseñan el pensamiento crítico en la universidad. El pensamiento crítico de los estudiantes se puede mejorar implícitamente a través de los métodos de la clase y de los estudiantes.

Palabras clave: pensamiento crítico, enseñanza, gestión halal

1. Introduction

Critical thinking means thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. According to Edward De Bono (1976), the teaching of thinking is not the teaching of logic but the teaching of perception. Whenever anyone sets out to teach thinking there is a strong temptation to drift back into teaching logic, because this seems to be the only definite thing that can be taught.

That education's major concern, among others, should be to encourage students to think critically is commonplace today. No respectable educational institution, or one having pretensions to be respectable, can afford not to promote critical thinking, nor can a teacher be seen to be hostile to it. Critical thinking is the modern mantra that has everyone enthralled. It is touted as the miracle cure for much that ails both education and society. In fact, Islamic civilization's contribution to human civilization *tafakkur* and other Qur'anic words calling for people to think creatively and critically (Jamal & Mustafa, 2004).

Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. A person who can think critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it.

As such, this conceptual paper tries to discuss the application of critical thinking for teaching Halal Management Program at Academy of Contemporary Islamic Studies (ACIS) at Universiti Teknologi MARA (UiTM), Malaysia. It will also discuss how critical thinking can be applied to the students of Halal Management Program.

2. Concept of Critical Thinking in Teaching

Previous studies have found that critical thinking students are influenced by the teachers' teaching pattern. (Nursafra Mohd Zhaffar, Mohd Isa Hamzah, 2016) Therefore, Islamic education teachers (IETs) should apply critical thinking in their teaching. For students, workers, and citizens, critical thinking is an essential tool for performing successfully in a complex and rapidly changing world.

In focusing on and promoting critical thinking, what type of education for human beings is helping to foster and what type of society is it helping to create? Critical thinking is a private, personal skill employed primarily to achieving private and personal goals. In other words, this is a skill which has no social components. (Kazmi, 2011)

Despite widespread expressions of concern on developing critical thinkers, studies have shown that most schools are neither challenging students to think critically about academic subjects nor helping them to develop the reasoning abilities needed to deal successfully with the complexities of modern life. Educators are not alone in recognizing the importance of critical thinking. The demands of employment in a global economy, the survival of a democratic way of life, and personal decision making in a complex and rapidly changing society require people who can reason well and make sound judgments. Therefore, the ability to think well is critical to an individual's success in life. (Rosnani & Suhailah, 2003)

Thinking could be taught and good thinking requires practice. Teachers in Malaysia are grappling with this issue in an effort to be forerunners in the country's drive to attain the status of an industrial country and a world center of educational excellence (Rosnani & Suhailah, 2000). A study conducted in Klang secondary schools by Suhailah (2000) looked at the relationships between teachers' perceptions and practices and the number of courses that they attended, on the teaching of thinking. She found that no significant differences were found in teachers' perceptions and practices respectively with respect to teachers' school locality, gender and areas of specialization but there were significant differences in perceptions and practices respectively with regard to the number of courses that teachers attended. However, their perceptions and practices became more positive when they attended more courses on the teaching of thinking. Generally, teachers in this study have good perceptions of the approaches and methods in teaching thinking, and on the importance and usefulness of teaching thinking. (Ashour & Alkhoudary, 2015)

Proper perceptions and knowledge about teaching critical thinking among pre-service teachers should be given considerable attention. This study indicates that the mathematics pre-service teachers from a local public university have not acquired a strong grasp of teaching critical thinking. Hence, it is suggested that pre-service teachers should be given more opportunities to be exposed to critical thinking, so that they can prepare themselves well before teaching their students. Courses or workshops on critical thinking ought to be conducted frequently for pre-service teachers to help them to use appropriate instructional methods and overcome the problems faced during teaching on critical thinking. By doing so, critical thinking among the students can also be improved (Chan, Tun, & Onn, 2016).

However, the present study revealed some shortcomings about English teaching and learning in Benin. In fact, the current English curriculum does not thoroughly prepare the learners to face challenges awaiting them in the ever-changing world and especially their communities. From the above findings and discussion, the researcher can assume EFL teachers agree on the idea that teaching thinking skills to their learners can help them be effectively prepared to deal with social issues affecting their community. (Gbènakpon, 2017)

3. An Islamic Perspective on Critical Thinking

In the Qur'an, Allah SWT mentions clearly in Surah sad: "(Here is) a Book, which We sent down unto thee, full of blessing that they may meditate on its Signs and that men of understanding may receive admonition". (Surah Sad 38:29). Thinking is considered as *'Ibadah'* or a form of worshipping Allah, which, shall be rewarded as long as it is done with sincerity or *'ikhlas'*, good intention and for a good purpose. Abbas Al-*'aqad'*, a contemporary prominent thinker, considers *'tafkir'* or thinking as an Islamic obligation. Al-Qur'an mentions the requirement of *'ulul al-bab'* that leads to thinking. Thinking is an integral part of the Islamic tradition. Allah created man to think by using reasoning (*afala ya'qilun*), think creatively (*afala tatafaqquharun*) and also to ponder, to inquire and to investigate things (*afala ya tadabbarun*). The tradition of thinking in the past led to tremendous achievements of the Muslims in the fields of philosophy and science such as astrophysics, mathematics, mechanics, music and many others. (Sidek, 2005)

In Islam, a teacher is viewed as *'murabbi'*, that is, one who holds an important responsibility in educating their students, not just the knowledge of the mundane world, but also the way of living according to the Laws of Allah (Suhailah, 2000). In fact, critical thinking in the Islamic perspective is very important because it will make Muslims to think reflectively so that they can relate the proof of creation in giving life and will make them closer to Allah. Thinking critically also will develop man's thinking to differentiate

between good and bad things in their lives. So, Muslims should take Al-Qur'an as the guidance because it draws the attention of mankind to reflect upon the creation of this universe. As mentioned by Endut et al (2014), the significance of *al-yaqin* element in connection with Islamic critical thinking is closely related to these two contexts of certainty. The methodological context that focuses on the practical and logical aspect of *al-yaqin* would naturally deal with the analytical process of knowledge verification and evaluation which is known to be an essential aspect of critical thinking. Meanwhile, for a Muslim, the meaning of 'to seek understanding' is closer to seek understanding to know Allah.

Several signs have been shown by Allah in His Holy Book. In the Quran, Allah asks Muslim to think critically in His Holy Book, among them are: (Nordin & Surajudeen, 2015)

a) *Tadhakkur*

"Behold! In the creation of the heavens and the earth, and the alternation of night and day, there are indeed Signs for men of understanding. Men who celebrate the praises of God, standing, sitting and lying down on their sides, and contemplate the (wonders of) creation in the heavens and the earth, (with thought): *"Our Lord! Not for naught have you created (all) this! Glory to Allah! Give us salvation from the penalty of the fire"*. (Surah Ali Imran 3: 190-191) This ayah illustrates that thinking people will ponder the creations of Allah (the sky and the earth, the night and the day) by using their heart (*basirah*). Therefore, people will see the Great of Allah and grateful to Allah every time. Imam Fakhru Razi claimed that those who are remember and believe in Oneness of God use their *aqal* (think) will achieve *al-falah* (success). To achieve the level of *tadhakkur*, man needs to put something into summarization in order to help him understand it wisely. Therefore, man may have an idea towards something in a simple diagram or picture. The application of *tadhakkur* is applicable on subjects such as Al-Quran and al-Hadith.

b) *Ta'qil*.

"Do you enjoin right conduct on the people, and forget (to practice it) yourselves, and yet you study the Scripture? Will you not understand?" (Surah al-Baqarah 2: 44). This show that the Almighty God emphasizes on a few mankind those who are asked others to follow the Law of Allah, but he himself refuse to do so. Some *mufassirun* stated that this kind of people refer to Bani Israel and Hypocrites. Allah condemned these kinds of people by saying *"Will you understand?"* which bring us the word "do not think" refer to "do not understand the truth". In order to understand the truth, man need to synthesize the information at the first place before jump to the conclusion.

c) *Tafakkur*.

Tafakkur literally means to think on a subject deeply, systematically, and in great detail. In other word, *tafakkur* is a reflection. Reflection is a vital step in becoming aware of what is going on around us and of drawing conclusions from it. It is a key for a man to differentiate between good and bad, vice and virtue, and so on. One can use reflection in every scientific field. However, the rational and experimental sciences are only a first step or a means to reach the final target of reflection, which is knowledge of God, provided that one's mind has not been filled with wrong conceptions and premises. Reflection must be based on and start with belief in God as the Originator of creation. *"And it is Who spread out the earth, and set thereon mountains standing firm and (flowing) rivers: and fruit of every kind He made in pairs, two and two: He draw the night as a veil over the Day. Behold, verily in these things there are Signs for those who consider"* (Surah ar-Ra'd 13: 3)

d) *Tafqih*.

"Many are Jinns and men we have made for Hell: They have hearts where with they understand not, eyes wherewith they see not, and ears wherewith they hear not. They are like cattle, nay more misguided: for they are heedless (of warning)." (Surah al-A'raf 7: 179) Based on this ayah, we know that there is a relationship between heart and mind. According to Imam al-Ghazali, *al-qalb* (heart) depends on *al-'aqal* (mind). He claimed that once man would like to do right thing, he will ask his mind to see the Great of Allah. At this level, man need to analyze the information after identifying two difference entities. Man will identify the right and wrong, advantage and disadvantage, positive and negative element that reflect to something.

e) *Tadabbur*.

“Do they not consider the Quran (with care)? Had it been from other than God, they would surely have found therein much discrepancy”. (Surah an-Nisa’ 4: 82) The development of *tadabbur* understanding is essential to critical thinking because critical thinking by definition involves reflecting on what is known and how that knowledge is justified. They know what they think and can justify why. The word of *tadabbur* means learn and understand al-Quran completely which is knows the law of Islam and believes all the contents. Allah emphasizes al-Quran is a complete book because it came from Allah. This is the higher level where man judges the idea.

The Qur’an was revealed to those who recite it or listen to its verses will contemplate and reflect upon its messages. This reflection leads to appreciation of Allah’s creation, self-tranquility, remembrance of Allah, reminding the thinker of his ‘obligations’ and the requirements to fulfill them and observations study and exploration of the universe. This leads to the discovery of the governing of the universe, which has been made subservient to mankind for cultivation of earth and establishment of civilization. (Jamal & Mustapha, 2005)

4. Teacher’s application of the Teaching Critical

Thinking

Among the challenges faced by educators in promoting critical thinking is that of cultural compatibility (Charlene Tan, 2017). Teachers’ response to questionnaire supports the idea of integrating critical thinking in teaching the writing skills at BUC. Thus, teachers should use thinking skills to enhance students’ writing performance and creativity (Ashour & Alkhoudary, 2015). In fact, one major finding is that Islamic teachers view students’ ability as a constraint towards improving critical thinking, specifically students’ lack of interest in practicing critical thinking. Islamic teachers and curriculum developers take students’ resistance of practicing difficult activities and active learning into their account. In addition, they should understand the different learning styles, age level of the students, psychological characteristics of students; student’s learning aptitude, appropriate teaching method, and theoretical orientation of critical thinking in the elementary schools. Moreover, they should motivate and encourage students to challenge themselves to reach a sound conclusion (Alwadai, 2014).

According to Prime Minister Datuk Seri Najib Razak, recently he called for the country’s education system to focus on developing intellectual capital, saying the effort was necessary to equip the future generations with the higher order of thinking skills. In the future, the younger generation would have to occupy jobs which might not exist today, and the challenge of the country was to find ways to prepare them for that scenario, he said at the Premier Assembly of Outstanding Teachers 2012 at the Putrajaya International Convention Centre (Nordin & Surajudeen, 2015). So that in order to enhance students’ critical thinking skills, lecturers in halal management at Academy of Contemporary Islamic Studies also should encourage students to think critically and creatively by using appropriate teaching methods and styles in lectures and classrooms.

Findings by Alex Jone (2015) revealed that doing the Negotiation Role Play (NRP) increased the participants’ level of critical thinking while the team leadership and team leadership profile (the diverse mixed-group) did not have a moderating effect on the NRP and impact the level of critical thinking skills. The results of the present study on students’ perceptions toward using classroom debate to develop critical thinking and oral communication ability indicate that, students found classroom debate an innovative, interesting, constructive, and helpful approach to teaching and learning. The respondents also believed that participating in classroom debate helped them overcome the fear of talking before a crowd, boost their confidence to talk and express their opinions, improve their speaking ability, and enhance their critical thinking skills (Pezhman Zare, 2015).

Study by Zydi (2016) in Albania showed that landscape architecture is a complex, contextual, and interdisciplinary profession. Especially during the second half of last century, this profession gained advantages by using of natural sciences knowledge on landscapes. The success of the new generation of landscape architects will be very much dependent on the development and consolidation of the above mentioned foundations. Aiming to achieve this, the curricula of landscape architecture should

promote creative thinking, critical thinking and systemic thinking. (Zydi et al, 2016) however, many compelling reasons exist for teaching critical thinking skills to students; however, the gaps between teacher knowledge, ability levels, and teaching critical thinking skills effectively to students can only be identified and closed with proper training and time (Skaggs, 2014). Students' experience building and applying critical thinking skills in lingua-culturology was emergent, uncertain, and their use of the strategies was subject to revision; it was concerned with what students already knew, and was created in cooperation rather than being a product solely of the author's or teacher's effort (Meiramowa et al, 2017).

5. Conclusion

In all, this concept paper has aimed to describe Islamic perspective on critical thinking skills in teaching. According to the reviews of this study, students have positive perceptions on critical thinking and believed that some lecturers practiced critical thinking in the classroom.

Some ways of improvement found in this study for halal management program such as separate subject that teaches critical thinking should be introduced in university. In fact, lecture's methods such as telling stories, collaborative learning and skill-centered. Students' thinking is developed when critical thinking is used as strategies in one or a few steps of the lesson development. Furthermore, the appropriate textbook for the enhancement of teaching critical thinking. Teaching critical is important to help improve to help improve students' achievement

However, further studies in quantitative research need to be done.

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Depreciation in the aspect of modeling strategy of investment and analysis of reproduction processes of fixed capital of railway transport

Depreciación en el aspecto de la estrategia de modelado de inversión y análisis de los procesos de reproducción del capital fijo del transporte ferroviario

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ABSTRACT

Joint-stock company “Uzbek Railways” is the largest transport company in Uzbekistan and in some segments of the transport market works in conditions of tough competition. With the development of market relations and economic growth, as well as competitive pressure from other participants in the transport market, reliable condition, efficient use and intensive reproduction of fixed assets are becoming increasingly important. In this article, a retrospective analysis of the reproduction of the fixed capital of a railway company is carried out and suggestions are given for the intensification of this process.

Keywords: depreciation, financial sources, fixed assets (capital), reproduction, investment policy

RESUMEN

La sociedad anónima «Uzbek Railways» es la compañía de transporte más grande de Uzbekistán y en algunos segmentos del mercado de transporte trabaja en condiciones de dura competencia. Con el desarrollo de las relaciones de mercado y el crecimiento económico, así como la presión competitiva de otros participantes en el mercado del transporte, la condición confiable, el uso eficiente y la reproducción intensiva de activos fijos se están volviendo cada vez más importantes. En este artículo, se realiza un análisis retrospectivo de la reproducción del capital fijo de una empresa ferroviaria y se dan sugerencias para la intensificación de este proceso.

Palabras clave: depreciación, fuentes financieras, activos fijos (capital), reproducción, política de inversión.

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Introduction

Modern concepts of reproduction and use of fixed assets are based on the theory of the functioning of capital as a production factor.

The capital theory is traditionally characterised by specialists as one of the most complexes. It has a deep genesis, and these problems have aroused the interest of researchers since the inception of economics.

The specificity of the evolution of the concepts of capital is their close connection with the dominant paradigm of the analysis of the development of society. Thus, at the early stage of the formation of science, theoretical trends in economics were considered in the applied aspect of studying artisan and commercial activities.

By the worldview of mercantilists, foreign trade was considered to be a priority area for the efficient circulation of capital. The essence of wealth and prosperity in this new course of economic thought is seen as the accumulation of money. As M. Blaug describes, quoting Charles Wilson, Britain of the XVII-XVIII centuries. in foreign trade with the Baltic and colonial countries simply did not possess anything that would be an attractive commodity for exchange.

The School of Economics of Physiocrats focused on the forms and mechanisms of capital utilization in agriculture. In this case, land and funds invested in it were considered as the basis of capital. F. Quesnay - they great French economist of the XVIII century. and his supporters believed that the source of wealth is the labour of agricultural workers, creating a surplus in excess of the product that is necessary for their existence. These political and economic theories rejected mercantilism for the unproductiveness of money capital and the reassessment of the role of trade. They sought for the external manifestations of wealth (primarily in trade and money circulation) to reveal its true nature. From the physiocratic concept, the primary concept of net income as a gift of nature, rent, a single tax, as well as the law of the BBB markets came to the scientific economy. Seya, who revealed the connectedness of supply and demand, and became, in essence, a continuation of this approach (Blaug, 1994).

In the transition to a real market economy, such concepts as capital and capitalization take on special significance. For improving the efficiency of a company, it becomes important to study similar and related concepts. The study of domestic and foreign researchers, legal documents and educational literature has shown that the economic category of capital is treated differently. For example, it is defined as a value characterizing the economic benefits of an economic entity at a certain point or an investment resource used for its simple and expanded reproduction, where the management of the reproduction process of a company or enterprise plays the most important role.

A brief description of the investigation of the issue and justification of the novelty of the questions that the authors consider in the article are given.

Material and research methods

This paper is describing research material and methodology of depreciation of fixed assets of the railway transport. The fundamental basis for the knowledge of capital as a category that has a complex economic, philosophical and legal nature, in classical political economy was laid by the English economist William Petty in the second half of the 17th century. A characteristic feature of his research was that they first began to study property relations in an internal relationship with the production relations of people. It is on the basis of these prerequisites that a classical approach was subsequently formed in economic theory, based on the concept of capital circulation and the creation of a surplus.

Results and discussion

The sphere of industrial production was introduced into the economic theory by A. Smith and D. Ricardo. L. Smith long before D. Ricardo and K. Marx substantiated the basic principles of the origin, formation and functioning of capital. In the works of A. Smith for the first time appears the division of productive capital into fixed and circulating. The division of capital used in the production process into main and negotiable is determined not only by the characteristics of the turnover of each of its constituent parts, but also by the method of transferring their value to the product (goods, services) produced in the process of transformation from the productive form to the commodity form.

The cycle diagram of the cycle of production capital used in modern management concepts was formed much later, but nevertheless, in A. Smith's works all the basic prerequisites for its creation were laid.

In the works of D. Ricardo considerable attention is paid to the study of the means of production. The appeal of modern economists to the works of Ricardo occurs whenever the paradigm of the economy and its apparatus changes.

Studies on the use of capital occupy a central place in Marx's teaching. In the Marxist concept, capital appears in concrete forms - in the means of production (constant capital), money (money capital), people (variable capital), goods (commodity capital). According to the listed material carriers, they are capital not by themselves, but rep-

resent a special production relationship in direct connection with depreciation and reproduction of fixed assets.

In classical economic theory, questions of the methodology for using depreciation deductions were practically not raised due to the fact that business practice did not require the economic theory to solve this issue. Nevertheless, K. Marx discussed the problem of compensation for the fixed capital in the course of his correspondence with F. Engels. In a letter to Engels dated August 24, 1867, Marx asked for an answer to the question: "You, as a manufacturer, should know what you are doing with the money coming in to repay the fixed capital before the time when it must be replaced in natura. And you must answer me this question (without theory, purely practical). " Answering the question, F. Engels described in detail the practice of using the amounts of the "renewal fund." This practice still occurs today when making decisions on the use of depreciation funds.

The neoclassical economic theories of using capital significantly deepened some of the essential characteristics of this process and proceeded to solve the problems of quantitative measurement of the parameters of its flow. At this stage of development of economic thought, concepts of normative greatness began to appear as points of reference, which marked the beginning of the formation of a normative approach.

At the end of the 20th century, such scholars as V. Zombart, E. Bem-Bawerk, P. Sraffa, X. Kurtz, as well as neo-Ricardian economists J. Steedman and L. Mainvoring made a significant contribution to the study and development of capital capital issues. B. Sheffold. Relying on the classical economic theory of A. Smith, D. Ricardo and K. Marx, they developed it by examining the questions of the formation of the value of capital. A Japanese economist Sh. Hoshimura based on the theory of capital K. Marx built mathematical models of reproduction and capital accumulation.

Despite the idealization of modern Western economic science in Russia, it should be noted that in the west the theory of Karl Marx's capital is far from being forgotten by everyone. As P. Samuelson said, "Marxism is too valuable to leave it alone to Marxists".

Along with the concept of "fixed capital", the concepts of "fixed assets" and "fixed assets" are used in theory and practice. The concept of "fixed assets" is interpreted as "a set of tangible assets operating for a long time: buildings, structures, machinery, equipment, vehicles, etc.", and "fixed assets" - as "basic funds in monetary terms". However, in the practice of economic work of business entities and even in official legal documents there is no clear distinction between these concepts. Fixed assets and fixed assets are often used as synonyms. The fixed capital is a part of production capital (the cost of machinery, equipment, buildings, structures), which transfers its value, the newly created product in parts and returns to the capitalist in monetary form gradually, but the degree of wear and tear during a series of capital cycles. In the modern economic sphere, the acquisition of fixed capital is identified with fixed assets. So, in the Big Economic Dictionary will be given the following definition: "The main capital, fixed assets are the fixed assets necessary for the company to carry out its production activities, the depreciation period of which exceeds one year.

Economic theory analyzes the nature of capital associated with the time factor. Time is treated as an independent factor, creating income.

The time factor has been studied in detail in the theory of evaluating the effectiveness of investment projects. It is studied in three dimensions: dynamism; se-zoning; physical deterioration of fixed assets (deterioration).

Depreciation of fixed assets causes general tendencies to decrease in their productivity and increase in costs for their maintenance, operation and repair during the billing period.

The modern approach to the theory of capital, significantly different from the traditions of past years, at the same time continues to use and develop approaches of classical political economy, guided by the fundamental principle, the essence of which is that in any formation social production is based on the use of fixed assets full circuit.

The main production capital in the process of the full cycle of the cycle goes through three stages:

At stage 1, the main production capital in cash () is advanced into the means of labor, taking respectively the form of productive fixed capital ().

At stage II, fixed assets in productive form () gradually transfer their value in parts as they wear out (i.o.c.) to their products (goods, services), transforming into a certain part of capital (). This process is carried out in the course of many production cycles and continues until the complete depreciation of certain types of means of labor, in which the fixed capital is advanced.

At stage III, in the process of selling products, its part of the cost of fixed capital in the commodity form () is converted into fixed capital in cash (which is called the "amortization fund" (AF). As it accumulates funds of a depreciation fund, fixed capital in cash is again ready for advances to the means of labor, carried out through their repair or the acquisition of new analogues.

Expanding the scheme of circulation, the researchers clarify the nature of wear and mechanisms of capital reproduction.

Thus, capital, taking various forms, is a necessary resource for carrying out the economic activity of any organization. The main phase of capital turnover in railway transport is the productive captain, and first of all, as indicated below, and the form of the means of labor.

In economics, the following concepts are used that characterize productive capital in the form of means of labor: fixed capital, fixed assets, and fixed assets. The use of these concepts in the modern economic science introduces certain difficulties in understanding the economic relations that arise during the transition from one phase of capital movement to another. A number of authors believe that the terms “fixed capital” and “Fixed assets” are identical (Vovk, 1995). Others use the term “fixed capital” to mean the set of fixed assets of an enterprise and investments in fixed assets (Malyshev, & Mansurov, 1998).

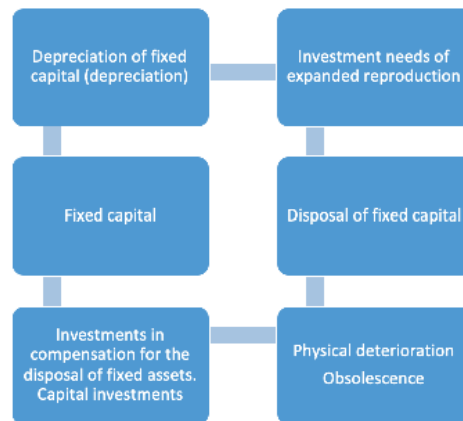


Figure 1. Capital reproduction scheme

Until now, economics has no uniform understanding of the essence of the concepts “fixed assets” and “fixed assets.” Some economists believe that “fixed assets” is a term of economics, and “fixed assets” is a term used in accounting. Others define the concept of “fixed assets” as the denotation for “fixed assets” (Morsin & Moldovova, 1989; Vovk, 1999). Still others, on the contrary, define the concept of “fixed assets” as the monetary expression of “fixed assets” (Dmitrova, 1979; Bezrukikh, 1994). The fourth identify these concepts (Large Economic Dictionary, 1994; Large Commercial Dictionary, 1996).

There is no uniformity in economic dictionaries (Konoplitsky & Filina, 1996). An analysis of normative legal acts (Order of The Ministry of Finance of the Republic of Uzbekistan dated October 9, 2003 No. 114) showed that the concepts of “fixed assets” and “fixed assets” are identical from these positions.

Fixed assets - is part of the means of labor, participating entirely in the production or management process, acting in an unchanged natural form for a long period and reimbursing their value as they wear out in the form of depreciation deductions included in cost of products or services that contribute to economic benefits (income).

The means of labor include tools of labor, t.s. What is the process of production, as well as buildings, structures, devices, i.e. what provides the production process. K. Marx noted that economic epochs differ not by what is produced, but by how it is produced by what means, therefore it is necessary to study the patterns of development of the means of labor and use the knowledge gained in practice and the goals of increasing production efficiency as a whole. The means of labor are a real-material category, and economics as science operates with economic categories. Therefore, for their characteristics they use, as a rule, the economic category - fixed assets.

To assign the object under study to this category, the following features are highlighted. Firstly, participation in the production process is a goal. Secondly, the action and unchanged natural form and for a long period. Third, the reimbursement of its value as it depreciates in the form of depreciation deductions included in the cost of products or services. Fourthly, the excess of its value of the established limit for assignment to objects and circulation (Boyko, 1962; Tereshina, 2011). For the purposes of this study, fixed capital should be understood as capital embodied or embodied in fixed assets. If embodied fixed capital characterizes the phase of its productive use, then capital embodied in fixed assets is characterized by the phase of its reinvestment.

Assessment of the effectiveness of the use of fixed assets, p, therefore, the capital embodied in them, and the effectiveness of investments in their reproduction, and, consequently, the capital embodied in them adequately to external conditions is impossible without a scientifically based classification of fixed assets and investments.

The classification of the studied objects means their distribution into specific groups according to certain characteristics in order to achieve the goal set by the researcher. Classification sign is a distinctive feature of a particular group, the main feature that distinguishes it from other groups.

Classification of fixed assets allows you to clearly define the place of each asset in the general system and its distinctive characteristics. This creates the possibility of effective use of methods and methods of management, evaluation of the effectiveness of use, determining the dynamics of change, assessment of capitalization, etc., corresponding only to this group of fixed assets.

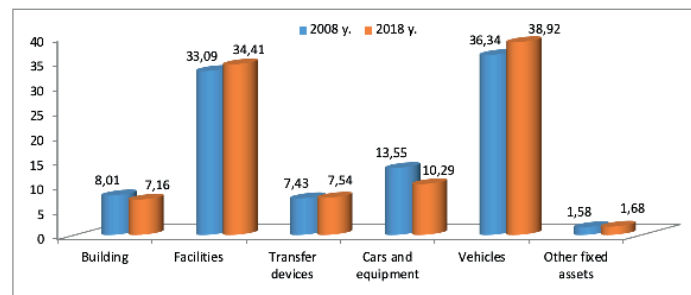


Figure 2. Species structure of the share capital of JSC “Uzbekistan Railways”

An analysis of the specific structure of the fixed capital of railway transport shows that the main share is occupied by buildings and vehicles (more than 70%). The share of structures increased from 33.09% to 34.41%, the share of vehicles also increased from 36.34% to 38.92%. This is primarily due to the fact that over the past decades new lines have been actively introduced, such as Tashguzar-Baysun-Kumkurgan, Pap-Angren, and others. The active part of fixed capital, such as electric locomotives and rolling stock, is being updated.

In recent years, in general, the enterprises of society have seen a positive trend in the ratio between input rates and rates of disposal of fixed capital, which has led to a decrease in physical deterioration and moral depreciation of funds, as well as to an improvement in the age structure (Table 1).

The rate of renewal of fixed capital (that is, the share of fixed assets put in place for the year at the end of the year), determined in comparable prices, was in 2009 10.07%, in 2018 9.20%. In general, we can state the fact that the renewal in society is carried out at a tremendous pace. Disposals are carried out at a uniform pace, so if in 2009 the retirement rate was 2.90%, then in 2018 this figure was 3.14%. A lagging decline in the rate of renewal of fixed capital over the rate of their disposal leads to further accumulation of worn-out physical equipment.

Table 1. Indicators of the reproduction process of the share capital of the jsc “uzbekistan railways”

Years	Reproduction rates, %				
	K_{vv}	K_{vyb}	K_{int}	K_{pr}	Kiz
2009	10,07	2,90	0,288	0,712	42,7
2010	9,01	3,18	0,353	0,647	41,0
2011	27,7	2,74	0,099	0,901	39,2
2012	32,43	1,98	0,061	0,939	34,0
2013	9,51	3,76	0,395	0,605	38,07
2014	30,42	3,51	0,115	0,885	35,25
2015	14,47	2,93	0,202	0,798	36,9
2016	13,59	2,85	0,210	0,790	38,7
2017	23,27	3,22	0,138	0,862	40,2
2018	9,20	3,14	0,341	0,659	40,3

Statistical data and studies indicate an increase in the recent years of a slight aging of the fixed capital of joint-stock company “Uzbekistan railways”.

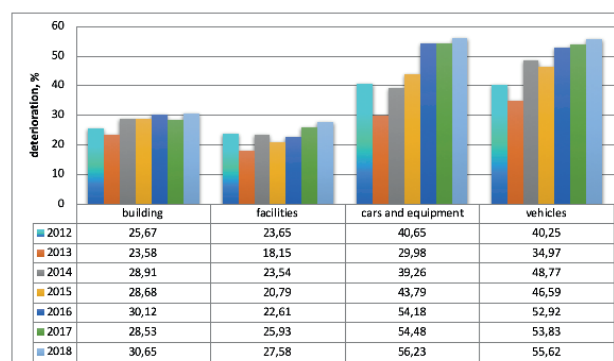


Figure 3. Dynamics of depreciation of fixed capital of JSC “Uzbekistan Railways”

Analyzing the data presented in Fig. 3, it should be noted that along with the general decrease in depreciation of fixed assets as a whole, an increase in depreciation is observed for certain groups of fixed assets. In particular, the largest increase in the depreciation rate can be traced in the following groups:

- 1) buildings and structures - from 2012 to 2018 this ratio increased 3.29% and 7.75%, respectively;
- 2) vehicles - for the period 2012-2018. This ratio increased by 1.9% and amounted to 01.01.2018. 56.8%.

Indicators of the dynamics of fixed assets were calculated on the basis of the statistical reporting of the company (Form No. 3 “Report on the movement of fixed assets”) for the analyzed period.

Based on the data presented in Fig. 3 we can draw the following conclusions:

1) The input coefficient for 2012-2018. tends to decrease in most groups. Unstable growth is observed in the “Buildings” group (an increase of 2.94% over the analyzed period) and in the “transfer devices” group. The input factor in such groups of fixed assets as “Facilities”, “Machinery and Equipment”, “Vehicles” has slightly decreased, although in general the update is carried out at a high rate. So for example, the annual input ratio of “vehicles” does not decrease less than 9-10%. This is explained by the fact that today the highest depreciation of fixed assets was formed in the active part of fixed assets.

2) The retirement rate, which characterizes the share of fixed assets retired for various reasons (due to decay, wear and obsolescence) in the total value of the value at the beginning of the period, for the analyzed period increased in groups: “Vehicles” (from 2.34% in 2012, up to 5.10% in 2018), “Machinery and equipment” (14.61% in 2012. up to 15.11% in 2018) and other fixed assets. The data presented show that at the railway company as a whole, worn, unused facilities are being decommissioned at an accelerated rate, which, in turn, will further allow the enterprise to more objectively address the problem of reproduction.

3) The growth rate, which characterizes the growth of fixed assets for the period under review, decreased in the “Vehicles” and “Structures” groups, and increased in such groups of fixed assets as “Buildings”, “Transfer devices” of fixed assets. For the group of fixed assets “Other”, this indicator has a negative value. This indicates an increase in the disposal of fixed assets over their income.

It should also be noted that over the period under review, this indicator for all groups of fixed assets as a whole decreases in dynamics, which indicates that the enterprise is increasing its production capacity to a greater extent due to the intensive approach, i.e. reproduction of fixed assets is carried out on the intensive type.

In the last two decades of development of railway transport to replenish the share capital of the joint-stock company “Uzbekistan railways” (hereinafter UTY) is carried out at the expense of the company’s own funds.

The analysis showed that the UTY depreciation and the profit are important sources of the reproduction process. The above sources form more than 95% of all investments, due to which simple and expanded reproduction of fixed production assets of fig. 1 is carried out.

From figure 1 it is clear that the reproduction of fixed capital is carried out in an expanded form. The analysis showed that the depreciation charges in the investment package occupy 35-55 percent of all invested funds. These proportions show the importance of depreciation deductions as the main source of simple and expanded reproduction of fixed capital, but it should be recognized that this source is not enough.

Under the influence of the time factor and inflation, the nominal value of depreciation of fixed capital, as a rule, differs from the investments made during the period of their acquisition.

Moreover, the depreciated funds are not always used for their intended purpose. So for example, in 2017 year over 50 percent (196 million US dollars) depreciation governmental funds were aimed at updating the instruments of labor (Kobilov, 2018).

The task of targeted use of accumulated depreciation funds is complemented by the task of finding additional resources for the reproductive processes of the means of labor of society. The solution in the interconnection of these tasks will allow us to identify and set the trend, as well as the amount of necessary funds for simple and advanced reproduction.

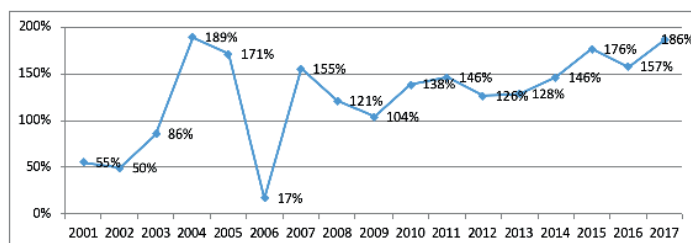


Fig. 4. Ratio of capital investments and incomes in the period 2001-2017 (State Committee of the Republic of Uzbekistan for Statistics, 2017).

In modern literature, such concepts as “Fixed assets” and “Fixed capital” are identified. For example, in the Big Economic Dictionary (2002) the following definition is given: “Fixed assets, fixed assets are fixed assets necessary for a company to carry out production activities with a depreciation period of more than one year”.

The basis can be taken as an indicator of net present value (NPV) as the zero value of the total return of the used funds with the scientist temporarily and the inflation factor (Mazo, 2000; Efanov et al., 2005; Gulamov, 2011):

$$NVP = -K_0 + \sum_{i=1}^{T_n} \frac{NV_t}{(1+E)^t} + \frac{K_l}{(1+E)^{T_n}} \quad (1)$$

where K_0 investment in basic production assets;

T_n – standard term of use, years;

NV_t - part of the net income of the enterprise, reinvested in reproduction the property of fixed capital in the t year of the exploitation of funds;

K_l - liquidation cash flows at the end of the period of operation of the funds (T_n);

E - discount rate.

With regard to individual objects of fixed assets, the condition for self-reproduction of fixed capital will be written in the form:

$$F_0 = \sum_{i=1}^{T_n} \frac{NV_t}{(1+E)^t} + \frac{F_r}{(1+E)^{T_n}} \quad (2)$$

In this formula, the residual value is considered as the possible liquidation value. object of funds with the initial cost of acquisition F_0 .

According to the National Accounting Standard of the Republic of Uzbekistan, the linear method of writing off depreciation is determined by the following ratio:

$$T_n = \frac{1}{n_a} \quad (3)$$

where n_a - the rate of depreciation on the full restoration of fixed assets (in units of units).

Considering that by the end of the useful life of a fixed asset object its residual value will be zero, the condition for the simple reproduction of any inventory number of fixed assets can be expressed as:

$$F_0 = \sum_{i=1}^{T_n} \frac{NV_t}{(1+E)^t} \quad (4)$$

Own annual cash flows of the company, providing the current reimbursement of the initial investment in fixed assets, consist mainly of depreciation and that part of the profit paradise is sent to the modernization, reconstruction, restoration and maintenance innovation of funds, i.e.

$$NV_t = A_t + P_t^f \quad (5)$$

where A_t - depreciation in the t-th year of operation of the object background;

P_t^f - part of the profit directed to the reproduction of fixed capital and distributed to the object of the main background.

With the linear method of depreciation its annual amount will be

$$A_t = n_a \cdot F_0 \quad (6)$$

Profit for the reproduction of fixed assets, distributed on the considered object of funds, can be expressed as

$$P_t^f = p_t \cdot F_0, \quad (7)$$

where p_t - reproductive profitability of the fixed assets in the t - th year.

Then, with uniform financing of the reproduction of fixed assets from the profits ($p_t = p = \text{const}$) the annual cash flow to recover the initial investment in the fixed asset is determined by the amount

$$NV_t = n_a \cdot F_0 + p \cdot F_0 = (n_a + p) \cdot F_0, \quad (8)$$

And the conditions for the self-reproduction of fixed assets will be recorded in the form

$$F_0 = \sum_{i=1}^{T_n} \frac{(n_a + p) \cdot F_0}{(1+E)^i} \quad (9)$$

Discounting a number of equal and uniform throughout the term of calculation of payments to their one-time value in the initial period, we get:

$$F_0 = (n_a + p) \cdot F_0 \cdot \left[\frac{(1+E)^{T_n} - 1}{E(1+E)^{T_n}} \right] = 1. \quad (10)$$

It is obvious that in the absence of reinvestment in the main capital from profit self-reproduction of fixed assets only at the expense of the use of depreciation is not achieved. Therefore, solving equation (10) with respect to the reproduction profitability index p of the funds object, we define its minimum required value reading

$$p_{min} = \frac{E}{1 - \frac{1}{(1+E)^{T_n}}} - n_a. \quad (11)$$

The minimum reproductive profitability of fixed assets determines the rate of reinvestment of profits in the fixed capital of enterprises necessary to ensure its self-reproduction (return based on the time factor). In tab. 1 shows the minimum reconstructions production profitability of fixed assets with different linear depreciation rates at a discount rate of $E = 0.12$.

Table 2. Minimal Reproductive Return on Funds

Linear depreciation rate, n_a	0,02	0,05	0,077	0,10	0,20	0,25
Useful life period, T_n , years	50	20	13	10	5	4
Real reproduction profitability, p_{min}	0,100	0,084	0,079	0,077	0,077	0,079

The results are shown in table. 2, show that the rate of reinvestment from the profits necessary to ensure the self-reproduction of the company's fixed capital depends on the weighted average norm on his balance of funds. At the same time, when considering item by object fixed assets it is necessary to note the disproportionality of the relationship between their depreciation rates and the required reproduction profitability. So, for funds with terms useful over 10 years of use, the standard for the required reinvestment from profits begins to exceed the standard for deductions to the depreciation fund, substantially exceeding the latter in the passive part of fixed assets (buildings and structures).

In this regard, given that to date there are no uniform methodological principles for the allocation of effective productive assets in the composition of fixed assets of enterprises, we can recommend carry to them those objects in the structure of the reproductive potential of which depreciation begins to predominate.

This approach is based on an obvious ratio: the smaller the profit share intended for simple reproduction of fixed capital, the more net profit can be used by the enterprise for paying dividends to shareholders, material incentives for workers, maintaining their own social infrastructure facilities, as well as for the development of production.

Questions of methodological validity of the definition of efficient and high-tech production assets are relevant because the regulated NSBU of Uzbekistan No. 5 can be extended to these items of fixed assets.

The use of accelerated depreciation in the practice of accounting for fixed assets allows you to increase at the initial stage of operation of funds the size of the accumulated depreciation fund in comparison with the linear method of depreciation. Simultaneously, the cancellation in the early stages of the greater hour these initial cost of funds protects depreciation from the current inflation and increases as a result the reduced integral value of the total accrued depreciation, thereby reducing the required funding for the reproduction of fixed assets from the profits.

The minimum amount of reinvestment from the profits necessary for the self-reproduction of fixed capital also depends on the discount rate. Therefore, a reasonable choice of its value is of great importance when planning the investment resources of enterprises.

It should be borne in mind that with the growth of the accepted discount rate, the standard for financing the self-reproduction of fixed assets from profits increases. This is evidenced by the calculated data given in table. 3

Given in table 3 the minimum reproductive profitability of objects of funds with a linear depreciation rate of 10% ($n_a = 0.1$), increases from 7.7% to 18% with an increase in the required rate of return on investment from 12% ($E = 0.12$) to 25% ($E = 0.25$).

Table 3 Minimal Reproductive Return on Funds

Depreciation rate E	The rate of return on investment in the main fed					
	0,02	0,05	0,1	0,15	0,2	0,25
0,06	0,043	0,037	0,036	0,036	0,037	0,039
0,12	0,100	0,084	0,077	0,076	0,077	0,079
0,15	0,130	0,110	0,099	0,097	0,098	0,100
0,20	0,180	0,155	0,139	0,134	0,134	0,136
0,25	0,230	0,203	0,180	0,173	0,172	0,173

Providing the minimum required deductions from profit, the payback period for investments in the acquisition of funds will be determined by the duration of the useful life of fixed assets or the standard service life of fixed assets.

With a different reproductive profitability of fixed capital payback period T_{avr} can be obtained from equation (10):

$$T_{avr} = -\frac{\ln[1 - E/(n_a + p)]}{E}, \quad (12)$$

This shows that to ensure the return of investments in fixed assets during the useful life of fixed assets. It is necessary that the sum of the norms for the formation of their reproductive resources exceed the total efficiency ratio of the target capital investments, that is, should be the ratio

$$n_a + p > E. \quad (13)$$

(at $n_a + p \geq E$, by $[1 - E/(n_a + p)]$ not determined).

In inequality (13) the sum of the depreciation rate and the reproductive profitability of fixed assets $n_a + p$ can be seen as a return of capital, the excess of which is above the reference price of money (E). It is a prerequisite to break-even capital forming investment. Thus, deductions from the profit at the $p = p_{min}$ providing simple reproduction (self-reproduction) of capital, and when $p > p_{min}$ there are grounds for its expansion.

However, when analyzing the effectiveness of investments in fixed capital in the framework of specific investment projects, the break-even criterion will be implemented if the expected internal rate of return on investment (E_{int}), calculated from net profit before over the minimum reproductive profitability of its new funds: $E_{int} \geq p_{min}$.

If during any period of T in the period of operation of fixed assets with a standard duration of service life T_0 along with the use of depreciation, there was a reinvestment of profits into the company's fixed capital, then, with respect to an item of fixed assets in the time remaining ($T_0 - T$) before the write-off, the break-even principle of capital-forming investments is realized under the condition:

$$F_0 = (n_a + p_1) \cdot F_0 \cdot \left[\frac{(1+E)^T - 1}{E(1+E)^T} \right] + (n_a + p_2) \cdot F_0 \cdot \left[\frac{(1+E)^{T_0 - T} - 1}{E(1+E)^{T_0}} \right], \quad (14)$$

where p_1 - the reproductive profitability of the object of funds in the period T ;

p_2 - the necessary reproductive profitability of the object of the funds for the period of operation remaining before it is written off.

After transformation, solving this equation is relatively unknown we get:

$$p_2 = \frac{n_a + p_1(1+E)^T - (n_a + p_1 - E)(1+E)^T}{(1+E)^{T_0 - T} - 1}. \quad (15)$$

Denote the ratio T/T_n , determining accrued regulatory (accounting) depreciation of the assets of the object, through d . Then $T = T_n \cdot d$, but

$$p_2 = \frac{n_0 + p_1(1+i)^{T_n(1-d)} - (n_0 + p_1 - n_1)(1+i)^T}{(1+i)^{T_n(1-d)} - 1}. \quad (16)$$

For example, if investment resources for the reproduction of funds with annual depreciation of 10% ($n_0=0.1$), the standard service life of 10 years ($T_n=10$) and accounting wear of 50% ($d = 0.5$) were formed in the ongoing operational period of depreciation and profits, which was refinanced at a rate of 5% ($p_1=0.05$) per year of the initial value of fixed assets against the mini - the required value of 7.7% (Table 3.1) at a discount rate - 12% ($i=0.12$), then for the remaining period until the funds are written off, this standard of investment returns must be increased to at least

$$p_2 = \frac{0,1 + 0,05(1 + 0,12)^{10(1-0,5)} - (0,1 + 0,05 - 0,12) \cdot (1 + 0,12)^{10}}{(1 + 0,12)^{10(1-0,5)} - 1} = 0,125.$$

The obtained value makes it possible to estimate the required minimum reproductive profitability of funds, taking into account their depreciation and the reinvestment of profits into fixed assets.

The solution of such a task becomes especially relevant when shaping the investment policy at ULY, when for each type of fixed capital, renewal is carried out at different rates, thereby managing the company's investment processes, which will contribute to the correct redistribution of resources.

At the same time, questions of the necessary investment reimbursement of capital-forming costs arise in the case of an enterprise acquiring used assets.

In accordance with the NSBU No. 5 "Fixed Assets", the depreciation rates are set as a percentage of the book value of funds, which is understood as their initial or restoration - new value. In this regard, the norms of depreciation charges are applied to the value of funds reflected in the accounts of the first acquirer of the asset. Expenditures for the purchase of used property will not reflect the original (or restituted significant, given the results of revaluation), and its residual value - the bridge

Therefore, the condition of the recoupment of investments spent on the acquisition of previously operated funds, for the remainder - lifetime fixed assets can be written as

$$F_T = \sum_{t=T}^{T_n} \frac{(n_0 + p_{min})^{t-t_0}}{(1+i)^t}, \quad (17)$$

where F_T - residual value of the object of funds at the time T of its acquisition ;

$$F_T = F_0(1 - d). \quad (18)$$

Then after the conversion we get

$$F_0(1 - d) = (n_0 + p_{min}) \cdot F_0 \cdot \left[\frac{(1+i)^{T_n} - 1}{i(1+i)^{T_n}} \right]. \quad (19)$$

Hence, given that $T = T_n \cdot d$,

$$(n_0 + p_{min}) \left[\frac{(1+i)^{T_n} - 1}{i(1+i)^{T_n}} \right] = (1 - d). \quad (20)$$

Solving this equation for p_{min} we define the required minimum standard for the formation of a production development fund from the profits whether the company to ensure the return on investment in the acquisition - the flow of fixed assets with varying degrees of wear:

$$p_{min} = \frac{E(1-d)}{1 - 1/(1+E)^{T_n(1-d)}} - n_0. \quad (21)$$

Included in the resulting formula (17, 21) indicators - the depreciation rate and the reproductive profitability of funds - are relative values applied to the initial book value of fixed assets.

We will use data on real investment resources of JSC “Uzbekistan Railways” and determine the possibilities reproduction of a fixed capital of the company from its own IP financing sources.

So, in 2017, the value of the equity capital amounted to 13198.1 billion. sum with a weighted average degree of wear 40,3%. The amount of accrued depreciation on fixed assets was determined by the value of 838.7 billion sum. The company’s income amounted to 746.6 billion sums.

On the basis of these data, we calculate the weighted average rate of depreciation and the required reproduction profitability of funds with the standard profit on investments in fixed assets of enterprises $E = 0.12$ (12%):

$$n_a = \frac{A}{F_0} = \frac{838,7}{13198,1} = 0,063 \text{ (6,3\%);}$$

$$T_n = \frac{1}{n_a} = \frac{1}{0,063} = 16, \text{ years;}$$

$$P_{\min} = \frac{E}{1 - 1/(1 + E)^{T_n}} - n_a = \frac{0,12}{1 - \frac{1}{(1+0,12)^{16}}} = 0,14339$$

Thus, to ensure that only a simple reproduction of fixed capital of UTY is required, along with the targeted use of depreciation annually reinvest in fixed capital of the profit in the amount of 1 to 4,339% of its book value. And this composition amount of about 1892.4 billion sums, which is two and a half times higher than that received in society in 2017 year income.

Conclusions

In the conditions of market principles of management, an important problem facing the railway company is to increase the efficiency of its work by improving the use of all types of production resources, and above all the basic means of labor. In this regard, the most important strategic task of the railway company is the need to develop new economic methods for managing fixed assets and economic evaluation of their reproduction.

Reproduction of fixed capital is a rather complex and multifactorial process, therefore, when evaluating the author, we propose to use a systematic approach, which is based on the theoretical proposition that fixed capital is designed to save living labor and efficiently use materialized labor — all production resources. Based on the formulated general approach in the author’s opinion, it is proposed to carry out an economic assessment of the reproduction of the fixed capital of the joint-stock company “Uzbekistan railway” on the basis of three groups of interrelated indicators characterizing:

- the technical and economic condition of the fixed capital;
- the efficiency of fixed capital;
- the availability of resources for the reproduction of fixed capital.

Also, the results of the research show that the task of reproduction of fixed capital at the expense of own funds can be solved by the presented method when accumulating depreciation funds strictly in a certain account and using it for its intended purpose.

This method of accumulating the reproduction of fixed capital can be applied both to all enterprises that are part of UTY and individual groups or objects.

The overall need for identifying sources of financing with setting optimization parameters for investment and depreciation policies can also be calculated by this methodology.

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Oil and money: analysis of the effects of oil price impacts

Petróleo y dinero: análisis de los efectos del impacto del precio del petróleo

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ABSTRACT

The main purpose of this paper is to examine the views of the ruling Gulf States on exploitation of resources in the region, especially oil and gas, to explain the alternative view to helping these countries to go beyond the monocularity of the economy. Suggestions for achieving this goal will be made. The oil resources of the Persian Gulf region, as the world's largest energy storehouse, are considered as one of the major centers of the global economic competition. Having these resources and raw materials, an element of power to the Persian Gulf states, but that the financial and monetary element, to what extent can the economic situation of countries affect the way their use of this wealth depends on them. Considering these resources as consumer goods will not result in confining these economies to the single-quarters economy. On the other hand, oil price impacts are a major threat to the Middle East, what could be the savior of such countries in such a situation is to use existing resources to produce new capital and capital goods attitudes. In this study, the economic structure based on oil, oil economy and the positive and the negative consequences of them are investigated.

Key Words: oil, gas, global economic, oil economy

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RESUMEN

El propósito principal de este artículo es examinar los puntos de vista de los estados del Golfo gobernantes sobre la explotación de los recursos en la región, especialmente el petróleo y el gas, para explicar el punto de vista alternativo para ayudar a estos países a ir más allá de la monoculturalidad de la economía. Se harán sugerencias para lograr este objetivo. Los recursos petroleros de la región del Golfo Pérsico, como el almacén de energía más grande del mundo, se consideran uno de los principales centros de la competencia económica mundial. Tener estos recursos y materias primas, un elemento de poder para los estados del Golfo Pérsico, pero que el elemento financiero y monetario, en qué medida la situación económica de los países afecta la forma en que su uso de esta riqueza depende de ellos. El considerar estos recursos como bienes de consumo no resultará en la limitación de estas economías a la economía de un cuarto de trimestre. Por otro lado, el precio del petróleo es una gran amenaza para el Medio Oriente, lo que podría ser el salvador de tales países en tal situación es utilizar los recursos existentes para producir nuevas actitudes de capital y bienes de capital. En este estudio, se investiga la estructura económica basada en el petróleo, la economía del petróleo y sus consecuencias positivas y negativas.

Palabras clave: petróleo, gas, economía global, economía petrolera.

Introduction

The importance of oil prices and the effects of shocks in the global economy is no secret (Abrishami, 2017), so today the effects of changes in oil prices as one of the challenge facing economists and policymakers is because many of the current relations and normalization In the economies of countries, it is affected by impacts of oil prices. Since the mid-1970s movements and changes in oil prices have been considered by most economists as an important factor in the impetus of business cycles (Abu, 2017). Since then, extensive measures have been taken to analyze the impact channels of oil price impacts on macroeconomics and measure these effects on economic variables (Abrishami, Hamid, 2017). It seems that these unpredictable changes in oil prices in most cases, at least in the long run, have a significant effect and has had a negative effect on the performance of the economy (Chen, 2007). Given that revenues from oil exports are the largest source of income in the budgets of oil exporting countries and affecting their GDP, oil price shocks are considered as the largest source of disruption to the economies of oil producing countries (Ebrahimi, Souri: 2017). According to theoretical foundations of the economy, the price of oil in general and its changes in two ways can affect the economic activity of countries (Elder, 2009). The first channel is the impact of the price of oil on demand, a positive impetus to oil prices, through increased export earnings in exporting countries, results in the transfer of revenue from importing countries to exporting countries, so in oil exporting countries that often have a single-product economy and dependent on Oil revenues lead to higher incomes and, consequently, an increase in domestic demand, resulting in an increase in labor demand and rising wages, which has led to an increase in prices for unprocessed commodities, rising oil revenues, imports of trade goods For a price Making them cheaper than tradable goods and ultimately causing currency depreciation and rising real exchange rates, Dutch disease (Elder, 2009).

These changes reduce the incentive to invest on the one hand and reduce the country's competitive ability on the scene. On the other hand, the result of a reduction in production in various sectors of the economy, rising unemployment and inflationary pressures will not increase with rising monetary policy risks, such as borrowing from the central bank and changing the volume of money and reducing economic activity in oil-exporting countries. Another channel is the impact of oil prices on the economy side, because energy is considered as a data in the production function (Hamilton, Herrera: 2004). The supply of the economy consists of two segments of domestic production and imports, an unpredictable increase in oil prices in oil-exporting countries, through the boom in oil revenues and increased investment, especially government investment, and the import of capital goods and intermediaries on total supply (Kilian, 2008). Also, the unpredictable increase in oil prices will increase the rate of appreciation of domestic currency, which will reduce the import price and, by lowering the price of intermediary inputs, will increase production, on the other hand, the increase in the exchange rate, the share of goods traded and exported Non-oil products and alternative products will shrink imports and develop non-trade sectors, which will threaten the growth of exporting countries by reducing competitiveness in the international arena and introducing consumer goods and low-investment investment (Hamilton, 2005).

Methodology

In this regard, and in view of the purpose of this study on analyzing the effects of oil price impacts on economic activities and monetary policies in the economy, in the first step, the impacts of oil prices using two models of non-identical conditional variance of EGARCH and Hamilton as two Separate index is calculated and extracted under the heading of uncertainty about oil prices and fluctuations in oil prices. In the following, using the technique of structural self-analysis model, the effects of oil price impacts on economic activity indicators and monetary policies using the impulse response function are separately analyzed (Farzanegan, 2009).

(1)

$$OP_t = \alpha_0 + \alpha_1 OP_{t-1} + \varepsilon_t^{OP}$$

By using equation (2), the non-identical conditional exponential variance will be calculated:

$$\log \sigma^2 = w + \beta \log \sigma_{t-1}^2 + \alpha \left| \frac{\varepsilon_{t-1}}{\sigma_{t-1}} \right| + \gamma \frac{\varepsilon_{t-1}}{\sigma_{t-1}} \quad (2)$$

So that;

OP_t Crude oil prices, ε_t^{OP} Residual sentences related to the price of crude oil, σ^2 Conditional variance of oil prices, w Average non-conditional variance of oil price.

According to equation (2), negative momentum in crude oil prices as $(\alpha - \gamma)$, And the positive momentum of the price of oil has an effect as $(\alpha + \gamma)$, On the

logarithm of the conditional variance will be priced. Threshold effects of oil prices are based on hypothesis $\gamma \neq 0$.

$(\log\sigma^2)$

The logarithm of variance of the conditional oil price $\log\sigma^2$ An estimation of the uncertainty rate of oil price by relation 2 as a data to illustrate oil price impacts, a structural explanation is introduced in the pattern itself. Subsequently, using the Hamilton Index for rising crude oil prices, introduced by him in 1996, another criterion for examining the impacts of crude oil prices is the relation 3 extract: (3)

$O_t HI_t = \{(O_t - \maxoil) > 0, 0 \text{ for } (O_t - \maxoil) \leq 0\}$ where in, HI_t The Hamilton index relates to the calculation of oil price fluctuations, which continues to be used as a benchmark for other oil companies as data in the final model,

Current price of crude oil, \maxoil the maximum oil price during the study period.

Finally, in the final stage, to analyze the impacts of oil price impacts on economic activity the monetary policy is used for the two indicators of the oil price imputation calculated by the asymmetric conditional asymmetric variance pattern (oil price uncertainty) and the Hamilton index (oil price increases) from a self-explanatory model. In this study, the long-term constraints and structural constraints of the model were extracted from structural patterns. The model has been adjusted to reflect the economic conditions of the model. Based on its pattern, a structural explanation for each explanatory variable X vector ΔX that static vector is written as a moving average process limited to structural impacts as follows: So, in equation 4, the term A (L) is the operator of the matrix.

(4)

$$\Delta X_t = \sum_{i=0}^{\infty} A_i \varepsilon_{t-i} = A(L)\varepsilon_t$$

In this matrix, A (I) is a long-term effect matrix, each element of which has long-term effects of momentum ε_j indicate on the ionomer variable i and in the form of a matrix can be represented as a system of equations (5).

$$\begin{bmatrix} \Delta IR_t \\ \Delta CPI_t \\ \Delta IPI_t \\ \Delta Cv_OP_t \\ \Delta M2_t \\ \Delta EX_t \\ \Delta GDP_t \end{bmatrix} = \begin{bmatrix} 1 & a_{12} & 0 & a_{14} & a_{15} & 0 & 0 \\ 0 & 1 & 0 & a_{24} & a_{25} & a_{26} & a_{27} \\ a_{31} & a_{32} & 1 & a_{34} & 0 & a_{36} & a_{37} \\ 0 & 0 & 0 & 1 & 0 & 0 & 0 \\ a_{51} & a_{52} & 0 & a_{54} & 1 & a_{56} & 0 \\ 0 & a_{62} & 0 & a_{64} & 0 & 1 & a_{67} \\ a_{71} & a_{72} & a_{73} & a_{74} & a_{75} & a_{76} & 1 \end{bmatrix} A(l) + \begin{bmatrix} \varepsilon_{1t} \\ \varepsilon_{2t} \\ \varepsilon_{3t} \\ \varepsilon_{4t} \\ \varepsilon_{5t} \\ \varepsilon_{6t} \end{bmatrix}$$

$$\begin{bmatrix} \Delta IR_t \\ \Delta CPI_t \\ \Delta IPI_t \\ \Delta HI_t \\ \Delta M2_t \\ \Delta EX_t \\ \Delta GDP_t \end{bmatrix} = \begin{bmatrix} 1 & a_{12} & 0 & a_{14} & a_{15} & 0 & 0 \\ 0 & 1 & 0 & a_{24} & a_{25} & a_{26} & a_{27} \\ a_{31} & a_{32} & 1 & a_{34} & 0 & a_{36} & a_{37} \\ 0 & 0 & 0 & 1 & 0 & 0 & 0 \\ a_{51} & a_{52} & 0 & a_{54} & 1 & a_{56} & 0 \\ 0 & a_{62} & 0 & a_{64} & 0 & 1 & a_{67} \\ a_{71} & a_{72} & a_{73} & a_{74} & a_{75} & a_{76} & 1 \end{bmatrix} A(l) + \begin{bmatrix} \varepsilon_{1t} \\ \varepsilon_{2t} \\ \varepsilon_{3t} \\ \varepsilon_{4t} \\ \varepsilon_{5t} \\ \varepsilon_{6t} \end{bmatrix}$$

So that in equations (5) and (6) the variables are:

IR_t: is the weighted average interest income of short-term and long-term investment deposits as interest rates.

CPI_t: consumer price index,

IPI_t: Industrial production index: The value added of the industrial sector as a percentage of gross domestic product.

HI_t: Oil price fluctuation index (Hamilton Oil Price Index) (calculated by Equation (3))

CV_OP_t : The oil price uncertainty index (logistic variance of non-identical conditional oil prices) calculated by equation (2)

M2_t: The volume of liquidity, as a percentage of gross domestic products.

EX_t : The currency is a multi-dollar Rial.

GDP_t : The rate of economic growth is defined as the annual GDP growth rate.

In equations (5) and (6), the left vector of the presented devices is the first-order difference of the dependent variables and on the right $A(l)$ contains the variables of the pattern in terms of the interrupt operator, so that

$E' = [\varepsilon_{1t} \ \varepsilon_{2t} \ \varepsilon_{3t} \ \varepsilon_{4t} \ \varepsilon_{5t} \ \varepsilon_{6t} \ \varepsilon_{7t}]$ For example, an element of a type of matrix $A(l)$, for example $a_{ij}(l)$, shows the response of the *i*th variable dependent on the *j*th structural impulse. Vector

They are including sentences of structural

disruption. It is assumed that the distorted sentences are serially unconnected and are orthogonal to each other. After estimating patterns (5) and (6), the dynamic effects of oil price impacts on each model variable are investigated and analyzed using instantaneous response functions. This research is analytical and descriptive based on empirical tests. The annual research data and field of research in the Middle East cover a specific seasonal period. All data on the economic growth rate and industrial production index as an indicator of economic activity, interest rate, consumer price index, liquidity and exchange rate have been extracted from the World Bank and the IMF as monetary indicators, as well as two index variables Hamilton's oil price as a measure of oil price volatility and a non-identical conditional oil price variance as an oil price uncertainty measure using the Hamiltonian method and anomalous threshold conditional variance model as indicators of oil price impacts during the research is calculated and extracted in The template is used.

Results

To solve the problem of false regression, the variable test is performed using the generalized Dickey Fuller test and all variables are mana-level. Also, due to the low Durbin-Watson statistics for variables of money volume, oil price and consumer

price index, which indicates a high correlation of variables, Phillips Proon test was also performed for these variables, which results confirm the results at the level. The process will be followed up.

Step 1: Estimate of non-identical conditional-view variance

A. Lagrange Test (ARCH-LM)

Using non-identical conditional variance models requires the existence of heterogeneous variance effects in the average equilibrium residues, which is the common test for the existence of these effects on the magnitude Lagarde coefficient. The result of the test according to the calculated statistic (5.59) and its comparison indicates the non-rejection of the zero hypotheses and the confirmation of the existence of the heterogeneity of variance (Table 1).

Lagrange Test (ARCH-LM)

ARCH-LM test statistic	The probability of a calculated statistic	Test result
6/484	0/000	No rejection of the zero hypothesis: confirmation of the existence of heterogeneous works

B. Estimation of non-identical conditional-view variance

In the generalized conditional heterogeneous variance model, the effect of symmetric negative and positive shocks is considered. It seems that oil price fluctuations do not show the same reaction to negative and positive shocks, so it is necessary to use an unsymmetrical model to analyze the behavior of fluctuations in the formation of uncertainty. In this study, anomalous non-symmetric variance model has been used to determine the oil price uncertainty index. To estimate the variance of the heterogeneous conditional thresholds for the oil price series, it is necessary first to estimate the conditional average equation. To estimate this equation, according to the study of Lee et al. (1995), Hamilton (1996) and other empirical studies, it was assumed that past prices, with new news and information (current impulses) (unknown) are able to determine current prices. Of course, the ACAIC and Schwarz-Baisin information criterion equals this state of affairs as compared to other estimating equations.

(6)

$$oilp_t = a_0 + a_1 oilp_{t-1} + a_2 oilp_{t-2} + a_3 oilp_{t-3} + a_4 oilp_{t-4} + \varepsilon_t$$

The EGARCH model (1.1) was also selected based on the Lagrange and Jarco-Byr diagnostic tests as the best conditional variance pattern for oil price fluctuations.

(7)

$$\log(\sigma_t^2) = \beta_0 + \beta_1 \log(\sigma_{t-1}^2) + \theta \frac{\varepsilon_{t-1}}{\sigma_{t-1}} + \phi \left| \frac{\varepsilon_{t-1}}{\sigma_{t-1}} \right| + \psi_t$$

The results of estimating the variance model θ The non-identical conditional threshold based on the average equation and the variance are presented in Table 2 to derive uncertainty about the price of oil.

Table 2- Estimated GARCH Model Results (1.1)

The average conditional oil price equation					
Variable	α_0	$oilp_{t-1}$	$oilp_{t-2}$	$oilp_{t-3}$	$oilp_{t-4}$
Estimated coefficient	0/220	1/119	-0/126	0/234	0/286
Possibility	0/060	0/000	0/101	0/000	0/000
The conditional variance equation for oil prices					
Variable	β_0	$\log(\sigma_{t-1}^2)$	$\varepsilon_{t-1}/\sigma_{t-1}$	$ \varepsilon_{t-1}/\sigma_{t-1} $	
Estimated coefficient	-0/976	0/484	0/473	1/548	-
Possibility	0/000	0/000	0/039	0/000	-

Step 2: Estimate the structural self-explanatory vector pattern

After identifying the static variables of the pattern, the first problem in vector regression models is determining the optimal interruption length. Here, the Likelihood Ratio (LR) 1 Akaic (AIC) and Hannan Quinn (HQ) criteria have been used to determine the length of the interruption. The results are presented in Table (2) and show that in the pattern (5), the stability of the system is provided in the four interruptions based on the Likelihood Ratio,

Table 3. The Akaic and Hanan Quinn criteria

Interruption	Log L	LR	AIC	HQ
0	521/38	-	-21/31	-21/09
1	721/12	384/29	-32/31	-30/65
2	768/98	74/36	-31/65	-30/21
3	850/54	76/89	32/34	-30/46

4	954/31	68/65	-29/08	-31/02
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Testing the degree of coherence

In addition to the optimal interruption, for the purpose of estimating the regression vectors, it is necessary to study the degree of coincidence between the model variables. In this research, the Cointegration Regression Durbin-Watson Test (CRDW) test was used to determine the degree of accumulation between variables (Table 4).

Table 4. Test results for determining the degree of co-integration

The statistics	The amount of statistics based on Equation (3)	The amount of statistics based on equation (7)
Durbin-Watson stat	1/756	1/485
R-squared	0/691	0/528
Adjusted R-squared	/0511	0/434

The unsteady zero hypotheses and the random stroke of sentences are disturbing and lacking a long-term equilibrium relationship. According to the obtained results, the probability of a false regression is rejected in the equations (5) (which is greater than the determination coefficient of $R^2 = (1/78 > 0/68, 1/56 > 0/51)$), and the statistics the Durbin-Watson calculated in the estimated regression with the critical quantities provided by Sargan and Bargawa, and the results show that the amount of D.W statistic is given by the critical quantities even at the level of 11%; and the reliability of the sentences is confirmed. As a result, it can be concluded that there is a long-term equilibrium relationship between the variables of the desired model as specified in this template (Table 5).

Table 5. Critical Values of Durbin-Watson Test Coagulation Regression

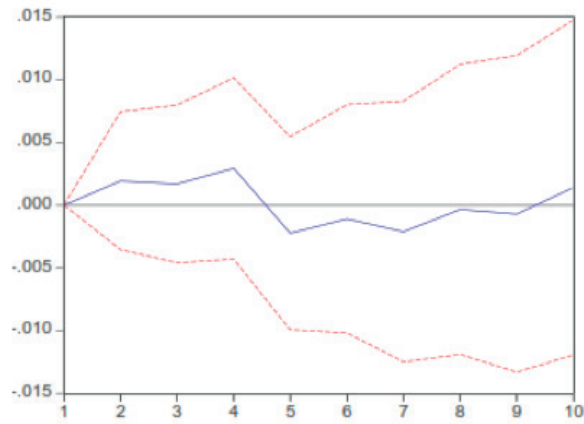
Significance level	Critical quantity
%1	0/623
%5	0/475
%10	0/411

The results of instantaneous response functions

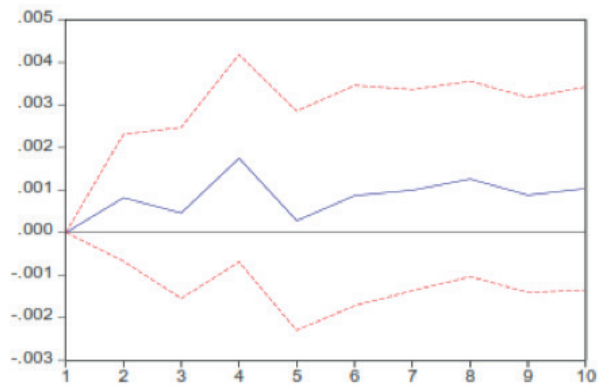
The stimulation reaction function reflects the effect of the reaction of an endogenous variable relative to a change in one of the sentences (or stimulation) over time. Regarding the purpose of the study on the analysis of impaired impulses due to uncertainty and fluctuations in oil prices on economic activities and monetary policies, the diagrams of the functions of the immediate reaction of economic growth variables, the growth of industrial activities as indicators of economic activity and liquidity and indicators Prices are presented as monetary policy measures against the momentum in uncertainty indexes and oil price volatility. The results of the immediate reaction function indicate that if a momentum or a sudden change in the size of a standard deviation is caused by uncertainty in the

price of oil and oil price fluctuations, then its effect on the variables in the next periods will be. Results for equations (5) and (6) are given in Figures 1 to 4.

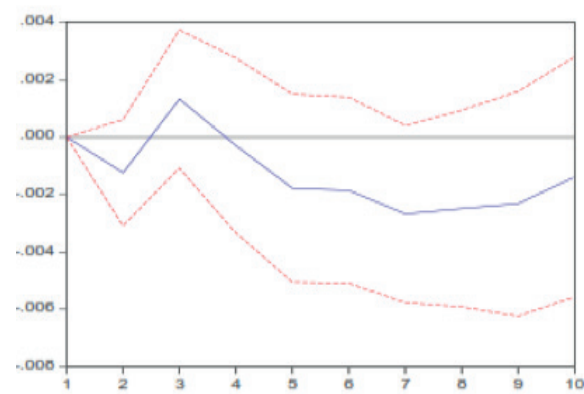
1. The economic growth response



2. The reaction of industrial to the uncertainty of oil prices production growth to the uncertainty of oil prices



3. Liquidity reaction to uncertainty at oil price



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Using market variables in financial distress prediction for Vietnamese listed companies

Uso de variables de mercado en la predicción de dificultades financieras para las empresas que cotizan en Vietnam

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ABSTRACT

This paper aims to investigate the classification power of market variables as predictors in the financial distress prediction model for listed companies in a frontier market as Vietnam securities market. Data is collected from 70 financially distressed companies that suffer a loss in 3 consecutive years and 156 non-financially distressed companies in Vietnam from 2010 to 2017. Four different models have been constructed using Logit regression and SVM analysis technique to make a prediction in 1 to 3-year ahead. The analysis results show that combining accounting ratios with market variables such as price volatility and P/E can improve the classification ability of the ex-ante model. In addition, contrary to the results of related previous researches in emerging markets, in this study, Logit models outperform SVM models. Therefore, for future research, models that apply other machine learning classifiers such as Decision Tree (DT) or Neural Network (NN) should be investigated.

Keywords: Financial distress prediction, SVM model, Market variables

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RESUMEN

Este artículo tiene como objetivo investigar el poder de clasificación de las variables del mercado como factores predictivos en el modelo de predicción de dificultades financieras para las empresas que cotizan en bolsa en un mercado fronterizo como el mercado de valores de Vietnam. Los datos se recopilan de 70 compañías con dificultades financieras que sufrieron una pérdida en 3 años consecutivos y 156 empresas sin dificultades financieras en Vietnam desde 2010 a 2017. Se han construido cuatro modelos diferentes utilizando regresión Logit y la técnica de análisis de SVM para hacer una predicción en 1 a 3 años por delante. Los resultados del análisis muestran que la combinación de ratios contables con variables de mercado como la volatilidad de los precios y el P / E puede mejorar la capacidad de clasificación del modelo ex ante. Además, a diferencia de los resultados de investigaciones anteriores relacionadas en mercados emergentes, en este estudio, los modelos Logit superan a los modelos SVM. Por lo tanto, para futuras investigaciones, se deben investigar los modelos que aplican otros clasificadores de aprendizaje automático, como el Árbol de decisiones (DT) o la Red neuronal (NN).

Palabras clave: predicción de dificultades financieras, modelo SVM, variables de mercado.

1. Introduction

Financial distress prediction model is the model to identify the likelihood of being financially distressed of a company. Company's financial distress prediction is a very crucial task for a company's managers and its stakeholders such as creditors, investors and government agencies because of the potential losses brought by this condition. For creditors and investors, financial distress prediction supports them in making investing decisions to manage investment's risks. For the company's managers, prediction of company's financial distress helps them to adjust their management strategies. For government offices, this ex-ante model constructs the early warning scheme to listed companies.

From the pioneering discriminant model proposed by Beaver (1966), the financial distress prediction topic has attracted interests from researchers worldwide. Corporate financial distress is traditionally recognized as bankruptcy (Ohlson, 1980; Altman, 1968; Zhou et al., 2012; Liang et al., 2015; Sánchez et al, 2016; Tinoco, 2018) and recently measured by financially-based definition that separates financial distress recognition with corporate's legal consequences (Pindado et al., 2008; Geng et al., 2014; Koh et al., 2015; Li et al., 2017; Santoso and Wibowo, 2018;). Despite numerous studies taken in this area, financial distress prediction is still a challenging topic as there is no answer for an optimal model that exhibits the best level of prediction accuracy in all contexts.

In a financial distress prediction model, the selection of predictors and classifying techniques really matter in producing a high level of accuracy in dividing a company into financially distressed or non-financially distressed group. Reviewing previous studies shows that there is a wide range of predictors from accounting ratios to macroeconomic condition ratios, industry influences ratios as well market variable that can be put in prediction models. The classifying techniques also present their richness and they can be categorized into two groups: modern techniques (Case-Based Reasoning- CBR, Decision Tree-DT, Neural Networks-NN, Support Vector Machine-SVM) and traditional classifiers (Multiple discriminate analyses – MDA, Logit model).

In spite of the prolificacy of corporate financial distress prediction models worldwide, the construction of failure prediction models for companies listed Vietnam Securities market is limited. As the number financially distressed firms is increasing in Vietnam, an effective financial distress prediction model is expected to support the sustainable development of the securities market as a goal set by the Government in order to upgrade the market into emerging market in the near future.

In this paper, the authors also aim to investigate whether the market information such as stock price volatility has the ability to predict the failure of a firm in the future. Although the relationship between market information and the firm's financial distress probability has been revealed in previous researches, this research question is still constructed to find out any different outcomes in a frontier securities market like Vietnam securities market. Choosing the condition of being delisted from suffering losses in 3 conservative years as financial distress recognition of a company, the main objectives of this paper are:

(i) discover the power of market variables in predicting the corporate financial distress; (ii) compare the accuracies of models using Logit regression (traditional classifier) analysis and SVM algorithm (modern technique).

Data is collected from Vietnam securities markets from 2010 to 2017 with 70 distressed companies and 156 non-financially distressed companies. There are 4 models constructed in 3 years of prediction with different set of predictors using Logit analysis and SVM classifier. The findings of the paper show that models using Logit analysis create higher level of accuracies than SVM models. In terms of predicting power of independent variables, models that combine accounting ratios and market variables exhibit the best performance.

2. Literature review of financial distress models

2.1. *Financial distress recognition*

Financial distress was firstly introduced by Beaver (1966) as failure when a company lacks ability to cover the financial obligations such as debts, preferred dividend payments. The financial distress events can be bankruptcy, bond default, overdrawn bank accounts or nonpayment of preferred stock dividend. Chan and Chen (1991) defined financially distressed firms as those that “have lost market value because of poor performance, they are inefficient producers, and they are likely to have high financial leverage and cash flow problems.” Short and direct definition of financial distress is stated by Mselmi et al. (2017) and Beaver et al. (2010) as the situation where a firm’s cash flows are not enough to meet contractually required payment

Bankruptcy is a traditional measure of the firm’s financial distress (Beaver, 1966, Ohlson; 1980 Altman, 1968). Bankruptcy is still a favorite measure as it is widely used in a variety of papers in the field of financial distress prediction taken by Zhou et al. (2012); Liang et al.(2015); Altman et al. (2016); Tinoco et al. (2018).

Literature recently introduces another definition of financial distress which is known as financially-based definition (Pindado et al., 2008). In this measure, the financial distress condition of a company is recognized regardless of its legal consequences. A company is financially distressed when it faces problems in cash flows to support financial obligations or market value fall. A financially distressed company may not go bankruptcy or business discontinuance (Pindado et al., 2008). Financially-based definition of financial distress has shown its popularity in studies of Lin et al. (2011, 2014); Alifiah (2014); Gepp and Kumar (2015); Altman et al. (2016); Sánchez et al.(2016); Liang et al.(2016); Mselmi et al. (2017); Tinoco et al. (2018); Santoso and Wibowo (2018).

2.2. *Financial distress predictors*

Literature review on financial distress prediction reveals that there is no common agreement about the predictor selection and the level of importance of each predictor in a financial distress prediction model (Balcaen & Ooghe, 2006). Finding the answer for the question about the predictors’ classification power has been an interesting and challenging topic for studies on ex-ante models in recent decades. Despite the argument on predictors selection in a model, literature discloses that the predictors can fall into 3 categories of accounting ratios, macroeconomic ratios, and market base variables (Tinoco et al., 2018). As can be seen from studies taken in different contexts, the financial distress prediction models that combine accounting ratios, market based variables and macroeconomic condition variables can obtain quite high level of accuracies (Beaver et al., 2010; Tinoco and Wilson, 2013; Alifiah, 2014; Geng et al., 2014; Lin et al., 2014; Bhattacharjee and Han, 2014; Koh et al., 2015; Gepp and Kumar, 2015; Bagher and Milad, 2016; Tinoco et al., 2018).

In a financial distress prediction model, accounting ratios are the main source of predictors because of their availability and their ability to reflect the firm’s financial situation as they are computed from items in company’s financial statements such as balance sheet, income statement and cash flow statement which are constructed periodically from accounting framework. Altman (2002) states that accounting

ratios measuring a firm's profitability, liquidity, and efficiency exhibit higher classification power in the existing studies. Furthermore, accounting ratios have been demonstrated their classification abilities at 5 years before the financial distress event (Beaver et al., 2005). However, there are a few problems relating to accounting ratios application in an ex-ante model from the fact that accounting ratios reflect the company's information in the past so that the prediction ability for future financial performance can be limited. Moreover, some accounting assumptions such as cost assumption and going concern assumption affect the financial statement's preparation so that the market value may differ from the book value of a firm's assets and liabilities. In addition, the existence of management purposes may manipulate the figures in the statements (Hillegeist et al., 2004)

The idea that the company's probability of failure can be influenced by its business environment leads to the criticism of financial distress prediction model that relies on the accounting ratios only (Schwartz, 1997). Altman (1997) is the pioneer to discover the role of GNP, S&P and monetary supply in financial distress prediction model. Similarly, Cheung and Levy (1987) finds out the positive relation between company's bankruptcy and GNP deflator. There is also an evidence on the connection between the company business's failure likelihood and interest rates as well as inflation (Hill, Perry & Andes, 1996).

»The studies taken previously especially emphasizes the capacity of market variables such as stock price changes and company's capitalization in improving the performance of ex-ante models for listed companies (Campbell et al., 2011; Tinoco, M. H., Wilson, N. (2013); Gepp and Kumar, 2015; Bagher and Milad, 2016; Tinoco et al., 2018). Campbell (2011) advises that market variables have strong power to predict the time of financial distress event of a company compared to accounting ratios. Several studies taken by Beaver (1966); Beaver et al., (2005); Agarwal & Taffler (2007) show that there is negative relationship between market variables and the likelihood of companies' financial distress.

Recent studies taken for listed companies in emerging markets show that there are some principles for choosing the set of predictors in an ex-ante model. Sayari (2016) states that useful variables in a model should be stable over time, vary on the industry characteristics and should be free from redundant information. Alfaro et al. (2008) lists some rules for financial ratios selection based on their popularity in previous studies and the availability of the ratios. Similarly, Ugurlu (2006) conducts factor analysis to select 20 variables from 80 commonly used variables in a study taken in Turkey, Zhou et al. (2012) uses variables that appear more than 3 times in 128 reviewed studies while Lin et al. (2014) combine expert knowledge with wrapper method to choose 20 predictors from 44 variables for model conducted in Taiwan.

2.3. Model's classifiers

The importance role of computer science development on the improvement of a financial distress prediction model cannot be denied. With the application of various classification techniques, a number of financial distress prediction models have been constructed that can reach impressive levels of accuracy. Zhou et al. (2012) summarizes the related empirical researches and divided classification classifiers in these models into 2 groups: traditional classifier and modern classifier.

Beaver (1966), Altman (1968) and Ohlson (1980) are researchers constructing financial distress prediction models with traditional classifiers. Beaver (1966) is the pioneer in presenting univariate model in classifying companies. Altman (1968) introduced Multiple Discriminant Analysis (MDA) model that identifies a function from financial ratios which is known as Z-score model. Until 1980s, the MDA model had been a dominated model in researches on financial distress prediction (Balcaen and Ooghe, 2006). The domination of MDA decreased by the introduction of Logit analysis model by Ohlson (1980) because Logit model avoids the assumptions of normal distribution and equal covariance requirements. The modern classification techniques have been developed with the support of Artificial Intelligence (AI), data mining and machine learning technologies. There is an increase in applying algorithms of Decision Tree – DT, Neural Network – NN or Support Vector Machines – SVM for constructing a financial distress forecast model.

There have been several studies on the performance's comparison between models applying traditional and modern classifier. Ugurlu (2006) finds out that Logit model provide better accuracy level and overall fit than MDA model. The same conclusion is made in the study of Pindado et al. (2008). Wilson and Sharda (1994) in a similar study states that NN outperforms linear model in bankruptcy prediction. Recent studies taken by Lin et al., (2011, 2014), SVM model outperforms not only traditional models but also other data mining models.

3. Research design

3.1. Models' variables

In this paper, a company is considered to be financially distressed when it is required to be delisted by Vietnam Stock Exchanges because of suffering losses in 3 consecutive years. Literature reveals that the larger number of predictors cannot ensure the higher classification accuracy of a prediction model. As stated by Ugurlu (2006), Tinoco and Wilson (2013), Geng et al. (2014), the popular ratios existing in ex-ante models fall into six categories reflecting a company's profitability, solvency, leverage, efficiency, and size. Therefore, in this study, the researches select accounting ratios (from X1 to X7) on profitability, solvency, leverage, efficiency, and size that have demonstrated their prediction power in Logit models taken by Ohlson (1980), Agarwal & Taffler (2007), Tinoco et al. (2013) and Geng et al. (2014). In this study, the variable INONE receiving 1 if a firm suffers loss in the previous year and 0 otherwise is used instead of INTWO which receives 1 if the firm suffers loss in 2 consecutive years and 0 otherwise.

Three variables from X8 to X10 are put to measure the prediction power of market information in a financial distress prediction model. While MCTD and PV are used in previous studies (Tinoco et al., 2013), P/E is added to the models in this paper because this ratio attracts interest from the investors of listed companies. The accounting ratios and market variables are described below:

1. NITA: Net income on total assets, measuring the profitability of the firm. This ratio is expected to have negative coefficient in the model.
2. WCTA: Working capital divided by total assets. It is expected to have negative coefficient in the model.
3. NOCREDINT: No Credit Interval. This variable measures the time of financing a firm's expenses.
4. TLTA: Total Liabilities to Total Assets. This variable is used in models is expected to be negative related to financial distress likelihood.
5. TFOTL: Total Funds from Operations to Total Liabilities. This ratio is expected to be negatively related to financial distress likelihood.
6. SIZE: measures the logarithm of firm's total assets.
7. INONE: receive 1 if the firm suffered loss in previous year and 0 otherwise.
8. MCTD: Market Capitalization to Total Debt
9. PV: Price volatility, measures the standard deviation of firm's stock price over the year.
10. P/E: Price-to-Earnings ratio. This ratio demonstrates the relationship between corporates stock price and its earnings.

3.2. Sample size description

As recommended by Beaver (1966), the sample size should include the companies that have been successfully escape from the business failure that may lead to financial distress condition. For example, if

a company suffers loss this year, but it makes profit next year, this company is considered to be successful in avoiding financial distress. Therefore, the sample size should consist 3 types of companies: financially distressed companies who are required to be delisted because of losses in 3 consecutive years (group 1), non-financially distressed companies who suffer 1 negative income in the previous years but having positive income in the current year (group 2), and non-financial distress companies with positive net income in all 3 consecutive years (group 3).

There are 78 companies are required to be delisted in the study period because of suffering loss in 3 consecutive years from 2010 to 2017. Therefore, the researchers decide to chose 78 delisted companies for group 1; 78 companies for group 2 and another 78 companies for group 3. However, because of data insufficiency, only data from 70 delisted companies could be collected. The sample size finally decreases from 234 companies to 226 including 70 delisted companies in group 1; 78 companies in group 2; and 78 companies in group 3. In other words, the sample consists of 70 financially distressed companies and 156 non-financially distressed companies in 7 years from 2010 to 2017. Data are collected in 3 years prior the financial distress event thus, the firm-year sample size is 678 companies. For example, if a company is required to be delisted in 2017, the data will be collected in 3 years from 2014 to 2016.

3.3. Data analysis procedure

In order to discover the prediction ability of market information, in this paper, 4 models are established with different sets of independent variables and classifiers of traditional and modern classifiers. Using Logit analysis as a traditional classifier, model 1.1 consists of accounting ratios from X1 to X7 while model 2.1 adds market variables (from X8 to X10) model 1.1. Model 1.2 and 2.2 apply SVM as a modern technique for classification using the same set of predictors as ones in model 1.1 and 2.1.

In Logit model, binary logistic regression is designed to estimate the probability of “financial distress” of a company from the set of predictors as discussed. The binary dependent variable is measured by two values: 1 or “financially distressed” and 0 for non-financially distressed. The probability of being non-financially distressed is $P(Y=0)$ and the probability of being financially distressed $P(Y=1)$ are computed as below. Before conducting the analysis, data are separated randomly into 2 sets for training and predicting.

$$P(Y = 1) = \frac{e^{-(\alpha + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}}{1 + e^{-(\alpha + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}} \quad (1)$$

SVM is a machine learning algorithm which is applied commonly in classification. SVM tries to identify a hyperplane that segregate two classes (financially distressed and non-financially distressed companies). Exactly, SVM solves the problem of finding optimization of hyperplane, with maximal margin to separate two groups of companies.

$$\min \frac{1}{2} w^T w + C \sum_{i=1}^n \xi_i \quad (2)$$

$$\text{subject to } y_i (w^T \phi(x_i) + b) \geq 1 - \xi_i$$

$$\xi_i \geq 0$$

The optimized hyperplane is identified by constructing a function called kernel from the training data using C as the penalty parameter of error term. There are four type of kernel functions in SVM: linear function, polynomial, radial basis function (RBF), and sigmoid function. For simplicity, this study construct RBF which is for SVM. The choice of C and really matters in order to get high level of prediction accuracy. As recommended, the selection of is performed by grid search to identify the best pair When the best pair of two parameters is revealed, data are trained again to obtain better classifier. Before conducting the classification techniques, the data are separated into 2 sets for training and predicting.

4. Results and discussions

4.1. Descriptive analysis and Multicollinearity detecting

Before presenting the discussion of model's accuracies in forecasting the financial distress of companies listed in Vietnam Stock exchanges, the statistical description with mean and standard deviation of 10 variables relating to accounting ratios and market variables is shown in table 1.

Table 1: Statistic analysis and multicollinearity testing

	Mean	Std. Deviation	Tolerance	VIF
NITA	-0.01	0.13	0.72	1.39
WCTA	0.11	0.29	0.68	1.47
NOCREDINT	-403.72	12,013.52	0.98	1.02
TLTA	0.53	0.28	0.54	1.87
TFOTL	0.14	1.23	0.80	1.26
SIZE	8.55	0.68	0.84	1.20
INONE	0.35	0.48	0.68	1.47
MCTD	2.76	9.44	0.45	2.22
PV	-0.02	0.36	0.94	1.06
P/E	38.90	366.52	0.55	1.83

In a regression model, Multicollinearity should be detected to avoid the instability problem of the coefficients estimation. Multicollinearity exists when there is dependency among two or more predictors in a model (Tinoco et al., 2013). Multicollinearity problem can be detected by identifying Variance Inflation Factor (VIF). VIF is better to be around 1 to avoid the variables' collinearity. In this paper, variable with VIF over than 2 should be removed.

4.2. Comparison of models' performance

Logit models use the same set of variables as SVM models but apply Binary Logit analysis as classifier. The models' overall fit can be identified by Omnibus Tests, Hosmer and Lemeshow Test and other identifiers as -2 Log likelihood, Cox & Snell R square and Nagelkerke R square. A better model fit is recognized when the chi-square test for the Hosmer and Lemeshow is insignificant, smaller -2 Log Likelihood, higher values for Nagelkerke and Cox & Snell R square. As presented in table 2, all two models demonstrate their overall fit and model 2.1 with a combination of 9 predictors has better overall fit as it obtains higher Cox & Snell R square and Nagelkerke R square and smaller -2 Log likelihood.

Table 2: Overall fit test of Logit models

Model	t	Omnibus Tests		-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square	Hosmer and Lemeshow Test	
		Chi-square	Sig.				Chi-square	Sig.
Model 1.1	t-1	-0.01	0.13	0.72	1.39	-0.01	0.13	0.72
	t-2	0.11	0.29	0.68	1.47	0.11	0.29	0.68
	t-3	-403.72	12,013.52	0.98	1.02	-403.72	12,013.52	0.98

Model 2.1	<i>t-1</i>	0.53	0.28	0.54	1.87	0.53	0.28	0.54
	<i>t-2</i>	0.14	1.23	0.80	1.26	0.14	1.23	0.80
	<i>t-3</i>	8.55	0.68	0.84	1.20	8.55	0.68	0.84

For SVM models, there is no requirement of normality assumption for data as in linear regression models. However, in order to construct an optimized hyperplane for firm classification, the best pair of C and γ for classification should be made. Table 3 presents the best pairs for model 1.2 to model 2.2 corresponding with different time of prediction.

Table 3: Parameters for optimization hyperplane

Model	t	C	γ	rate
Model 1.2	<i>t-1</i>	128	0.0	85.8%
	<i>t-2</i>	8.0	8.0	84.1%
	<i>t-3</i>	1.3	0.0	84.1%
Model 2.2	<i>t-1</i>	32.0	0.1	88.5%
	<i>t-2</i>	0.5	0.5	85.8%
	<i>t-3</i>	2,048	0.5	86.7%

Table 4 makes the comparison of classification power of 2 models using Logit analysis (model 1.1 to 2.1) and other 2 models applying SVM (model 1.2 to 2.2). The comparison is taken in two aspects: the prediction accuracies and the models' errors. Type I error is detected as a financially distressed firm is forecasted to be non-financially distressed while Type II error is revealed as a non-financially distressed firm is classified as financially distressed. Type I error should be received more notice as its larger potential losses to users of the models.

As can be seen in table 4, regards to the time of prediction, as expected, the models built in 1 year prior to corporate's failure obtain highest level of accuracies. In terms of predictors' choice, models with full variables that combines accounting ratios and market variables have the higher power of prediction (model 2.1 and 2.2) compared to other models with predictors of accounting ratios only. In terms of classifying technique, models using logistic regression outperform SVM analysis.

Table 4: Performance's comparison between models

		Percentage Correct (%)	Type I error (%)	Type II error (%)
<i>Logit model</i>				
Model 1.1	<i>t-1</i>	86.7	31.4	5.1
	<i>t-2</i>	82.3	34.3	10.3
	<i>t-3</i>	68.1	62.9	17.9
Model 2.1	<i>t-1</i>	92.0	11.4	6.4
	<i>t-2</i>	88.5	17.1	9.0
	<i>t-3</i>	72.6	34.3	24.4
<i>SVM model</i>				

Model 1.2	<i>t-1</i>	76.1	9.0	51.4
	<i>t-2</i>	69.9	68.6	15.4
Model 2.2	<i>t-3</i>	68.1	45.7	25.6
	<i>t-1</i>	81.4	42.9	7.7
	<i>t-2</i>	72.6	62.9	11.5
	<i>t-3</i>	71.7	62.9	12.8

4.3. The independent variables' prediction power

The assessment of variables' power in predicting financial distress for firms listed in Vietnam stock exchanges is taken by looking at their coefficients and their significance in model 2.1 which is the best model in this paper. WCTA (Working Capital/Total Assets), that measures the firm's liquidity obtains the strongest classification power in all models built in 3 years of prediction. NOCREDINT (No Credit Interval) is another liquidity measure that exhibits significant predicting power. The two-market variable: PV (Price Volatility) and P/E (Price Earnings Ratio) also demonstrate their ability in financial distress classification. The INONE variable exhibits different sign of coefficient in 3 prediction points of time when the beta's sign is negative in 1 year ahead model and beta are positive in 2 and 3 -year ahead models. Furthermore, the beta coefficients are significantly small in 2 and 3 year-ahead models of prediction. Similarly, SIZE variable's coefficient in 1 year-ahead model is positive while it is negative in 2 and 3 year-ahead prediction models.

Table 5: Variables in the Equation

	t-1			t-2			t-3		
	<i>B</i>	<i>Wald</i>	<i>Sig.</i>	<i>B</i>	<i>Wald</i>	<i>Sig.</i>	<i>B</i>	<i>Wald</i>	<i>Sig.</i>
NITA	-4.490	6.490	0.011	-13.231	9.639	0.002	-37.378	11.785	0.001
WCTA	-23.722	5.640	0.018	-24.221	4.592	0.032	-159.737	8.588	0.003
NOCREDINT	-3.636	4.980	0.026	-2.982	15.396	0.000	4.523	13.000	0.000
TLTA	-0.003	12.000	0.001	-0.003	4.321	0.038	-0.010	4.601	0.032
TFOTL	-0.647	7.970	0.005	-3.444	12.628	0.000	-4.420	12.547	0.000
SIZE	1.448	3.990	0.046	-0.122	13.174	0.000	-0.723	13.000	0.000
INONE	-0.096	4.630	0.031	0.000	13.327	0.000	0.001	13.000	0.000
PV	5.008	6.030	0.014	-0.0148	13.000	0.000	-0.065	12.000	0.001
P/E	1.544	6.390	0.011	0.960	6.490	0.011	1.808	12.000	0.001
Constant	37.909	0.000	0.994	35.468	0.000	0.994	179.403	0,005	0.942

Table 5 also shows that for 1-year prediction, companies with high level of debt, small working capital and small fund on total liabilities and bigger size are more likely to be financially distressed. However, for 2-year ahead prediction, companies with bigger size and highly volatile in stock price are less likely to be financially distressed. In all three times of prediction, companies with higher P/E are more likely to be in financial distress condition. In terms of profitability, there is no evidence that a company with a loss in 1 year ahead is more likely to be financially distressed in the following year.

5. Conclusion

This paper constructs financial distress prediction models using several sets of predictors and different classifiers of Logit analysis and SVM algorithm. The separation of prediction models is to investigate the classification power of accounting ratios market base variables. The analysis results reveal that models built in 1 year prior to the announcement of delisted requirement by Vietnam Stock exchanges to the companies that suffer 3 conservative years of losses produces the highest level of classification. In order

to detect the role of market variables, these variables are combined with accounting ratios as independent variables in the model.

The models that add market variables as predictors can exhibit better performance than the models without those variables. In other words, market variables can improve the classification power of a prediction model. Moreover, the outperformance of Logit model that combining accounting ratios and market variables can bring the highest prediction accuracy of 92% for 1-year prediction, over 88% for 2-year prediction and over 72% for 3-year prediction.

This paper contributes to the existing literature by adding P/E ratio as the market variable in the prediction model. The analysis results show that companies with high P/E are likely to be in financial distress prediction. Companies with high price volatility are likely to be financial distress in 1-year ahead prediction but less likely to be in this condition in 2-year ahead and 3-year ahead prediction. The other finding of the paper is the emphasis on the outperformance of traditional model over the modern model (SVM) as Logit models produces better results. However, because of the existence of evidence about the outperformance of data mining algorithm in related studies, for future researches, the other algorithm such as NN or DT should be investigated.

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Effects of cognitive restructuring and study skills training on anxiety and academic achievement

Efectos de la reestructuración cognitiva y el entrenamiento en habilidades de estudio sobre la ansiedad y el rendimiento académico

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ABSTRACT

The aim of this study was to evaluate the influence of cognitive restructuring and study skill training on test anxiety and academic achievement. In this study, 94 high school students were randomly selected to receive either a Cognitive Restructuring Training (CRT) or Study Skill Training (SST) psychoeducational group therapy. Analyses indicated that cognitive restructuring and study skills training negatively effects on state and trait anxiety symptoms, and positively effects on students' academic achievement. However, the present study found evidence of the effects of state anxiety follow-up as a mediator on academic achievement. Despite these and other limitations, we conclude that cognitive restructuring and study skills training are effective treatments for test anxiety and academic achievement.

Keywords: test anxiety, state anxiety, trait anxiety, cognitive restructuring, study skills training.

RESUMEN

El objetivo de este estudio fue evaluar la influencia de la reestructuración cognitiva y la capacitación en habilidades de estudio sobre la ansiedad ante los exámenes y el rendimiento académico. En este estudio, 94 estudiantes de secundaria fueron seleccionados al azar para recibir una terapia psicoeducativa de entrenamiento de reestructuración cognitiva (CRT) o entrenamiento en habilidades de estudio (SST). Los análisis indicaron que la reestructuración cognitiva y el entrenamiento en habilidades de estudio afectan negativamente los síntomas de ansiedad de estado y rasgo, y los efectos positivos en el rendimiento académico de los estudiantes. Sin embargo, el presente estudio encontró evidencia de los efectos del seguimiento de la ansiedad del estado como mediador en el logro académico. A pesar de estas y otras limitaciones, llegamos a la conclusión de que la reestructuración cognitiva y el entrenamiento en habilidades de estudio son tratamientos efectivos para la ansiedad ante los exámenes y el rendimiento académico.

Palabras clave: ansiedad ante los exámenes, ansiedad ante el estado, ansiedad por rasgo, reestructuración cognitiva, entrenamiento en habilidades de estudio

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Introduction

Anxiety can find its roots in physical, mental, behavioural, and cognitive causes (Seligman, Walker, & Rosenhan, 2001). It is regarded as a natural response to a stressful agent, assisting one in handling an unwieldy condition by means of encouraging the individual to get adapted to the problem. The criteria for the normality or abnormality of anxiety can be determined by the severity and the reasoning behind it (Barker & Buchanan-Barker, 2010). As a suitable and consistent reaction, anxiety seems to be an indispensable part of normal life in all human societies. Life without anxiety or with excessive anxiety is largely threatened. On the contrary, mild anxiety can moderate our life appropriately and make it more efficient and bearable (Abolghasemi, Mehrabizadeh-Honarmand, Najarian, & Shokrkon, 2004). According to Lazarus, the relationship between human and the environment is mainly related to emotions and stress (Lazarus, 1991, 1999). As a result, the weight of an emotion depends on the power of adaptability to the situation which may be judged as positive or negative by the individual.

Test anxiety is associated with serious fear, irregular and increased heartbeat, worry, and other physiological symptoms (Abolghasemi et al., 2004; Vitasari et al., 2010). There are two components of test anxiety such as worry and emotionality (Putwain, 2007). Worry component is related to cognitive anxiety and pessimism about one's competence, and performance, but emotionality talks about the physiological arousal in the exams (Putwain, 2007). To anxious students, an exam is a threat so in such situations; they behave anxiously as though they were in danger and threatened. Based on the findings on test anxiety, it was revealed that school children have demonstrated poor performance on school progress (Luigi et al., 2007; Reeve & Bonaccio, 2008). Research has indicated that as the level of anxiety builds up, the students' memory quality decreases, and so do his reasoning and concentration (Aronen, Vuontella, Steenari, Salmi, & Carlson, 2004).

In educational psychology, there are a considerable number of interventions to reduce anxiety level among students and at the same time increase their academic achievement. One of these interventions is cognitive restructuring (CR), which is a learning process to disprove cognitive distortions, or the fundamentals of 'faulty thinking' with the purpose of replacing one's irrational, counter-factual beliefs with more accurate and profitable ones. The two most popular cognitive therapeutic methods in test anxiety intervention are rational emotive therapy (Ellis, 1962, 1977) and systematic rational restructuring (Goldfried, Decenteceo, & Weinberg, 1974). Both forms of treatment are based on the premise that anxiety or emotional disturbance is as a result of irrational or illogical thinking. However, rational emotive therapy provides the rationale for cognitive restructuring and systematic rational restructuring classifies this rationale into a series of more systematic steps and procedures (Zeidner, 1998).

Another therapy based on skill-deficit model is study skills training. Some researchers argue that poor study habits and test-taking abilities may cause some students to experience a higher level of test anxiety than other students (Spielberger, 2005; Spielberger & Vagg, 1995a).

2. The Study

2.1. Study Design

The current study is located in true experimental design. For state and trait anxiety data collection in this study was used of true experimental research design with randomized subjects, pre-test, post-test, and follow-up within the control group. Pre-test (STAI) applied before interventions for identifying the homogeneity of students in experimental and control groups. Homogeneous group are called a set of subjects of units who are the same or similar on the relevant variable (Ary et al., 2009). Post-test (STAI) applied two weeks after interventions to reveal the effect of interventions on dependent variables. Finally, follow-up (STAI) applied after interventions at about six weeks (four weeks after post-test) to show the effects of applied interventions after a certain period of time. Post-test and follow-up applied, at selected time interval, to assess the effect of the independents variables on two dependent variables namely test anxiety and academic achievement.

Two different kinds of treatments on the basis of the cognitive approach and deficit skills model were applied for two experimental groups in this study. The treatment or experimental group 1 was given 8

sessions of the cognitive restructuring within 90 minutes for every session. The cognitive restructuring consists of eight critical activities in order to help anxious students to understand what cognitive restructuring is, and how it can help them to cope with the irrational beliefs, and ways to replace them with the rational beliefs. Experimental group 2 was also given 8 sessions of study skills training within 90 minutes for every session. Study skills training intervention was on the base of cognitive deficit approach due to assist students to improve their study and test-taking habits and skills. Moreover, study skills training is directed toward improving a variety of cognitive activities that affect the organization, processing, and retrieval of information (e.g., study habits and test-taking skills), and training in study skills does not directly address the specific cognitive components of test anxiety (Spielberger, Gonzalez, Taylor, Algaze, & Anton, 1978; Spielberger & Vagg, 1995b).

2.3. Instrumentation

The main instrument used for assessment in this study was State-Trait Anxiety Inventory (STAI) developed by Spielberger (1980). This instrument is known as a self-reported measure with two different parts. The first part has a 4-point Likert scale (from 1 = almost never, 2 = sometimes, 3 = always, and 4 = almost always) consist of 20 questions, i.e. 1 – 20, and the second part also has a 4-point Likert scale (1 = almost never, 2 = sometimes, 3 = most times, and 4 = almost no) consist of the remaining 20 questions, i.e. 21 – 40. Furthermore, the data on grade point average was collected in the end of the second semester after the 14th week duration. Thus, this data was collected from the Iranian higher institutions which is in line with the Iranian educational system of CGPA ranging from 0.00 – 20). Statistical analysis was conducted to analyses direct and indirect effects of two interventions on academic achievement.

2.4. Population and sampling

Qazvin province was randomly selected out of 31 provinces in Iran as the sample population. All the respondents in this study must be boy students from high school who are in the 11th year of study; therefore the aid of society in this study focused on Qazvin high school boy students. There were 12 boy high schools in the city of Qazvin which Sadra High School was randomly selected as a sample in which the actual experiment has taken place. Ecological validity (when the situational characteristics of the study are not representative of the population) could be a threat to the external validity. All the respondents were carefully selected from the year eleven of high school students, between the ages of 17-18 years old.

3. Result and Discussion

3.1. Effects of Cognitive Restructuring and Study Skills Training on State and Trait Anxiety Post-test and Academic Achievement

The main alternative hypothesis of this study stated that, there is an association between psycho-educational interventions (cognitive restructuring and study skills training), anxiety (state and trait anxiety post-test), and academic achievement among high school students. To test the main hypothesis of this research multi mediation analysis was done using Preacher and Hayes (2008) SPSS PROCESS macro for testing mediation analysis. Mediation analyses (Table 3) revealed significant effects of psycho educational group interventions to both mediators (state and trait anxiety).

Table 3. Multiple mediation direct effects on post-test

		Coeff (B)	Se	t	p
IV to Mediators	Path a ₁	-4.4032	1.2390	-3.5539	.0006
	Path a ₂	-3.2581	1.2689	-2.5676	.0119
Direct Effects of Mediators on DV	Path b ₁	.0144	.0088	1.6357	.1054
	Path b ₂	-.0058	.0086	-.6698	.5047
Total Effect of IV on DV	Path c	.3226	.1024	3.1517	.0022
Direct Effect of IV on DV	(c-prime path)	.3674	.1103	3.3302	.0013

Dependent, Independent, and Proposed Mediator Variables:

DV = Final Semester GPA

IV = Study Groups (Study Skills Training, Cognitive restructuring and Control groups)

MEDS = State and Trait Anxiety Post-test

Sample size = 94

Psycho educational group interventions effect on mediators (a path) showed a significant negative effect on state anxiety post-test (B patha1= -4.403, $p < 0.001$), likewise it affected negatively on trait anxiety post-test (B patha2=-3.258, $p < 0.01$). Moreover, both mediators, state and trait anxiety, did not show a significant effect on academic achievement (b paths). State anxiety post-test affected positively on academic achievement (B pathb1= 0.014, $p > 0.05$) while trait anxiety post-test showed a negative effect on academic achievement (B pathb2= -0.005, $p > 0.05$). In addition, psycho educational group interventions also have a direct influence (c') on academic achievement. The direct effect of psycho educational group interventions on academic achievement was still significance after controlling for both mediators (B pathc' = 0.3674, $p < 0.05$). The total significant effect of psycho educational group interventions on academic achievement (B pathc = 0.322, $p < 0.05$) was reduced after mediation but it was still significant. The model summary (table 5) shows that the multiple correlation coefficient (R), using all the predictions simultaneously, is .35 ($R^2 = .12$) and the adjusted R^2 is .09, meaning that 9% of the variance in anxiety (state and trait anxiety post-test) can be predicted by types of study groups (cognitive restructuring, study skills training, and control group). Thus, these results revealed that anxiety (state and trait anxiety post-test) cannot be considered as significant mediators and this mediation is not a partial mediation and according to these finding the null hypothesis was accepted. The relation among all research variables in post-test was illustrated in figure 1.

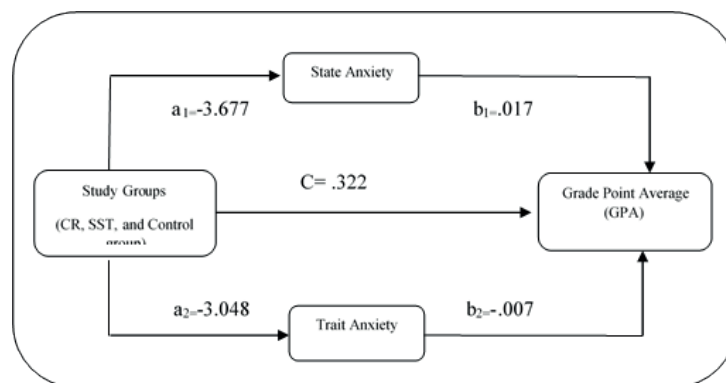


Figure 1. Path diagram of mediation analysis of research variables in follow-up

These findings also are in line with the results of previous researches on the effects of study skills training on students' test anxiety (Sapp, 1999; Spielberger, 2005; Spielberger & Vagg, 1995a). One of the possible causes of effectiveness of cognitive restructuring and study skills training interventions on students' state and trait anxiety could be related to the students' coping skills. Coping skills refers to the ways in which a person attempts to change circumstances or his interpretations of circumstances, to make them more favourable and less threatening (Folkman & Lazarus, 1991; Lazarus, 1999; Lazarus, 2000). Lazarus and Folkman (1984) classified two basic types of coping approach as problem focused and emotion-focused coping. Problem-focused coping is aimed at managing or changing a threatening or harmful stressor. This coping strategies tend to be most effective when person can exercise some control over the stressful condition or circumstances (Park, Armeli, & Tennen, 2004). Emotion-focused coping strategies will be applied when a person think that nothing can be done to alter a situation with regards to the efforts toward relieving or regulating the emotional impact of the stressful situation. However, when coping is effective, people can adapt to the situation due to stress and anxiety will reduce (Hockenbury & Hockenbury, 2007).

3.2. Effects of Cognitive restructuring and Study Skills Training on State and Trait Anxiety Follow-up and Academic Achievement

The main alternative hypothesis of this study stated that, there is an association between psycho-educational interventions (cognitive restructuring and study skills training), anxiety (state and trait anxiety follow-up), and academic achievement among high school students. To test the main hypothesis of this research multi mediation analysis was done using Preacher and Hayes (2008) SPSS PROCESS macro for testing mediation analysis. Mediation analyses (Table 4) revealed significant effects of psycho educational group interventions to both mediators (state and trait anxiety). Psycho educational group interventions effect on mediators (a path) showed a significant negative effect on state anxiety follow-up (B patha1 = -3.6774, $p < 0.05$), likewise it affected negatively on trait anxiety post-test (B patha2 = -3.048, $p < 0.05$). Moreover, state anxiety follow-up as mediator showed a significant effect on academic achievement (b paths).

Table 4. Multiple mediation direct effects on follow-up

		Coeff (B)	Se	t	p
IV to Mediators	Path a ₁	-3.6774	1.2433	-2.9578	.0039
	Path a ₂	-3.0484	1.2623	-2.4149	.0177
Direct Effects of Mediators on DV	Path b ₁	.0177	.0089	1.9991	.0486
	Path b ₂	-.0079	.0087	-.9045	.3682
Total Effect of IV on DV	Path c	.3226	.1024	3.1517	.0022
Direct Effect of IV on DV	(c-prime path)	.3636	.1037	3.3891	.0010

Dependent, Independent, and Proposed Mediator Variables: DV = GPA final; IV = Study Groups (Study Skills Training, Cognitive restructuring and Control groups)

MEDS = State and Trait Anxiety Follow-up

State anxiety follow-up affected positively on academic achievement ($B_{\text{pathb1}} = 0.0177$, $p < 0.05$). On the other hand, trait anxiety follow-up as mediator did not show a significant effect on academic achievement. Moreover, trait anxiety follow-up showed a negative effect on academic achievement ($B_{\text{pathb2}} = -0.0079$, $p > 0.05$). In addition, psycho educational group interventions also have a direct influence (c') on academic achievement. The direct effect of psycho educational group interventions on academic achievement was still significance after controlling for both mediators ($B_{\text{pathc}} = 0.3674$, $p < 0.05$). The total significant effect of psycho educational group interventions on academic achievement ($B_{\text{pathc}} = 0.322$, $p < 0.05$) was reduced after mediation but it was still significant.

Table 5. Model summary for DV model

	R	R-sq	Adj R-sq	F	df1	df2	p
Post-test	.35	.12	.09	4.26	3.00	90.00	.007
Follow-up	.37	.14	.11	4.76	3.00	90.00	.004

The model summary (table 5) shows that the multiple correlation coefficient (R), using all the predictions simultaneously, is .37 ($R^2 = .14$) and the adjusted R^2 is .11, meaning that 11% of the variance in anxiety (state and trait anxiety follow-up) can be predicted by types of study groups (cognitive restructuring, study skills training, and control group). Thus, these results revealed that anxiety state anxiety follow-up can be considered as a significant mediator and this mediation is a partial mediation and according to these finding the research hypothesis was accepted. However, trait anxiety follow-up cannot be considered as a significant mediator and this mediation is not a partial mediation and according to these finding the null hypothesis was accepted. The relation among all research variables for follow-up was illustrated in figure 2.

On the base of cognitive restructuring intervention, students educated to challenged, recognized and changed the irrational beliefs systems by applying rational emotive therapy (RET) and then discovered the worrisome task-irrelevant thoughts and substituted positive self-statement that redirect the attention to the task-relevant thoughts by applying systematic rational restructuring (SRR), anxious students could combat sufficiently with trait anxiety component. On the other hand, study skills training intervention attempts to guide anxious students to adopt the used of scientific study habits such as learning style, memory functions, time management, goal setting, motivation, reading and summarising skills instead of using the traditional study habit. Similarly, the current study skills training focused on educating anxious students to apply some test taking skills before, during, and after the exam due to improve their academic achievement and challenge to decrease the level of students' trait anxiety. Based on the problem focusing coping strategy, study skills training focus on managing or changing a threatening or harmful stressors (e.g. Examination) by applying some activities in order to control the stressful condition or circumstances (Park et al., 2004). In addition, this study proved that the effectiveness of cognitive restructuring and study skills training interventions due to reduce the level of high school students' anxiety.

It is considerable that the stressful factors of an assessment situation are critical proximal parameters that evoke high levels of test anxiety. On the other hand, academic achievement is invariably affected by anxiety when attention is diverted from task to self-belittling thoughts or negative self-statements. When test interferes cognitively in recalling the previously learned material, the student performance is affected, and this leads to aggravated physiological reactivity. Kurosawa and Harackiewicz (2006) stated that, students with a high level of test anxiety are concerned and encounter more distractive cognitions under assessment conditions than other students. Moreover, anxious students also deteriorates their performance (Kurosawa & Harackiewicz, 2006). Thus, cognitive restructuring may assist anxious

students to remove disruptive thoughts and also help students with test anxiety to better control their thoughts and concentrate on the task (Zeidner, 1998). On the other hand, based on the skills-deficit model, the distinctive characteristic of the test anxiety experience is meta-cognitive awareness, which test-anxious students experience more test anxiety because they are not ready for the exam. Therefore, they will experience more emotional disturbances such as anxiety and stress and also feelings of low academic ability. Etiologically, the deficit model says that anxiety and poor performance result from weak efficiency on the part of the student to study well, and his lack of knowledge on test-taking skills, which itself can be traced back to the insufficient attention given by parents and the improper teaching strategies and styles offered by school on this regard. Considering the proximal factors which bring about evaluative stress, the skills-deficit model emphasizes on the impacts of the importance of the study material, which boosts the examinee's knowledge on the insufficient intake of the material owing to poor study skills. Test anxiety indicates that the students are not ready for the test. Hence, this model aims to provide study skill training and counselling to the students so that they can prepare to deal with the test situation (Zeidner, 1998). With regard to the findings which shown significant effects of psycho educational interventions (cognitive restructuring and study skills training), it could be concluded that these interventions could help anxious students to improve their academic achievement.

5. Conclusion

Totally, based on the findings of this study, the authors identified that there is an association between psycho-educational interventions (cognitive restructuring and study skills training) on test anxiety (state and trait anxiety) and academic achievement (grade point average) among high school students. The findings revealed that psycho educational group interventions have a significant negative effect on state anxiety and trait anxiety across post-test and follow-up. However, state and trait anxiety as mediators showed a weak effect on students' grade point average. Besides, study groups (cognitive restructuring, study skills training, and control group) as independent variable showed a positive significant effect on students' academic achievement (grade point average). Based on this study the authors recommended that cognitive restructuring and study skills training interventions could be a reliable intervention to assist anxious students to cope with test anxiety appropriately and improve academic achievement. However, this study is characterized by certain limitations such as making sessions attractive for students, presenting the contents in the simple forms, understandable and applying two different interventions cognitive restructuring which involves rational emotive therapy and systematic rational restructuring and study skills training which involves study habits and test taking skills. Finally, this article posed a challenge for further study to investigate the effects of combined interventions on anxious students in other dimensions such as depression and phobia. Besides that, the study could contribute more if future studies focus on different and various sectors.

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