Año 4 • Vol 4 • Nº 21 NOVIEMBRE 2019 QUITO, ECUADOR

RELIGACIÓN

Revista de Ciencias Sociales y Humanidades

ISSN 2477-9083

RELIGACIÓN

Revista de Ciencias Sociales y Humanidades
Vol. 4 • Nº 21 • Noviembre 2019
ISSN 2477-9083

Religación. Revista de Ciencias Sociales y Humanidades es una revista académica de periodicidad trimestral, editada por el Centro de Investigaciones en Ciencias Sociales y Humanidades desde América Latina.

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Religación. Revista de Ciencias Sociales y Humanidades.- Quito, Ecuador. Centro de Investigaciones en Ciencias Sociales y Humanidades desde América Latina, 2019
Octubre 2019
ISSN: 2477-9083
1. Ciencias Sociales, 2 Humanidades, 3 América Latina

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Génesis del ser nacional argentino: la (de)construcción de un alma

Genesis of the Argentine national being: the (de)construction of a soul

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Resumen

En el presente ensayo se pretende identificar la construcción del ser nacional argentino desde la Revolución de mayo de 1810 hasta aproximadamente 1910, abarcando de esta manera un siglo de historia por el cual se construyó sistemáticamente la configuración del ser nacional. Se estudia por lo tanto el pensamiento de diferentes protagonistas de la historia argentina los cuales a través de sus ensayos, construyeron hegemónicamente cómo debía estar conformada la nacionalidad de este país. Estos personajes conformaron diferentes generaciones históricas en Argentina tales como la Generación del 37, la Generación del 80 y la Generación del Centenario. A partir de la teoría deconstructiva del filósofo francés Jacques Derrida, se examina de esta manera cómo se fue generando este ser nacional que, como se verá al final del ensayo, la nación no es otra cosa que la construcción intelectual de un ser espiritual premeditado.

Palabras Claves: Argentina, Nación, Construcción, Deconstrucción

Abstract

In this paper we try to identify the construction of the Argentine national being from the Revolution of May 1810 to approximately 1910, thus encompassing a century of history by which the configuration of the national being was systematically constructed. The thought of different protagonists of Argentine history, who through their essays, hegemonically constructed how the nationality of this country should be shaped, is studied. These characters formed different historical generations in Argentina such as the Generation of 37, the Generation of 80 and the Centennial Generation. From the deconstructive theory of the French philosopher Jacques Derrida, we examine in this way how was generated this national being that, as will be seen at the end of the essay, the nation is nothing other than the intellectual construction of a premeditated spiritual being.

Keywords: Argentina, Nation, Construction, Deconstruction

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Recibido: 04/07/2019 Aceptado: 09/11/2019

"Al hablar de un pueblo, hemos de exponer las potencias en que su espíritu se particulariza"
Friedrich Hegel

"El gaucho influyó de una manera decisiva en la formación de la nacionalidad". Ésta es una de las tantas frases con las que Leopoldo Lugones decreta cómo debe estar representado el ser nacional argentino en su obra *El Payador.* Desde esa posición gramsciana de intelectual orgánico, la élite letrada deliberó y decidió a lo largo del siglo XIX y principios del siglo XX sobre la conformación del espíritu nacional. En este breve ensayo se debatirá el concepto de nación y su construcción en Argentina porque como veremos, la nación no es otra cosa que la construcción intelectual de un ser espiritual premeditado.[1]

A lo largo de todo el siglo XIX el ensayo político, representado en las élites ilustradas, se incorporó en América al proyecto romántico-liberal acompañado de un nuevo imaginario en el que se ideó la conformación de las naciones para los nacientes estados. Se originó principalmente a partir de la segunda mitad del siglo XIX, una sucesión de debates intelectuales en torno a las particularidades que debía poseer cada nación.

En los procesos de independencia, la idea de nación se ha manifestado como mito político movilizador y a su vez como enunciado de integración comunitaria. En este sentido, Campi sostiene que el concepto de nación es un factor potente de integración sociocultural como así también de construcción y consolidación de las identidades colectivas.

Por su parte, Renan señala la importancia del pasado a la hora de crear una identidad nacional. En este sentido, destaca que *"la nación, como el individuo, es la desembocadura de un largo pasado de esfuerzos (...), el culto de los antepasados es el más legítimo de todos; los antepasados nos han hecho lo que somos. Un pasado heroico, de grandes hombres, gloria -entiéndase la verdadera gloria-; he aquí el capital social sobre el que se asienta una idea nacional"* (Renan, 1882:65).

Segato explica que la obsesión por crear una ontología de la nación y conformar ese "ser" discursivamente, establece un capítulo específico de la literatura argentina, con innumerables exponentes. Veamos cómo se fue construyendo este ser nacional argentino a través de ellos.

Mariano Moreno refleja en sus escritos el imaginario nacional que pretende atribuir bajo el modelo republicano. Gran parte de su obra la escribe en el marco de la Primera Sociedad Patriótica y Literaria, la cual fue establecida formalmente en marzo de 1811. Era el famoso club en el Café de Marcos. Ignacio Núñez, secretario de Moreno, señala que los socios del club se reunían noche a noche, leían disertaciones escritas y las debatían: *"Se hablaba contra la injusticia de la conquista emprendida sobre estos países por los españoles, sobre los derechos primitivos de los indios, la codicia y la crueldad de los españoles. (...) Se sostenía el principio de que el pueblo había reasumido la soberanía, desde el emperador de los franceses había cautivado la de los reyes; que el pueblo tenía derecho de darse la constitución que mejor asegurarse su existencia, y que la mejor constitución era la que garantiza a todos los ciudadanos, sin excepción, sus derechos de libertad, de igualdad y de propiedad."* (Lewin, 1971)

En la lucha por la independencia de las colonias no sólo estaba en juego la liberación de los pueblos sino también la fundación de nacionalidades. El problema primordial era suprimir el régimen de castas. No se podía pensar en formar una nación si se vivía una situación que atentaba contra los ideales de igualdad, con una parte de los ciudadanos condenada a la esclavitud y otra a la servidumbre.

Es indudable la influencia y la gran admiración que Mariano Moreno tuvo por Rousseau. El principio de igualdad es uno de los pilares para conformar la idea de nación en nuestras tierras, premisa la cual posee una impronta romanticista heredada del filósofo ginebrino. De hecho, podemos percibir este principio en la orden de la Junta que leyó Moreno en 1810: "*En lo sucesivo no debe haber diferencia entre el militar español y el militar indio; ambos son iguales y siempre debieron serlo, porque desde los principios del descubrimiento de estas Américas quisieron los reyes Católicos que sus habitantes gozasen de los mismos privilegios que los vasallos de Castilla".*

Otro de los principios que guiará a Mariano Moreno es el de la voluntad general. Es a partir de este concepto en el cual Rousseau fundamenta sus principios elementales sobre la democracia representativa[2]. Al respecto, Moreno señala en la edición del 13 de noviembre de 1910 de la *Gazeta de Buenos Aires* el siguiente fragmento: *"La verdadera soberanía de un pueblo nunca ha consistido sino en la voluntad general del mismo; que siendo la soberanía indivisible e inalienable, nunca ha podido ser propiedad de un hombre solo, y que mientras los gobernados no revistan el carácter de un grupo de esclavos o de una majada de carneros, los gobernantes no pueden revestir otro que el de ejecutores y ministros de las leyes que la voluntad general ha establecido."*

La nueva Junta de Gobierno debía ejecutar dos objetivos: por un lado, convocar a los pueblos del virreinato para que manden diputados a un congreso general con el fin de establecer el gobierno definitivo y por otro lado, enviar una expedición al interior para socorrer a los pueblos a liberarse de la probable reacción de grupos que se contraponían al

1Si bien a lo largo del ensayo se analizará la construcción del ser nacional argentino, lo que se hará indefectiblemente es la deconstrucción del concepto siguiendo la teoría propuesta por Jacques Derrida a partir de las ideas de Martin Heidegger. Estos pensadores señalan que este proceso de deconstrucción se basa en revisar los conceptos con el fin de revelar el proceso histórico y cultural en el que están inmersos y así descubrir su estructura conceptual. Por lo tanto, la deconstrucción evidencia las ambigüedades, las fallas, las debilidades y las contradicciones de un discurso que en nuestro caso es la construcción de la nación.

2 Rousseau en El Contrato Social señala que: "Cada uno de nosotros pone en común su persona y todo su poder bajo la suprema dirección de la voluntad general; y nosotros recibimos corporativamente a cada miembro como parte indivisible del todo." (2003:47)

apartamiento de Cisneros.

En Julio de 1810 la Junta designa a Moreno para que escriba un Plan de operaciones. Este plan tenía como objetivo confeccionar las estrategias del nuevo gobierno para los patriotas revolucionarios a través de medios radicales: *"y así, no debe escandalizar el sentido de mis voces, de cortar cabezas, verter sangre y sacrificar a toda costa, aun cuando tengan semejanza con las costumbres de antropógafos y caribes"*.

Siguiendo con la construcción del ser nacional argentino, la Generación del 37 influyó directamente en este sentido. Esta generación, conformada por un grupo de jóvenes intelectuales, se reunía en el Salón Literario de Marcos Sastre -excepto Sarmiento- con el fin de reflexionar, analizar y observar la realidad social argentina. Este salón era muy popular entre los estudiantes. Llegaban periódicos y novedades literarias procedentes de Europa. Todos los concurrentes se conocían de las aulas de la Universidad o de los grupos de estudio que se reunían en la casa de Miguel Cané, y eran ávidos lectores de pensadores europeos.

Los participantes que concurrían al salón pretendían abrir un debate sobre la tradición cultural hispana, sus costumbres y su legislación, aún vigentes en el país. Expresamente, la intención de sus miembros era completar y desarrollar la obra de la Revolución de Mayo, a la que consideraban inconclusa[3]. Dialogaban de la independencia cultural y de romper con la rutina colonial en las costumbres.

Es otro contexto al de Mariano Moreno. Después de las guerras de independencia, acontecieron guerras civiles entre unitarios y federales, donde Juan Manuel de Rosas es la figura principal de la política argentina. Es en este ambiente cuando surge esta flamante generación con el fin construir una identidad nacional. Esteban Echeverría, Juan Bautista Alberdi, Domingo Faustino Sarmiento y José Mármol son sus integrantes más reconocidos.

Esta elite intelectual, con el romanticismo como pilar, tendrá preponderancia aproximadamente hasta 1880. En efecto Esteban Echeverría, quien fuera el precursor de esta Generación, retorna de Francia con esta influencia romanticista[4].

Este movimiento ya consagrado hace décadas en Europa, dejará su huella en los ensayos que los intelectuales van a escribir a lo largo del siglo XIX. Contrario a la Ilustración, el Romanticismo indaga sobre aspectos considerados irracionales de la conducta humana, tales como las emociones. En este sentido, Rousseau escribe en *Emilio* al respecto que *"el hombre que medita es un animal depravado"*, ya que se debe considerar a la emoción por sobre la razón.

Es en este viraje ideológico el cual Sarmiento escribe Facundo en su exilio en Chile para criticar el régimen de Rosas[5]. De hecho, se observan pasajes romanticistas en esta obra que enaltecen lo estético para captar la sensibilidad de los lectores. Por ejemplo, el sanjuanino al describir la pampa señala que: "*Una nube torva y negra se levanta sin saber de dónde, se extiende sobre el cielo mientras se cruzan dos palabras, y de repente el estampido del trueno anuncia la tormenta que deja frío al viajero, y reteniendo el aliento por temor de atraerse un rayo de dos mil que caen en torno suyo. La oscuridad se sucede después a la luz: la muerte está por todas partes; un poder terrible, incontrastable, le ha hecho en un momento reconcentrarse en sí mismo y sentir su nada en medio de aquella naturaleza irritada; sentir a Dios, por decirlo de una vez, en la aterrante magnificencia de sus obras. […] ¿Cómo no ha de ser poeta el que presencia estas escenas imponentes?"*

Esta obra de Sarmiento resultó extremadamente eficaz en la implementación de una serie de conceptos para pensar la realidad argentina. De hecho, es a partir de Facundo que se populariza la dicotomía Civilización y Barbarie[6]. Sarmiento elige a Facundo Quiroga como expresión de la realidad argentina de su época: la barbarie, la cual lo asocia a lo hispánico, colonial y a las ideas absolutistas llevadas a cabo por los caudillos amparados por masas populares incultas. En cambio, la civilización es equivalente a ideas liberales que se centra a una minoría culta[7].

Es interesante cómo comienza el libro con una cita en francés: *"On ne tue point les idées"*, que en su traducción literal sería "Las ideas no se matan"[8]. No obstante, se puede observar que en la traducción que realiza Sarmiento

3 En efecto, como señala Fernando Alfón (2013:37): "Alberdi afirma que la emancipación gestada en 1810 ha dejado a los argentinos la enorme tarea de forjar una nación. Pero esta nación no surgirá si no se ahonda, a partir de una conciencia propia, en la realidad argentina. A la emancipación de España por la fuerza debe seguir la emancipación por el espíritu, cuyo resultado final será la silueta de una nación nueva. Esta es, dice Alberdi, la misión que a ellos le compete, pero esta nación no deberá ser el reflejo de ninguna otra".

4 Echeverría presenta en el salón La cautiva, quizás el primer poema romántico rioplatense.

5 Sarmiento escribe esta obra a través de folletines publicados en el diario chileno El Progreso.

6 Es interesante el punto de vista de Todorov sobre esta temática en El miedo a los bárbaros, la cual se resume en la siguiente frase: "el miedo a los bárbaros es lo que nos hace bárbaros". Aquí el autor le da un doble sentido a lo "bárbaro". En primer lugar se refiere a los "otros" que, por no poseer nuestras costumbres, son considerados "incivilizados"; y en segundo lugar se refiere a nosotros mismos, que temen sin sentido de los otros y terminan convirtiéndose en eso que uno niega, en "bárbaros". Por ende, el creer que lo civilizado se encuentre en un aspecto y no en otro, es un error valorativo que ejemplifica en la Ilustración europea. También se puede señalar a Montaigne, quien en su ensayo Sobre los caníbales escribe que "cada cual llama barbarie a lo que no forma parte de su costumbre".

7Ludmer señala al respecto que, a lo largo del siglo XIX, civilización y barbarie es el arma por excelencia en la disputa por la hegemonía y propone el dilema de la unificación estatal (identidad y desigualdad, integración o exclusión) que es el problema de la "modernización" latinoamericana. De hecho, los que utilizaron la dicotomía civilización y barbarie en estas tierras fueron presidentes o candidatos con proyectos modernizadores: en nuestro caso Sarmiento con Facundo.

8 Es interesante la observación que realiza Ricardo Piglia al respecto. El autor señala que esta frase resume la dicotomía entre civilización y barbarie en una escena ocurrida en 1840. Cuando Sarmiento se estaba dirigiendo a Chile exiliado y escribe esta frase en los baños de Zonda, el gobierno de Rosas envió una comisión encargada de descifrar esta frase y no lo lograron. Esto mostraba para el sanjuanino que quien podía leer esta frase eran los

en la obra es: "A los hombres se degüella; a las ideas, no". Oscar Terán (2015:64) explica al respecto que "*es una traducción perfecta precisamente porque no es una traducción literal, sino que localiza la cita, la nacionaliza mediante una palabra, ´degüello´, que pertenece al léxico americano, al diccionario gaucho, en tanto refiere a una práctica mortífera utilizada en las guerras civiles"*.

En el Facundo, Sarmiento presenta una visión de la Argentina posterior a la Revolución de Mayo como una realidad escindida, e invita a situarse en uno de los dos términos que se oponen en su relato. Como señalamos anteriormente, civilización hace referencia al movimiento o proceso de perfeccionamiento de la humanidad, asociado a la idea de progreso. Progresar es civilizarse. Las elites letradas hispanoamericanas adoptarán el programa de la modernidad por el que buscarán transformar sus sociedades en los aspectos demográficos, técnicos, económicos y culturales. Esto que hoy se llama modernidad, en aquellos tiempos se llamaba civilización. El proyecto de esas elites era articularse con la modernidad, para lo cual van a tomar modelos de la experiencia europea y norteamericana.

Barbarie se refiere a todo lo que había que erradicar. La despoblación, el desierto, el gaucho hacían inviable todo gobierno posible para el sanjuanino. Basta que algún "bárbaro", señala Sarmiento, se apodere de su provincia para que las tradiciones de gobierno desaparezcan. En la Rioja, dominada por Facundo, no hay abogados ni médicos ni jueces. La población ha disminuido en más de la mitad y no hay escuelas. Si La Rioja hubiera tenido estatuas, éstas habrían servido para amarrar caballos[9].

El sanjuanino realiza además una descripción de la pampa que nunca ha visto. Para él se trata de una llanura infinita en donde la mirada se pierde en el horizonte, por lo que es un inmenso vacío en todo sentido: tanto de habitantes como de civilización[10]. Sólo se encuentran las pulperías, en la cual se practican los vicios y no las virtudes. El modelo de civilización ideal para Sarmiento es en definitiva los Estados Unidos, el cual sueña con imitar en Argentina "los Estados Unidos del Sur". Su proyecto de modernización comprendía la incorporación de colonias para los desiertos y educación para la población.

Juan Bautista Alberdi, otro de los pensadores más influyentes de nuestro país, construye su visión de la realidad argentina a través de su célebre obra *Bases y puntos de partida para la organización política de la República Argentina*. A diferencia de Sarmiento quien sostiene que la nación se cimenta desde la sociedad y el Estado, para Alberdi la base debe ser el Estado y el mercado. Para él lo que era necesario cambiar no eran las leyes, sino los hombres: "*No son las leyes las que necesitamos cambiar; son los hombres, las cosas. Necesitamos cambiar nuestras gentes incapaces de libertad por otras gentes hábiles para ella, sin abdicar el tipo de nuestra raza original, y mucho menos el señorío de país; suplantar nuestra actual familia argentina por otra igualmente argentina, pero más capaz de libertad, de riqueza y progreso."* (Alberdi, 2005:23)

Estos cambios, no obstante, no modificarían nuestra nacionalidad según Alberdi. Al contrario, favorecen a consolidarla, pasando así de una nacionalidad inconsciente a una consciente: "*Una nación no es una nación, sino por la conciencia profunda y reflexiva de los elementos que la constituyen. Recién entonces es civilizada: antes ha sido instintiva, espontánea: marchaba sin conocerse, sin saber adónde, cómo ni por qué. Un pueblo es civilizado únicamente cuando se basta a sí mismo, cuando posee la teoría y la fórmula de su vida, la ley de su desarrollo."* (Alberdi, 2005:52)

En este sentido no había que temer la pérdida de la nacionalidad por la llegada de extranjeros. Se debía reemplazar nuestra actual familia argentina por otra igualmente argentina pero con mayor capacidad de riqueza, libertad y progreso. La secuencia del cambio no era como proponía Sarmiento: educar a nuestra población para obtener un orden que invitara a las poblaciones extranjeras a venir, sino que la secuencia era inversa: traer elementos de orden y buena educación como hacía los Estados Unidos, que se formaban con elementos ya consolidados: "*No pretendo que la moral deba ser olvidada. Sé que sin ella la industria es imposible; pero los hechos prueban que se llega a la moral más presto por el camino de los hábitos laboriosos y productivos de esas nociones honestas que no por la instrucción abstracta. Estos países necesitan más de ingenieros, de geólogos y naturalistas, que de abogados y teólogos."* (Alberdi, 2005:133)

Hacia fines del siglo XIX, y particularmente a partir de la década de 1880, se observa un proceso de modernización en nuestro país que altera radicalmente el panorama político, social y económico introduciendo nuevas preocupaciones en la sociedad. Es en este contexto en donde una vez más los intelectuales de la época encontraron un espacio privilegiado de participación para la construcción de la identidad del ser nacional.

El historiador Natalio Botana ha caracterizado fielmente a la clase del 80 en su obra *El orden conservador*. La realidad argentina se representa aquí en dos órdenes tan distantes como diferentes: arriba se encuentra una reducida élite mientras que abajo coexiste una gran masa que acata las órdenes del primero. Entre ambos extremos, señala Botana, que existen un conglomerado de significados morales y/o materiales que producen, de arriba hacia abajo, una *creencia social* sobre el correcto espíritu a seguir.

Esta vez hubo una crítica consensuada hacia el inmigrante. Por ejemplo, Emilio Daireaux en Vida y costumbres en el Plata de 1888, preveía que si llegaban más inmigrantes, *"la población indígena, anegada por esta formidable oleada, bajo*

ilustrados, mientras los que no eran los barbaros. En efecto, cuando Sarmiento enfatiza que "no hay tres jóvenes que sepan inglés, ni cuatro que hablen francés", está posicionándose del lado de la civilización.

9 Hernández Arregui (1963:24) señala al respecto que "Sarmiento será para la oligarquía ganadera un arquetipo, pues su concepto de ´barbarie´ implica la negación de las masas en la historia."

10 Esta concepción de llanura infinita rememora a Montesquieu, quien se refirió de la misma manera a Asia.

esta invasión de bárbaros armados de palas, vería completamente en peligro su influencia política y directriz"[11].

De la misma manera Ramos Mejía escribe desde una vertiente biológica *Las multitudes argentinas*, en donde también exhibe una visión negativa hacia el inmigrante: *"habría pues, que restablecer la continuidad entre los del pasado y los actuales, que el brusco y saludable contacto con Europa parece haber cortado amenazando quitarnos la fisonomía nacional. (...) Bastaría ayudarlo un poco con una educación nacional atinada y estable; limpiar el molde donde ha de darse forma a las tendencias que deberán fijar el temperamento nacional."* (Ramos Mejía, 1899:176)

Miguel Cané por su parte, señala que la llegada de inmigrantes no fue la planeada por Alberdi quien pretendía que fueran europeos nórdicos calificados: *"Abajo, en las primeras capas de nuestro organismo, una masa adventicia, salida en su inmensa mayoría de aldeas incultas o de serranías salvajes. La nuestra es la primera ciudad civilizada que han visto, después del punto de embarco. Y nos llegan adultos ya. En Estados Unidos, cuando se ve uno de esos grupos toscos, judíos del fondo de la Polonia, levantinos, haraposos calabreses de los montes, los que saben con cuánta rapidez, en una generación, la poderosa máquina tritura, transforma y homogeniza esa masa exótica, sonríen tranquilos. Es porque conocen los resortes de acero que operan la transformación; saben que los hijos de esos bárbaros les serán arrancados, si es necesario, para llevarlos a escuelas siempre abiertas para recibirlos…"*.[12]

Es interesante el recorrido que realiza Lilia Bertoni sobre la construcción de la nación y la ciudadanía en Argentina en este período. En nuestro país de fin del siglo XIX diversos asuntos específicos, como las fiestas públicas, la lengua y la literatura, se consideraron en estrecha relación con la construcción de la nacionalidad, y sobre ellos se abrieron polémicas y discusiones en las que se manifestó la existencia de distintas concepciones de la nación[13]. Estas diferencias se suscitaron también en torno a la ciudadanía, con un interés especial en relación con la forma en que las instituciones educativas asumían y guiaban la formación de los futuros ciudadanos.

La autora se pregunta pues ¿qué idea de nación se enseña en las escuelas en aquel período? Durante la década de 1890 estos debates se hicieron evidentes en las instituciones educativas donde tenían vigencia el fomento de inmigrantes en donde se les garantizaban a ellos amplias libertades y garantías.

Esta tradición se reflejaba en los manuales de instrucción cívica. Por ejemplo, Norberto Piñeiro enseñaba a los alumnos para los colegios nacionales en 1894 que la "nación es una asociación independiente de individuos, que habitan un territorio, se hallan unidos bajo un mismo gobierno y se rigen por un conjunto de leyes comunes". Para precisar esta definición agregaba a continuación qué rasgos no formaban parte de ella: *"No es necesario para que la nación exista que su territorio sea continuo y se halle circunscripto por límites naturales, ni que los diversos grupos de habitantes hablen la misma lengua, profesen la misma religión, tengan iguales costumbres y pertenezcan a idéntica raza"*.

Esta concepción de la nación tenía vigencia no sólo en el plano normativo sino también en la orientación de las instituciones educativas para la formación de los ciudadanos. La crítica destacó la ausencia de rasgos espirituales –aquellas "exigencias" indicadas por Piñeiro sobre la unidad de origen y la unidad de lengua- y se señaló especialmente su insuficiencia para formar el "alma" de los jóvenes ciudadanos y lograr de ellos una adhesión más plena a la nación. Ésta se hacía necesaria por la existencia en la sociedad argentina de influencias culturales extrañas que amenazaban contaminar el espíritu nacional.

Estas críticas tenían como punto de partida una idea muy distinta sobre qué era la nación. La presencia de esos elementos extraños se volvía perturbadora para quienes identificaban la nación con la existencia de una cultura homogénea, singular y propia. Para quienes compartían estas ideas, el fantasma de la heterogeneidad cultural no solo amenazaba con impedir la realización plena de la nación, que dependía del vigor y el desenvolvimiento de esta personalidad cultural, sino también con propiciar la fragmentación interior.

Desde ese punto de vista, la heterogeneidad y la diversidad resultaban peligrosas, pues podían debilitar la nación. Estas imágenes sobre la sociedad y la cultura se extendían también al campo político que en esos años adquirió características preocupantes. La Revolución del Noventa abrió una etapa de amplia movilización que alcanzó a los grupos extranjeros, incluyó una vasta campaña para su naturalización masiva y generó también la formación de nuevas agrupaciones, como la Unión Cívica, la Unión Cívica Radical y el Centro Político Extranjero.

Otro período clave a analizar son los denominados intelectuales del Centenario, cuando en 1910 se cumple un siglo de la Revolución de Mayo. Entre sus principales protagonistas podemos mencionar a Gálvez, Rojas, Ingenieros[14] y sobre todo Lugones, cuya influencia para la conformación del ser nacional argentino fue determinante. Este poeta y

11 Era tal el malestar que generaba la inmigración, que se aprobó la Ley de Residencia o denominada Ley Cané para expulsar a extranjeros sin juicio previo.

12 Miguel Cané, "'El criollismo'. Carta al Dr. Ernesto Quesada" La Nación, Suplemento al n° 10 384, 11 de octubre de 1902

13 En este sentido, Hernández Arregui (1963:18) señala que "el ´ser nacional´ se expresa como cultura nacional. ¿Pero qué es la Cultura? (...) es el conjunto de bienes materiales y espirituales producidos por un grupo humano, y que da forma a la coexistencia y coetaneidad de una comunidad nacional, más o menos homogénea en su caracterización psíquica frente a otras comunidades."

14 En 1915, Ingenieros escribe La formación de una raza argentina, en la cual define "raza argentina" no en un sentido antropológico sino sociológico, equivalente a "nacionalidad argentina". Ingenieros señala que "así como sería inexacto afirmar que todos los habitantes de nuestro territorio político presentan ya la homogeneidad de ideas, de sentimientos y de ideales que constituye una nacionalidad, lo sería también el pretender que existe, definitivamente homogeneizada, una raza argentina. Está en formación". El sociólogo Horacio González opina al respecto que el uso del concepto raza para representar conciencia colectiva o ethos cultural, no deja de evocar un fundamento biológico de lo social.

ensayista, influenciado por el poeta Rubén Darío[15], realiza una serie de conferencias en el teatro Odeón de Buenos Aires ante un público representado por la élite política del momento. No sólo se encontraba presente el Presidente Roque Sáenz Peña sino también sus asesores y la cúpula militar. Dicha presencia elitista no era casualidad. Este período transitaba un momento de crisis en un contexto de surgimiento de sociedad de masas. De esta manera, el poeta se para ante su público con un proyecto de nación muy distinta a la que se tenía hasta ese momento.

Leopoldo Lugones enfatiza que nuestro país ya posee un poema épico, y ese poema es el Martín Fierro de José Hernández[16]. Intenta recrear la figura del gaucho como la verdadera representación del ser nacional argentino. En efecto, en *El Payador*, Lugones realiza una analogía entre los poemas épicos de la Ilíada y la Odisea de Homero con el de José Hernández, para así darle esa categoría de superioridad espiritual[17]. En este sentido, el "poeta nacional" sentencia que el gaucho debe ser espiritualizado para atenuar sus connotaciones negativas. Es por ello que expresa *"la materia es tosca; mas, precisamente, el mérito capital del arte consiste en que la ennoblece espiritualizándola"*.

"De ahí venimos" enfatiza Lugones en su obra, determinando de esta manera una procedencia, requisito primordial de toda identidad. Un comentario que realiza el sociólogo Juan Agustín García, quien estuvo presente en las conferencias del poeta, muestra este panorama: *"Lugones considera a Martín Fierro como un poema épico, y su concepto fue aplaudido con entusiasmo por manos enguantadas"*.

Es interesante la noción que tiene Lugones con respecto a la civilización. Para él, reposa sobre "el dominio de la materia por la inteligencia, la transformación de la fuerza bruta en energía racional". De esta manera se puede observar una influencia marxista pero con un viraje gramsciano, ya que si bien la materia es la base del proceso histórico, lo que nos dice Lugones al igual que Gramsci, lo único que puede darle sentido a esa materia es el intelectual. Para el poeta nacional este intelectual debe ser espiritual.

Como hemos podido observar a lo largo del presente ensayo y en sintonía con Oscar Ozlak, la conformación del ser nacional argentino no surgió espontáneamente al igual que la construcción del Estado argentino luego de la guerra emancipadora. De hecho, el historiador (1982:18) señala que *"la unidad nacional fue siempre el precio de la derrota de unos y la consagración de privilegios de otros."*

Esta consagración del ser nacional fue en gran parte porque *"la literatura misma es uno de los hilos de la imaginación pública y por lo tanto tiene su mismo régimen de realidad: la realidad ficción"*[18](Ludmer, 2010:12). Todo comienza por una palabra que sirva e influya a todos y que atraviese todas las alteridades y divisiones nacionales, de raza, de clase, etc.: una *palabra-idea* que sea a la vez concreta y abstracta, pública e individual, social y subjetiva[19].

Anderson señala al respecto que la nacionalidad es un artefacto cultural de una clase particular. Como se ha comprobado, diferentes generaciones han confeccionado el ser nacional a sus propios intereses, en donde *"todos los cambios de conciencia profundos, por su naturaleza misma, traen consigo amnesias características. De tales olvidos brotan, en circunstancias históricas específicas, las narrativas"* (Anderson 1983:283-284)[20].

Siguiendo la misma línea, Eric Hobsbawm explica que la "tradición inventada" conlleva un grupo de prácticas, generalmente dirigido por reglas aceptadas abierta o implícitamente y de naturaleza simbólica, que buscan inculcar determinados valores de comportamiento por medio de su repetición, lo cual implica inconscientemente continuidad con el pasado.[21]

Weber explica que la representación de "nación" se encuentra en la más intrínseca relación con los intereses de "prestigio". De esta manera, la superioridad de "bienes culturales" cuyo fin resulta viable sólo por el mantenimiento de ciertos rasgos particulares constituye, por ende, el cimiento en que suele basarse la trascendencia de la "nación". Por consiguiente, los que detentan el poder dentro de una comunidad política, son los "intelectuales" que están

15 La influencia de Rubén Darío fue muy importante en este período. El poeta llegó a Buenos Aires en 1893 como cónsul de la República de Colombia y en 1888 publica Azul, un trabajo elogiado en el ambiente literario porteño por los intelectuales más destacados de la época como Joaquín V. González, Rafael Obligado y Vicente Quesada, entre otros.

16 Previo a estas conferencias, Lugones escribe "El objeto de nuestra filosofía", en el cual señala que frente al vacío moral causado por las corrientes materialistas, el objeto de la filosofía es adquirir una "ética superior". Existen argumentos similares a lo que año más tarde expondrá en el teatro Odeón, ya que se basa sobre lo bueno, lo bello y lo verdadero. De estas cualidades surgirá El Payador, el cual "establece una estética como vínculo fundamental de la raza, pues concibe a la belleza como el único valor inmutable, a lo largo de los tiempos, capaz de establecer un puente inconmovible entre dos pueblos" (Alfón, 2013:192).

17 Lugones realiza un extenso estudio sobre la mitología griega por encargo del Centro de Estudiantes de Filosofía y Letras. Recuperar estos mitos era recuperar ideales civilizatorios y espirituales para la Argentina moderna. En efecto, señala (1910:6) que "sin la cosmogonía y la palingenesia que constituían esencialmente la enseñanza de los misterios, el sistema moral, filosófico y estético de los griegos carece de fundamento racional".

18Alfón (2013:302-303) escribe al respecto que "en la construcción de la Argentina —no me refero a una geografía, o a un Estado, sino a la construcción imaginaria de la nación— hemos dado con varias formas de su expresión más íntima; la del idioma fue la más publicada y la que más sedimentaciones ha generado en la constitución de la identidad. Nuestra singularidad, en todo caso, fue constituirnos en torno a un pleito ficcional; como si hubiéramos puesto nuestras mejores energías en recuperar, lanza en mano y grito de malón, una isla que sospechábamos sumergida, que jamás hemos visto, pero que nos resultaba imprescindible".

19 Ludmer (2010:48) señala que "en el tiempo de la nación, en la historia, no parece haber diferencias entre realidad y ficción: se fusionan y se indiferencian en las narrativas históricas".

20 Desde una visión organicista, Anderson explica que al igual que toda célula del cuerpo humano es reemplazada cada siete años, las narraciones realizan el mismo proceso, los cuales aparecen en un tiempo vacío y homogéneo. Por ende, su marco es histórico y su medio sociológico. En efecto, señala que "la conciencia de estar formando parte de un tiempo secular, y sin embargo de ´olvidar´ la experiencia de esta continuidad da lugar a la necesidad de una narración de ´identidad´. Las naciones no tienen nacimientos claramente identificables. Y como no hay un Autor, la biografía de la nación no se puede escribir evangelicamente a lo largo del tiempo" (1983:285).

21 Del mismo modo que Anderson, Hobsbawm señala que la continuidad de estas "tradiciones inventadas" es en gran parte ficticia, en donde intentan conectarse con un pasado histórico que les sea adecuado.

particularmente predestinados a propagar la idea "nacional".[22] En la misma sintonía, Segato denomina "formación nacional de diversidad" cuando se percibe las construcciones de la diferencia en el seno de una nación. En efecto señala que *"dentro de esa formación, las «alteridades históricas» son los grupos sociales cuya manera de ser «otros» en el contexto de la sociedad nacional se deriva de esa historia y es parte de esa formación específica."*[23] (Segato, 2002:114)

De esto se trata la construcción del pensamiento de una nación, de una reinterpretación constante del ser espiritual que define nuestra identidad, construida por un grupo de personas que nos dice cómo debemos ser en un período determinado. Al respecto, el sociólogo Horacio González señala que *"el pensamiento nacional es una coalición heterogénea de estilos que se arman y desarman de tan diversas maneras que esa misma movilización de ataduras y desanudamientos es precisamente una nación, que existe gracias a sus formas abiertas, a su secreto cosmopolitismo, a su sospechada universalidad condensada en un territorio y en una memoria que, antes que ser común, se genera en la lucha siempre inconclusa por considerarse común. Toda identidad se compone de una o varias polémicas en su interior, latentes y no resueltas"*[24].

Renan sostiene en definitiva que una nación es un *alma*, y esta alma está encarnada en nuestro país por el Martín Fierro[25]. Llama la atención que previo a la exposición de Lugones, esta obra había estado rodeada de desprecio e indiferencia, menospreciado como un simple folletín rural distribuido al "paisano analfabeto". No obstante, pudimos constatar que un poema épico funda una nación, porque al fin y al cabo fundar un lenguaje es fundar una nación[26].

Lugones tuvo la capacidad de situar la obra de José Hernández en la cima del pedestal y la glorifica como la obra emblema de nuestra identidad. Al igual que todas las elites que analizamos a lo largo del ensayo, Lugones fue uno más de esta larga cadena al autoproclamarse ser parte de una "mente culta de la clase superior": *"Nunca me he sentido más hijo del país que en estas horas de vida intensa con la poesía de mi nación y con la gente de mi raza. Felicítome por haber sido el agente de una íntima comunicación nacional entre la poesía del pueblo y la mente culta de la clase superior; que así es como se forma el espíritu de la patria"*.

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22 Hernández Arregui (1963:220) señala al respecto que "un país en el que las clases superiores desechan la cultura colectiva nacional, no sólo no es una nación, sino que está destrozado por disensiones intestinas profundas que anuncian cambios próximos o lejanos."

23 Dice Beatriz Sarlo (2007): "En el origen de la cultura argentina está el desierto. Esta no es una proposición descriptiva sino ideológica: es la forma en que los intelectuales vivieron su relación con la sociedad, con los otros y los diferentes. Nada de España, nada del mundo gaucho: sólo los letrados en diálogo de una sola vía con Europa. Esto hasta las primeras décadas del siglo veinte. Pero en ese momento, construir un pasado se vuelve una necesidad, de allí el arco que va desde el último Mansilla hasta Güiraldes, que incluye a Lugones y que culmina en Borges. La inmigración abre este ciclo. Su presencia, ocupando el lugar del bárbaro, del gaucho ya desaparecido, crea las condiciones de posibilidades para que los letrados busquen, al mismo tempo dos fundamentos: el de una historia nacional y el de una renovada relación con la cultura europea".

24 Disponible en: https://www.pagina12.com.ar/diario/elpais/1-248978-2014-06-20.html

25Renan señala que una nación no sólo es un alma, sino también un principio espiritual. Al respecto, se podría citar una frase de Hegel que escribe en Fenomenología del espíritu en concordancia con la del escritor francés: "El espíritu es la vida ética de un pueblo en tanto que es la verdad inmediata; el individuo que es un mundo".

26 En este sentido, Lugones (1916:16) señala que "...tenemos reducido el lenguaje a un fenómeno poético: el lenguaje, es decir, el valor humano por excelencia, el instrumento primordial de toda sociedad y de toda civilización, porque es el órgano de relación directa entre los espíritus."

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Determinants of employee retention in the private service sector in Malaysia

Determinantes de la retención de empleados en el sector de servicios privados en Malasia

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ABSTRACT

This paper looks at the retention of employees particularly among the private service sector employees in Malaysia. The results show that all 4 elements which are flexible work arrangements, compensation management, social networks and employer branding affects job satisfaction which in turn influences employee retention. This paper contributes to business practices by offering the right approaches to implement work-life balance and retention activities in the private service sector in Malaysia. Further research needs to be done on the public sector employees.

Keywords: Employee retention, Work-life balance, Job satisfaction.

RESUMEN

Este artículo analiza la retención de empleados, especialmente entre los empleados del sector de servicios privados en Malasia. Los resultados muestran que los 4 elementos que son arreglos de trabajo flexibles, gestión de compensación, redes sociales y marca del empleador afectan la satisfacción laboral, lo que a su vez influye en la retención de los empleados. Este documento contribuye a las prácticas comerciales al ofrecer los enfoques correctos para implementar actividades de retención y equilibrio trabajo-vida en el sector de servicios privados en Malasia. Se necesita más investigación sobre los empleados del sector público.

Palabras clave: retención de empleados, equilibrio trabajo-vida, satisfacción laboral.

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Recibido: 01/09/2019 Aceptado: 12/11/2019

1. INTRODUCTION

Workers have been the crucial element to any organization and they will continue to be so. In another word, they are referred to be the lifeline of an organization (Kossivi et al., 2016). Increased globalization in the current times has changed the business environment in a big way that severe competition among companies are so common. Lack of talents has been called a global issue, not a regional one.

Chaminade (2007) concluded organizations have to find ways to create a positive conducive working environment to retain good talented employees. Frank et al. (2004) described that retention process is when an employer put effort to make some good policies which helps retain talented employees in order to achieve the organization goals and success

In another study, Ejiofor and Mbachu (2001) stated that talented work force has high value to their organizations due to their expertise over the knowledge, their skills and experience. Thus, this leads to companies working hard to retain their employees. Employee retention using increased financial benefits will be a more expensive event so organizations begun looking for alternatives and one of those alternatives is flexible working arrangement.

According to Hay Group Report in 2013, the employee turnover rate of 23% was forecasted and by 2018, there will be a 192 million voluntary turnover.

As the world businesses become more competitive, companies around the world are looking for solutions for turnover intention among their employees. It is such a huge challenge for all types of businesses as it brings about negative impact for the management involved. Ramlall (2003) stated that 86% of employers encountered difficulties in attracting new recruits and 58% faced difficulties in retaining their existing human-capital.

Thus, the importance of employee retention is a widely-discussed area in past research articles. The work pattern has been changing and a new concept of flexibility is evolving all over the world. There have been researches done globally, which clearly shows that employees working on a flexible hour system would improve team synergy, commitment and stay much longer in their organizations.

According to Global Workforce Study (2014), the three most important drivers for employee engagement in Malaysia are workload, work life and empowerment, goals and objectives followed by image and supervisor on the fourth and fifth placing. If retention is an issue now, the problem will be more severe in few years as some of the skills that are important now will have changed by then. As Malaysia is gearing up for the Fourth Industrial Revolution, we will be seeing new frontiers by 2020 in autonomous transport, biotechnology, artificial intelligence, advanced robotics, advanced materials and genomics. This will change the face of employment and retention in Malaysia as well. Not only that, our lives will be much different in terms on how we work and live.

Workers that may be affected by the robots invasion are the semi-skilled workers such as factory workers, clerks, typists, sales and telemarketers. But there will be new jobs related to robotics and artificial intelligence created in the future for example, Robotics and Automation Engineers, Intelligent Control Engineers, Big Data Analysts, Drone Operators and Virtual Instrumentation Engineers. Employers need to ensure the future workforce will be aligned to the skill sets needed for the new tasks and how to retain these talents.

The Global Workforce Study (2014) also stated that employee engagement in Malaysia is only about 40% and most of those employed most likely be leaving the organisation in just two years due to the lack of employee engagement. It is also seen through this study that Malaysia is now facing with more demanding employees making employment very competitive in Malaysia and making employee retention a huge challenge in Malaysia currently.

The objective of this study is to examine the link between Flexible Work Arrangement, Compensation Management, Social Networks and Employer Branding with Job Satisfaction that leads to Retention among Private Service Sector Employees in Malaysia.

2. LITERATURE REVIEW

2.1 Determinants of employee retention

2.1.1 Flexible work arrangement

There can be many factors that lead to retention of employees in the private service sector. Flexible working arrangements (FWAs) have been introduced in a few parts of the world in the past few years. Family distress and increased stress is seen in a traditional work schedule whereas employees are more willing to be flexible with employers who are flexible with them and in return, they are willing to work harder.

Health of the employees may also be negatively impacted due to long hours. In the case of China factory workers, there is a link between depression and prolonged work hours among migrant factory workers in China (So, 2010). Lower morbidity was found among men who have occupations with long working hours (Virtanen et al., 2012)

Sila (2010) stated that the impact of monetary is more important for young and old individuals, is most negative for married individuals with young children. Tougher still when one has to care for a disabled or sick child or parent. Work-family conflict and job burnout perceptions are highest in the bigger industry players such as the Big 4 accounting organizations (Buchheit et al., 2015)

Modern technology reduces the importance of synchrony in timing and location, allowing for new possibilities in the organization of work and working time (Possenriede & Plantenga, 2014). Fung et al. (2014) mentioned that employees with more job autonomy tends to experience higher work-family enrichment which would then increase the level of job

satisfaction. Since flexible working time allows workers to allign their working hours according to their own needs, it is well-accepted among employees with school-going children who are usually busy their families' chores during early morning and late evening (Idris, 2014). Absenteeism costs local companies RM6 billion each year due to lost productivity (Malaysian Employers Federation).

Flexible working arrangements are very much preferred currently because nowadays there are more single-parent families, dual-earner couples, women, handicapped patients and employees with geriatric care responsibilities (Bond et al., 2002). Flexible work schedules such as flexible work hours, flexible workplaces and tele-work are often used to help employees in balancing their work life and family. Global Workforce Study (2014) stated that the biggest drivers of transformation of business models is flexible work such as virtual teams, co-working spaces, telecommuting and free-lancing have been increasing over the years and it is expected to continue to do so. Government bodies are lauding companies to provide flexi-hours, part-time working options, flexible or remote work places to their employees.

Flexible work arrangements are important factors for the millennials according to the PwC survey in 2011, which 95% of respondents quoted that work life balance is crucial to them and 70% quoted it as very important. Flexibility is the key word for employers wanting to retain the millennials as this generation wants a flexible work schedule with a clear and concise goals and instructions. Most millennials prefer a non-traditional way of work hours such as working from home and working as virtual teams.

A few companies in Malaysia have started implementing flexible work arrangements these past few years such as SIEMENS Malaysia which launched a programme "Work from Home" to promote work-life balance hence improve employee retention by starting work options between 7am-9am and finishing work options between 4pm-6pm by PETRONAS, IBM Malaysia which has a few types of flexible work arrangements for their employees.

2.1.2 Compensation management

According to the American Compensation Association's (1995) definition, compensation is provided by an employer for services rendered in the form of cash and non-cash remuneration. Compensation Management is a channel where employees are rewarded for their work in their organizations and is used to motivate, excite and retain employees. It is an advantage for both employers and employees which is developed specifically based on the goal and objectives of the organization.

Competitive salaries, pension, bonus programs, profit sharing, and health plans, and tuition reimbursement, paid time off, delivers a crucial message to employees about their importance. Salary and benefits are seen as the most important factors that can affect the job satisfaction of any employees (Hayat & Malik, 2010). Compensation management plays a big role in achieving employee satisfaction and employee retention (DeCenzo et al., 2016). Increased absenteeism and lack of satisfaction from the job are indeed effects from the insufficient and inadequate compensation in an organization. Competitive pay and benefit package is a crucial factor to influence employee retention, but not as a whole picture (Zingheim et al., 2009). Positive relationships and working relationships among the colleague are other factors influencing an employee's job satisfaction.

2.1.3 Social networks

Satisfaction connected with working conditions, task variety, colleagues, and workload were positively related to overall job satisfaction (Roelen et al., 2008) and this in turn leads to retention. Individuals who feels that they are in a friendly workplace are less likely to leave the organization (Bertelli, 2007). High-quality interpersonal relations with other people in the organization increase the likelihood that an employee will stay in the organization (Mossholder et al., 2005).

Practical examples include encouraging informal get-togethers, creating special events for new employees, mentorship programs and formal retreats and providing physical space to better foster employee interaction helps to retain employees. Social networks usually bind the employees to their organization and encourages retention.

2.1.4 Employer branding

Employer branding involves a psychological, economic, and functional benefits that employees associate with employment with a particular organization (Saini et al., 2014). Employer branding is an effective tool that helps organizations find potential talents and positioning them as an employer of choice. Satisfaction is the predictor of the employees' future behaviour towards the brand and satisfaction with the job and in return the predictors of retention in an organisation. Employer branding is fast emerging as a long-term human resource (HR) strategy to attract and retain talented workforce.

2.1.5 Job satisfaction

Feldman and Arnold (1983) mentioned that job satisfaction is defined as, "the amount of overall positive affect (or feelings) that individuals have towards their jobs". Job satisfaction is correlated to life satisfaction which means that people who are satisfied with life will tend to be satisfied with the job and people who satisfied with job will tend to satisfied with their life (Rain, et al., 1991)

2.1.6 Employee retention

(Frank et al., 2004) stated that employee retention is the ability to retain employees in an organization for a longer

period. Retention is defined as "An effort by an employer to keep desirable employees in order to meet organizational objectives". Talent retention is a crucial aspect as keeping the best talents in an organization is important for the growth of the organization. Organizations must retain the people who perform well and have competencies and skills that match the business core needs (Zingheim et al., 2009).

2.2. Hypothesis development

2.2.1 Flexible work arrangement and job satisfaction

As described in earlier part, employees with more job autonomy tends to experience higher work-family enrichment which would then increase the level of job satisfaction (Fung et al., (2014). Flexible Work Arrangement gives the employee the possibility to fulfil his /her family responsibilities hence increases employee retention (Loan-Clarke et al., 2010). Furthermore, significant body of literature review has documented the positive relationship between Flexible Work Arrangement and Job Satisfaction in the banking sector and public sector.

However, there is dearth in research that has investigates this relationship in the context of private service sector industry in the Malaysian context. Considering this, the following relationship is hypothesized:

H1: Flexible Work Arrangement positively affects Job Satisfaction.

2.2.2 Compensation management and job satisfaction

Financial windfalls are one of the factors that affects job satisfaction as mentioned (Kreitner et al., 2002). Compensation systems may influence the retention of employees. Higher compensation level leads to higher job satisfaction and retention rates for the organization will also be higher.

Significant body of literature review has documented the positive relationship between Compensation Management and Job Satisfaction in the education sector and public sector. Rise in pay has been proven to be a negative impact on turnover (Trevor et al., 1997). However, there is lack of studies that exploring this relationship of those two variables in the context of private service sector industry in the Malaysian context. Considering this, the following relationship is hypothesized:

H2: Compensation Management has a direct significant effect on Job Satisfaction.

2.2.3 Social networks and job satisfaction

Specific satisfaction with task variety, colleagues, working conditions and workload were positively related to overall job satisfaction (Roelen et al., 2008) and in turn leads to retention. Significant body of literature review has documented the positive relationship between Social Networks and Job Satisfaction in the education and healthcare industry. However, there is dearth in research that has investigates this relationship of those two variables in the context of private service sector industry in the Malaysian context. Considering this, the following relationship is hypothesized:

H3: Social Networks has a direct significant effect on Job Satisfaction.

2.2.4 Employer branding and job satisfaction

(Saini et al., 2014) stated that employer branding is an effective tool that helps organizations find potential talents and positioning them as an employer of choice. A study has shown positive relationship between outcomes of employer branding (job satisfaction and psychological contract) and employee retention. It is also noted that a positive relationship is found between organizational commitments.

Significant body of literature review has documented the positive relationship between Social Networks and Job Satisfaction in the corporate companies.

The present research examines the impact of employer branding on job satisfaction of existing workforce as there is lack of studies that exploring this relationship of those two variables in the context of private service sector industry in the Malaysian context. Considering this, the following relationship is hypothesized:

H4: Employer branding has a direct significant effect on Job Satisfaction.

2.2.5 Job satisfaction and employee retention

Job satisfaction also refers to how people feel about their respective jobs. Significant body of literature review has documented the positive relationship between Job Satisfaction and Retention in various industries such as education, healthcare and public sector.

Considering this, the following relationship is hypothesized:

H5: Job Satisfaction significantly affects Employee Retention.

The construction of proposed conceptual framework will be fulfilled the main purpose of this research which are to investigate and explore the impact of these factors towards retention in the context of private service sector in the Malaysian context.

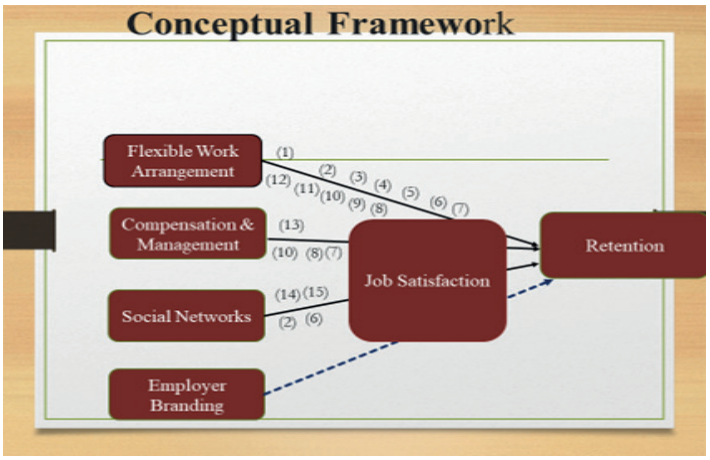

Figure 1. Conceptual framework

3. METHODOLOGY

3.1 Design

A quantitative study using questionnaires was determined to be an appropriate method for this study. The main reasons questionnaires will be used are because they are less costly, less time-consuming and can be given to a few groups of people in a short time. The framework designated from (Cavana et al., 2001) will be used for this study.

3.2 Sample

Unit analysis for this study is individual and target respondents are the private service sector employees in Malaysia. For any 1,000,000 of population size, rule of thumb is that 384 samples should be drawn from it (Krejcie & Morgan, 1970). But, the minimum sample size for most marketing studies is 500. Therefore, a sample size of 500 has been set as a target and data collection process will be implemented by distributing survey questionnaires to the private service sector employees in the subsector of wholesale & retail trade, food & beverages and accommodation in Malaysia.

3.3 Data collection

Data collection will be targeted in about 20 private service sector companies in the subsector of wholesale & retail trade, food & beverages and accommodation in Malaysia where survey questionnaires will be distributed to 500 employees who works full-time or on contract basis. Data collection will be completed within three months. A pilot test which involved 50 relevant respondents will be conducted prior to the real data collection.

3.4 Data analysis

For this section, the data collected from the all the questionnaires will be tested and analysed by using Statistical Package for Social Science (SPSS) and then another software which is the Partially Least Square Structural Equation Modelling (PLS-SEM). The main reasons for using SPSS are for descriptive analysis (frequencies, mean, SD) and inferential (paired sample t-tests) and data conversion whereas (PLS-SEM) will be used to examine the theoretically causal models.

4. CONCLUSION

Many organizations are already facing a drain of human capital and the need to reduce turnover is a crucial problem, Without the right number of staffs, organization will be facing problems to perform their daily tasks, handle customers' expectations in their products or services or even to sustain their businesses in the long term. This study will suggest ways that employers can reduce turnover and encourage retention especially in the private service sector in Malaysia.

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Formation of the Concept of a Circular Economy*

Formación del concepto de economía circular

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ABSTRACT

The article represents a historical survey describing appearing and development of circular economy as an independent concept and its interconnection to the phenomenon of new industrialization. The variety of definitions of the concept "circular economy" given by Russian and foreign scientists are provided in the article, basic approaches to the concept formation are determined. The comparative analysis of basic concepts related to environmentalism (sustainable development, ecologization, green economy, circular economy) was carried out. The evolutionary development of ecological imperatives that take part in the concept formation is studied; the characteristics of the concept, current state and general development prospects are described. The article is concluded by the clarified definition of "circular economy". From the point of the author's view, the circular economy concept is a general approach to promote green growth in countries' development that allows to overcome global ecological problems and, as a result, to achieve sustainable state of the planet and to save lives on the Earth.

Keywords: industrialization, sustainable development, green economy, circular economy, social and economic development.

RESUMEN

El artículo representa una encuesta histórica que describe la aparición y el desarrollo de la economía circular como un concepto independiente y su interconexión con el fenómeno de la nueva industrialización. La variedad de definiciones del concepto «economía circular» dada por científicos rusos y extranjeros se proporciona en el artículo, se determinan enfoques básicos para la formación del concepto. Se realizó el análisis comparativo de conceptos básicos relacionados con el ambientalismo (desarrollo sostenible, ecologización, economía verde, economía circular). Se estudia el desarrollo evolutivo de los imperativos ecológicos que participan en la formación del concepto; Se describen las características del concepto, el estado actual y las perspectivas generales de desarrollo. El artículo se concluye con la definición aclarada de «economía circular». Desde el punto de vista del autor, el concepto de economía circular es un enfoque general para promover el crecimiento verde en el desarrollo de los países que permite superar los problemas ecológicos mundiales y, como resultado lograr un estado sostenible del planeta y salvar vidas en la Tierra

Palabras clave: industrialización, desarrollo sostenible, economía verde, economía circular, desarrollo social y económico.

* The research is made with the financial support of the Grant of the President of the Russian Federation to support young Russian scientists – candidates of Sciences – in terms of the research MK-587.2019.6 "Development of theoretical and methodical aspects of the circular economy concept as a new trend of sustainable social and economic development".
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Recibido: 02/09/2019 Aceptado: 06/11/2019

1. Introduction

The research objective, which is based on the comparative studies methodology, is to conduct a Acceleration in modern human development process demonstrates that the world is speeding up and there is much less time needed for new scientific and technical revolution. This phenomenon has dire consequences. Humanity appeared not to be able to transform its ideas about the interaction between human society and nature: change habits and everyday behavior, to confirm the statements above, the thought of O. N. Yanitsky that "…biological forms (including ecosystems) that have been formed during evolution have incompatible temporacies with socially constructed forms of modern life…" seems interesting (Shvab, 2017).

A man in the era of information accessibility with incredible opportunities for continued self-improvement, self-education and self-development has chosen the other way of life, simplifying his worldview and getting lost in the vast information field, putting incorrect accents on his priorities and interests. All these processes can be summarized by a well-known definition "consumer society". The paradox is that not only wasteful lifestyle of the population in developed countries, but also the increased resource intensity of the production of developing has caused the climate changes and ecosystems' decline (Melnik, Hens, 2007).

In reality a "super-consumer" model has rapidly changed to a "super-contaminator" model and caused a series of environmental disasters and catastrophes. Global environmental problems accumulated over the history of civilization's development has become clear by the beginning of XXI century and demanded an urgent solution. Due to the need of constantly appliance of primary resources, which, finally become wastes, the existing model of linear economics at the terms of industrialization development and the planet population growth appeared to be ineffective, unable to provide the necessary quality of life. Gradually, sometimes without realizing it, society itself created a trap in the form of scarcity of various types of resources, and the economies of most countries have a pronounced dependence on their volatility (Mashukova, 2016).

Wrong perception and construction of a consumption model that developed during the industrial revolution in the XIX-XX centuries that became the basis of the linear economic model, based on the principles of the inexhaustibility of natural resources without waste management concern. Nowadays resources are considered limited, and most ecosystems, having lost the ability to assimilate, have become unstable (The Ellen MacArthur Foundation, n.d.). Without changes in developmental trajectory and review of key approaches to production and consumption a production crisis and further deterioration in the life quality are inevitable (Gureva, 2019).

The digital revolution at the beginning of the XXI century including a number of attempts to create and develop robotization process, the Internet of things and artificial intelligence has marked the transition to a new stage in the technological development of industrial production, called "Industry 4.0", the main driving force of which is the Internet of things. At the same time, the organization of the production process is characterized by a sharp reduction of energy and material consumption, the design of materials and organisms with predetermined properties. According to E. G. Calabina, consumer demand serves as the main driver of Industry 4.0, and the general concept is based on the perception of sustainable development as a process of maximizing the consumption of goods and services (Ivanova, Dyachenko, Gilyarova, 2018).

The transition to Industry 4.0 will create a world of virtual and physical unity of production with erased industry boundaries, significantly reducing the technological impact on the environment (Socheeva, 2017).

When considering digitalization as a transformational technology, on the one hand, an increase in public awareness is observed, and on the other, the effect of a certain "transparency" of society appears. There is a shift in consumer preferences from the path "I want to own" towards "I want to use"; the boundaries of understanding in the field of individual professional and everyday skills, personal concepts of work, leisure and education as a whole are changing. The new industrial era has a distinctive feature in the perception of labor from the point of social efficiency, when the workplace is considered as a tool for self-realization (the development of E. Toffler's concept of prosumerism) (Nechaeva, 2018).

2. Methods

In the middle of 20th century world scientific community, based on the analysis of the downward course of the scientific and technical revolution, made a conclusion about limits for growth opportunities set by linear (industrial) model exploration at a global scale that led to the concept of circular economy as an alternative solution.

In 1972 the United Nations Conference on the Environment was held in Stockholm (Sweden), the United Nations Environment Programme (UNEP) was established as the main UN body in the field of environment. The United Nations Conference on Environment and Development (UNCED), also known as the Rio de Janeiro Earth Summit, was a major United Nations conference held in Rio de Janeiro in 1992. The primary result of the conference was the raise of public awareness of the need to integrate environment and development. In June, 2012 the conference "Rio+20" has approved the nonbinding document, "The Future We Want", a 49-page work paper, including Millennium Development Goals. In it, the heads of state of the 192 governments renewed their political commitment to sustainable development and declared their commitment to the promotion of a sustainable future. The document largely reaffirms previous action plans. The 17 Sustainable Development Goals and 169 targets were announced at the UN document "Transforming our world: the 2030 Agenda for Sustainable Development" in 2015 (The United Nations Environment Programme, n.d.).

Over the past decade, special attention has been paid to the new concept of an economic model development, called the "circular economy", which is considered as a new path for the development of society along the path of sustainability (Figure 1).

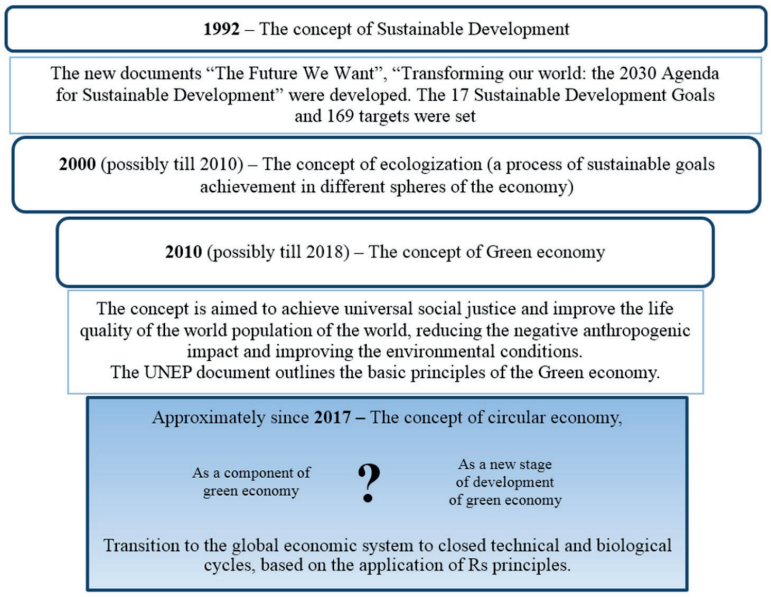

Figure 1. The path to the formation and popularization of the economics of environmentalism (prepared by the authors based on the works by Batova, Sachek, Tochitskaya (2018) and Gureva (2013)).

A study of the considered areas of the economy of environmentalism showed their interdependence and interdetermination, the similarity of the formation approach, confirming that their final global goals are the same - the stable state of the planet and global survival, with difference only in ways of goals achievement and main approaches (Batova, Sachek, Tochitskaya, 2018; Circular Economy Australia, 2000; Reike, Vermeulen, Witjes, 2018).

The comparative analysis of the economics of environmentalism concepts based on main criteria is shown in Table 1.

Table 1

Comparative analysis of the economics of environmentalism concepts[a]

Comparison criterion	Sustainable development	Ecologization	Green economy	Circular economy
Peak of popularisation	1992	2000	2010	2017
Main agent	A person passes from the category of "object" to the category of "subject"	An ecologically aware person	An innovative person	A man is integral with nature and society
Main concept	Achieving the needs of the current generation during development does not negatively affect the ability of the future generation to satisfy their own	Economic development that meets environmental requirements	An economic model in which a high level of planet's population wellbeing is achieved simultaneously with minimizing environmental risks	An economic model based on closed loops with multiply usage of resources and high-scale waste recycling
Goal	17 Sustainable Development Goals	Maximum profitability with minimal environmental damage	Achieving social justice, improving wellbeing simultaneously with reducing environmental risks	Achieving ecological balance with a steady economic and social growth in the well-being of the world's population while maximizing the life cycle efficiency of various resources, goods and services
Mainstream	The trinity of social, economic and environmental systems	Much attention is paid to the problem of the distribution of various goods among the population, decoupling	A qualitatively new economic growth (green growth), provided by innovative aspects of balanced and safe development	Waste minimization (complete reduction in the future); minimization of resources extraction

Comparison criterion	Sustainable development	Ecologization	Green economy	Circular economy
Fundamental principles	16 basic principles declared at a UN conference in Rio de Janeiro, 1992 and the United Nations General Assembly Special Session (UNGASS) in New York, 1997	Precautionary, continuity, ubiquity, interrelatednes, integration	Generation equality, compliance with sustainable development principles reasonable natural and social capital accounting, ustainable and efficient use of resources, creation of "green" jobs, poverty eradication, improvement of competitiveness and increasing growth in the main sectors of the economy (European Environment Agency)	Developing imperatives of sustainable development R, earlier developed 3Rs were improved to 9Rs
Area of research	Improvement in the life quality for the diverse population of the planet	Maintenance of life support systems, assessment of natural capital, development of innovative assessment tools and variable environmental management models	Sustainable development, green investments, tourism, business, education, biomass, carbon pollution, development of land resources	Sustainable development and industrialization, extension of product life-cycle, industrial symbiosis, recycling, closed-loop supply chains
Time span of implementing	Open time frames	Unlimited	Time limit	Time limit
Final global goal	Stable state of the planet and global survival			

[a] Prepared by the authors based on the references (Batova, Sachek, Tochitskaya, 2018; Belik et al., 2018; The Ellen MacArthur Foundation, n.d.; The United Nations Environment Programme, n.d.; Circular Economy Australia, 2000; Reike, Vermeulen, Witjes, 2018).

3. Result

The key difference between the initially accepted concept of sustainable development and the later concept of the circular economy is expansion of its sphere of concepts, because in the interconnection of environmental and economic spheres, a greater merger occurs through the necessary interaction (Figure 2).

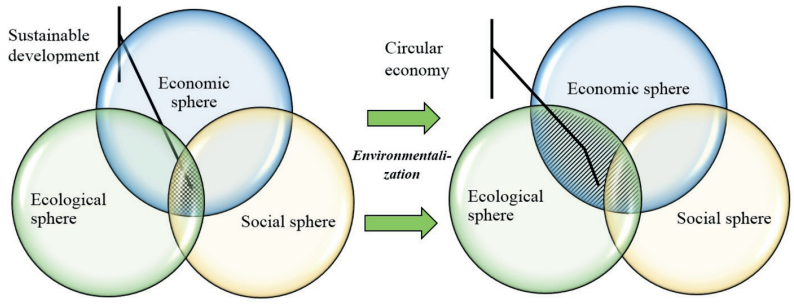

Figure 2. The relationship between the concepts of sustainable development and the circular economy (prepared by the authors based on the work by Murray, Skene, Haynes, 2017).

The transition from industrial to post-industrial society in the 60s of XX century based on the technological and further innovative progress caused the appearance of the concept of circular economy in the scientific literature. The circular economy concept was introduced in 1966 by Kenneth Ewart Boulding (an American economist). The concept was mainly rooted in ecological and environmental issues: "a man should find his own place in circular environmental system". Later the concept has gained more economic character (Homrich, 2018).

There are several opinions on the origin of the term "circular economy", a number of scientists believe that the circular economy is a new stage in the development of the concept of sustainable development and the green economy; on the other hand, much less often, it is considered as an independent direction of economic theory, appeared in the 1970s of the XX century (Gureva, 2013; 2019).

The literature search has been performed in Scopus, Elsiver, Elibrary, WOS databases and Google Scholar using "circular economy" as a keyword in the title, keywords or abstract of the document. The term is widely spread in foreign scientific literature while in Russian academic literature it is much less common. Nevertheless, a number of scientists emphasize that the circular economy is not an analogue of the "green" economy, but acts as an integral part of it, a way to achieve sustainable development (Mashukova, 2016).

The earliest reference to the circular economy belongs to Walter Stahel. In his 1976 research report, he offered the idea of transition from the linear model of resource-dependent economy to an economy in loops (or circular economy) (Gureva, 2019; D'Amato et al., 2017; Reike, Vermeulen, Witjes, 2018).

The main definitions of the term "circular economy" given by different researches are represented in Table 2.

Table 2

Main definitions of the term "circular economy"[a]

Year	Author	Definition
2004	The Waste and Resources Action Programme	an alternative to a traditional linear economy
2004	Sergienko O. and Rona X.	a global economic model that separates economic growth and development from consumption of non-renewable resources
2007	Wen C. F. et al.	a way to solve the problem of sustainable development
2007	Melnik L. G. and Hens L.	an activity for the production, distribution and consumption of goods, based on the principles of conservation of various resources and materials, "non-waste economy"
2008	Geng Y. and Doberstein B.	a realisation of a closed loop of material flows in the economic system
2008	Yuan Z. et al.	a political strategy aimed to reduce resource scarcity and pollution
2009	Zhang H. et al.	a way to a sustainable development
2011	Zhu Q. et al.	a way of continued economic development without creating significant environmental and resource problems
2012	The Ellen MacArthur Foundation	a new way to design, make, and use things within planetary boundaries. A circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems
2013	Su B. et al.	It is a strategy of sustainable development that aims to increase the material and energy efficiency
2013	Sazonova T. Yu	a new trend, a basis for The fourth industrial revolution
2014	United Nations	a system that keeps the added value in products for as long as possible and eliminate waste. It keeps resources within the economy when a product has reached the end of its life, so that it can be productively used again and again and hence creates further value
2014	Jiao W. and Boons F.	a holistic concept covering the activities of 'reduce, reuse, and recycle' in the process of production, circulation, and consumption"
2014	Wei F. et al.	a model of economic development with maximum resource utilization and environmental protection
2015	Birat	"a contemporary and popular concept that describes how materials and resources should be handled in the future"
2015	Murray A.	"an economic model wherein planning, resourcing, procurement, production and reprocessing are designed and managed, as both process and output, to maximize ecosystem functioning and human well-being"
2015	Haas W. et al.	"a simple, but convincing, strategy, which aims at reducing both input of virgin materials and output of wastes by closing economic and ecological loops of resource flows"
2015	Tukker A.	a mutually-beneficial philosophy that confirms that a thriving economy and a healthy environment can coexist
2016	Ghisellini et al.	a space for solving aggravating resource problems, a concept that allows us to separate the direct use of resources from economic growth
2016	Circular Economy in Australia	"an alternative model that anticipates and designs for resources to be either safely returned to nature or back into systems where they can be reused or renewed"
2016	Sauve S., Bernard S., and Sloan P.	"a model of production and consumption of goods through closed loop material flow that internalize environmental externalities linked to virgin resource extraction and the generation of waste (including pollution)"
2016	Lieder M. and Rashid A.	"a solution to series of challenges such as waste generation, resource scarcity and sustaining economic benefits"
2016	Serbulova N. M., Sivolapenko E. V., and Panosyan S. A.	a recovery or regenerative production system; is an integrated waste management process.
2016	Pilyugina M. A.	an economy that improves people's well-being and ensures social justice, significantly reducing environmental risks
2017	Geissdoerfer M. et al.	"a regenerative system in which resource input and waste, emission, and energy leakage are minimised by slowing, closing, and narrowing material and energy loops"
2017	Alexandrova V. D. and Esipova O. V.	an economic activity aimed at energy conservation, regenerative environmentally friendly production, circulation and consumption. The circular model is the most successful way of saving resources and materials and continuous economic growth

Year	Author	Definition
2017	Pakhomova N. V., Rikhter K. K., and Vetrova M. A.	one of the tools for solving environmental problems to accomplish sustainable environmental future
2017	Kirchherr J., Reike D. and Hekkert M.	"an economic system that is based on business models which replace the 'end-of-life' concept with reducing, alternatively reusing, recycling and recovering materials in production/distribution and consumption processes, thus operating at the micro level (products, companies, consumers), meso level (eco-industrial parks) and macro level (city, region, nation and beyond), with the aim to accomplish sustainable development, which implies creating environmental quality, economic prosperity and social equity, to the benefit of current and future generations"
2018	Mashukova B. S.	a philosophy of recycling and profit from what was previously considered unnecessary and sent to the utility waste as part of the traditional linear economy
2018	Nechayeva E. O.	an economy based on renewable resources, the transition to renewable energy sources and the processing of secondary raw materials
2018	Antropov V. A., Bochko V. S., and Kniss M. Yu.	- an integral part of the broader concept of a "green" economy; - the next stage of a "green" economy development
2018	Korhonen J. et al.	a sustainable development initiative with the objective of reducing the societal production-consumption systems' linear material and energy throughput flows by applying materials cycles, renewable and cascade-type energy flows to the linear system

[a] Prepared by the authors based on the published works (Alexandrova, 2017; Antropov, Bochko, Kniss, 2018; Margaryan, 2018; Mashukova, 2016; Mishenin, Koblianska, 2017; Nikulychev, 2017; Sergienko, Rohn, 2004; United Nations, n.d.; Pakhomova. Rikhter, Vetrova, 2017; Rudneva, Gureva, 2015; Sazonova, 2013; Sivolapenko, Proskurina, Panosyan, 2017; Yanitskiy, 2018; Suárez-Eiroa et al., 2019; Reike, Vermeulen, Witjes, 2018; Geissdoerfer et al., 2017; Geng, Doberstein, 2008; Ghisellini, Cialani, Ulgiati, 2016; Haas et al., 2015; Jiao, Boons, 2014; Kirchherr et al., 2018a; Korhonen et al., 2018b; Maier, 1999; Prieto-Sandoval, Jaca, Ormazabal, 2018; Sauvé, Bernard, Sloan, 2015; Burger et al., 2019; Tukker, 2015; Zhang et al., 2009).

In general approaches for "circular economy" definition for the 15-years long period of its development (from 2004 to 2019) may be grouped as follows: a certain model, activity, system, strategy, process, tool, economy, philosophy. The most commonly used and generally accepted, found in the reviewed papers and the media, is the term byThe Ellen MacArthur Foundation proposed in 2012. It is worth noting that at the moment there is no officially approved definition for the term (Figure 3).

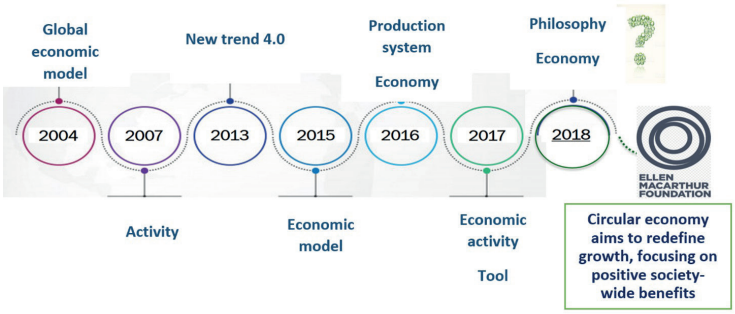

Figure 3. Approaches for the definitions of "circular economy" (prepared by the authors).

There are three stages distinguished in the evolution of the circular economy (Table 3).

Table 3. *Stages of the evolution of circular economy*[a]

Time period	Title	Description
1970 – 1990	Reuse activities and waste management	In the European countries and the USA a number of environmental legislative measures have been adopted. The 3R (reduce, reuse and recycle) concept has become more popular at governmental level. State measures were restrictive, taking into account producers' preferences The Polluter-Pays-Principle was stated. The focus was shifted at the waste management issue, but due to the lack of development in environmental culture and concern the territories of poor countries were used for waste storages and recycle. Rapidly developing television and the media were paying attention to the ongoing environmental changes. Scientific literature on recycling, collection, waste management appeared

Time period	Title	Description
1990 – 2010	Eco-efficiency strategies	The idea of environmental payments (pollution charges) (the Brundtland report. 1987) had a certain influence on the evolution of the circular economy. Environmental problems were perceived by society as a kind of economic opportunity. In the early 2000s with development and growth of the Internet and the increased speed of information exchange, a number of environmental problems were announced as global (ozone layer depletion, global warming, etc). The academic community is actively developing possible ways of zero-waste production, but only in the industrial sphere. The first references to the circular economy appeared in a number of scientific literature databases, for example, in Scopus in 2004. The idea of a closed-loop economy is gradually becoming popular
2010 till present	Maximum saving at the age of resource depletion	Nearly 2010, the concept of a circular economy, summarizing the most viable ideas of theoretical researches, has gained its final form. The central stated problem is the survival of mankind in terms of the reduction and a natural resources crisis, the growth of the world population and the amount of waste. In particular, ideas and investigations devoted to the circular economy created by the team of The Ellen MacArthur Foundation are widespread. It is planned that further economic growth will be independent from natural resources and thus the energy dependence will be overcome. That'll make it possible to save the ecosphere. Experts offer companies to plan the development based on three principles: green innovation, alternative sources, a shift of the industrial paradigm. Currently, about 500 companies in the world are using a circular economy strategy.

[a] Prepared by the authors based on the work by D'Amato et al. (2017).

The name Ellen MacArthur is closely connected with the concept of a circular economy. She finished her single-handed circumnavigation of the globe in world record time in 2005. Following her retirement from professional sailing in 2010, Ellen MacArthur announced the launch of the Foundation named after her that aims at the acceleration of the transition to a circular economy. The Ellen MacArthur Foundation works in Education & Training, Business & Government, Insight & Analysis, Systemic Initiatives and Communications

The Foundation now is a global leader in applying systems theory and complexity theory to tackling the greatest challenges of our time that works with business, government and academia to build a framework for an economy that is restorative and regenerative by design. The Fund is an active participant in the world's leading economic forums and attracts an increasing number of founding partners (Sergienko, Rohn, 2004).

Based on the academic papers analysis the authors made the conclusion that most scientist use the prefix "re" while describing the principles of the circular economy. The prefix "re", occurring originally in loanwords from Latin, used with the meaning "again" or "again and again" to indicate repetition, reflects the meaning of the circular economy (D'Amato et al., 2017).

Initially there were three guiding principles of the circular economy – "3R"principles (reduce, reuse, recycle) that have been transformed to "9R" principles. It should be noted that their further development is still possible (Figure 4).

A detailed characteristic of the 9R-s principles of circular economy is presented in Figure 5.

The lack of a clear conceptualization of the basic principles together with an increasing number of additionally emerging areas in the study of R-imperatives, can be explained by the following:

- many research papers by different authors are devoted to the circular economy concept, that's why a clear area of the knowledge can be hardly determinated.;
- the circular economy is not a strictly isolated field of study; it origin took place at the intersection of different sciences;
- globalization processes taking place in the scientific environment allow us to identify and present to the world scientific community previously unknown studies, which affects the dynamic perception of the circular economy;
- international organizations use in their terminology and official documents various R-principles, sometimes the principles and terminology of different companies bear no mutual respondence (D'Amato et al., 2017; Jiao, Boons, 2014).

According to the researches of The Ellen MacArthur Foundation (the pioneer at the promoting of the circular economy ideas) distinguish its several features:

- maintaining a sustainable balance of natural resources and monitoring their condition and use in order to avoid the natural capital depletion;

- development, distribution and widespread implementation of optimized manufacturing processes achieve the maximum level of its reuse;
- increasing the efficiency of economic and environmental systems of industrial activity by excluding negative effects (Alexandrova, 2017; Sergienko, Rohn, 2004).

3 R General model of the circular economy	4 R Circular economy: priorities and mechanisms	5 R Principles of the circular economy	9 R Principles of useful application of materials and products
Reduce	Material choice and design	Reduce	Refuse (stop excessive usage of raw materials)
Reuse	Cascading	Reuse	Reduce (decline volume of raw materials used)
Recycle	Lifetime extension	Recycle	Reuse (use again)
	Change of consumption pattern	Recovery	Repair (maintenance and repair)
	Resource management	Reclamation	Refurbish (renovate and redecorate)
	Infrastructure development		Remanufacture (rebuilding of a product to specifications of the original manufactured product using a combination of reused, repaired and new parts)
	Resource restoration		Repurpose (to use something for a different purpose to the one for which it was originally intended)
	Safe disposal		Recycle (treat or process (used or waste materials) so as to make suitable for reuse)
			Recover (conversion of non-recyclable waste materials into usable heat, electricity)

Figure 4. Evolution of the circular economy guiding principles (prepared by the authors based on the published works (Batova, Sachek, Tochitskaya, 2018; Mashukova, 2016; Nikitina, Zvonovskiy, 2018 ; Sazonova, 2013; Serbulova, Sivolapenko, Panosyan, 2016).

Legend	Title	Description
0R	Refuse	Refusal of excessive use of raw materials. Consumers are supposed to buy and consume less. Waste volume reduction (such as packaging paper, disposable tableware etc.) is emphasized in some literature sources All stages of the product life cycle are affected, including design, production processes, etc.
1R	Rethink	New thinking of product life cycle and raw material usage in order to change and improve it.
2R	Reduce	Reduction of raw material usage with further total elimination of waste production both on individual and industry level
3R	Reuse	Practice of using discarded product of good condition again by another customer. Active development of reselling especially at Amazon and eBay and other top online shopping sites.
4R	Repair	Maintenance and repair of defective product so it can be used with its original function. There are several options for implementing this principle: a consumer repairs the product themselves or at a special repair company or manufactures of products provide repair and maintenance service
5R	Refurbish	Restore or renovate an old product and bring it up to date without changing most part of it (especially buildings, heavy equipment)

Circular economy Lin

6R	e a r e c o n o m y	Remanufacturing	Use parts of a discarded product in a new product with the same function to prolong its lifecycle
7R		Repurpose	Use a discarded product for a different purpose to the one for which it was originally intended, otherwise "second life of thrown products. Looks like 1R, the difference is that it is used not in manufacture spher but at the sphere of design
8R		Recycle	Process materials to get new products, sorting of waste to "capture" and return of "clean" resources to the production cycle.
9R		Recover	Incineration of material with energy recovery and/ or biorefinery

Figure 5. Characteristic of the 9R-s principles of circular economy (prepared by the authors based on the works by other authors (D'Amato et al., 2017; Jiao, Boons, 2014; Kirchherr, Reike, Hekkert, 2017; Sauvé, Bernard, Sloan, 2015).

4. Discussion

The practical application of the circular economy can be observed at all levels of the global economic activity - from an individual action to the planetary level of interaction of countries representatives, which will make possible the transition from linear model of the economy (Table 5).

Table 5. *Comparative analysis of the linear and circular economy models*[a]

Comparison criterion	Circular economy	Linear economy
1	2	3
Subject	A consumer acts like an integral part of society and nature	A consumer thinks only about his benefits
System integrity	Interrelatedness, triunity of economy, ecology and society	Market acts like an entire system
Main aim	To achieve ecological balance during sustainable economic and social growth and prosperity by increasing the effectiveness of product, service and resource life cycle	To maximize profit with lack of attention to the ecological issues. The process is characterized by unbalanced economic growth and prosperity and social stratification.
Production level	Closed cycle manufacturing directed to minimize the amount of products. The manufactured goods in general are of higher quality and reusable	Constant growth of the amount of manufactured goods and services (of law quality in general), increasing of production rate at all spheres. The process is characterized by overproduction crisis and market glut.
Consumption level	Developing of new goods and services consumption pattern depending on the its necessity and importance for a consumer	Satisfaction of excessive desire for goods, peculiar to behavior of super-consumer
Type of natural resource management	Creating of resources	Consuming of resourses
Society-nature interrelation	Integration of ecologization in the system of manufacturing processes. The process is characterized by reduction of anthropogenic impact on the environment	Increasing anthropogenic impact on the environment causes planetwide environmental crisis
Resources used	Interaction of financial, informational, intellectual, labour and other resources in order to produce and use goods made of recyclable materials.	Natural resources extracted without considering environmental damage.
Amount of wastes	Gradual reduction targeted to total disappearance of wastes by applying new approaches available from the process of technological development. Appearing of new branches	Constant industrial and consumer waste growth. Waste accumulation causes global ecological problem.
Types of manufacturing prevailing in industry	Development of knowledge-based and innovative industries.	Labour-intensive manufacturing, characterized by law level of innovative activity and involving different types of intangible asset.
Social partnership	Active socio-economic position with high level of business responsibility	Environmental illiteracy, environmentally unfriendly companies conforming to environmental laws, regulations, standards and other requirements only under pressure
Product lifecycle	Prolonged product (service) lifecycle with a recycle and reuse opportunity	Short product (service) lifecycle, caused by its quick moral depreciation

[a] Prepared by the authors based on the references (Belik et al., 2018; Esipova, Blazhov, Satsyuk, 2018; Lieder, Rashid, 2016).

There are several challenges faced during the implementation of circular economy concept:

1) cultural (companies' environmental decisions and actions, lack of interest and awareness of a consumer, following linear economy principles during operational process, interest in final value chains);

2) legislative (limited closed-loop procurement, lack of international consensus , prohibition of laws and regulations);

3) market barrier (poor quality materials, standardization, high investment value, limited financing of circular business models);

4) technological (the ability to deliver high-quality refurbished products, lack of presentation of project decisions, lack of environmental impact assessment) (Kirchherr, Reike, Hekkert, 2017).

A number of authors noted similar prerequisites necessary for an effective transition to a circular economy:

- necessity to establish a strong legal and policy framework for environmental protection;
- government support measures for organizations implementing the principles of circular economy;
- support and stimulation of research activities devoted to the circular economy;
- popularization and promotion of eco-friendly and environmentally conscious business-ideas among companies;
- increasing environmental awereness and education (Alexandrova, 2017; Larionov, 2018).

5. Conclusion

The circular economy has great potential for optimizing managerial, technological solutions to overcome environmental and economic problems in the resource sphere. The theoretical base of circular economy was influenced by economic theories of industrialization development of socio-economic systems.

Summarizing the above, it can be assumed that the circular economy is an economic model based on the principles of closed systems of technological and biological cycles, which can be considered as a tool of the green economy aimed to achieve sustainable development and fulfill the key SDGs.

The concept of circular economy is a universal way of green growth, which allows to take the place of the linear economy model, and thereby: minimize the resource dependence of production, overcome the global social and economic inequality, solve environmental problems caused by the global crisis and, finally, overcome the crisis of environmental sustainability and save life on earth.

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A comparative study of looking at women from the social dimension in the poetry of Alam Taj (Jaleh) Ghaem Maghami Farahani and Forough Farrokhzad

Un estudio comparativo del observar a las mujeres desde la dimensión social en la poesía de Alam Taj (Jaleh) Ghaem Maghami Farahani y Forough Farrokhzad

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ABSTRACT

This study was conducted aimed at examining the views of two contemporary female poets, Alam Taj (Jaleh) Qaem Maghami Farahani and Forough Farrokhzad, on the gender, personality, and role of women in the family and society. Based on their bitter and sweet experiences, these two poets have composed poems describing the woman and her status. They sometimes placed the woman in a venerable position and much higher than the angels, and sometimes they considered a low and inferior position for her as if she was the only means of pleasure, joy, and delight. At the same time, none of them ignored the crucial role of a woman, which is her mother's role, and in fact, had a relatively similar view of the woman in this study. At the same time, none of them ignored the core and crucial role of a woman, which is her motherhood, and in fact, had a relatively similar view of the woman.

Keywords: Women's Literature, Contemporary Poetry, Woman's Position, Alam Taj (Jaleh) Ghaem Maghami Farahani, Forough Farrokhzad.

RESUMEN

Este estudio se realizó con el objetivo de examinar las opiniones de dos poetas contemporáneas, Alam Taj (Jaleh) Qaem Maghami Farahani y Forough Farrokhzad, sobre el género, la personalidad y el papel de la mujer en la familia y la sociedad. Basado en sus experiencias amargas y dulces, estos dos poetas han compuesto poemas que describen a la mujer y su estado. Los poetas a veces colocaban a la mujer en una posición venerable y mucho más alta que los ángeles, y a veces consideraban una posición baja e inferior para ella como si fuera el único medio de placer, alegría y deleite. Al mismo tiempo, ninguno de ellos ignoró el papel crucial de una mujer, el papel de la madre, y de hecho, tuvo una visión relativamente similar de la mujer en este estudio. Al mismo tiempo, ninguno de ellos ignoró el papel central y crucial de una mujer, que es su maternidad, y de hecho, tenía una visión relativamente similar de la mujer.

Palabras clave: literatura femenina, poesía contemporánea, posición de la mujer, Alam Taj (Jaleh) Ghaem Maghami Farahani, Forough Farrokhzad.

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Recibido: 22/04/2019 Aceptado: 19/10/2019

1. Introduction

In the history of Iranian literature, for many reasons women have become less prominent in the fields of literature and culture. The background of patriarchal history and the cultural foundations of society has been taken less seriously as an independent and intellectual entity (Ahmadi, 2005: 9). From a long time ago, naturally, before the tenth century AH, the history of Persian literature has not been deprived of the figures of the women poets. However, for any reason, up to the time of Rabi'ah bint Kaab, there is no mention of these women in biographies; hence Rabe'a Balkhi, also called as Rabi'ah bint Kaab Quzdari, is considered to be the first Al-Saman and Rudaki post-Islamic and contemporary female poet (Babachahi, 2007: 18).

The absence of women in the community and their restrictions did not allow them to bravely compose poetry, and if in the meantime a poem was composed, it was masculine. With the Constitutional Revolution, there were changes in the lives of women, and they achieved some sort of relative awakening and awareness. The woman found herself and saw her competence beyond the four walls of home and introduced herself as part of the community. Before the Constitutional Revolution, the woman had not found her real value and worth and nothing higher than housekeeping and child care had been known to her. Even his presence in the community was considered a disgrace. With the onset of the Constitutional Movement, various Iranian women's movements were established. Although initially intellectual women faced with various difficulties, this move later enabled women to identify themselves and their essential role in the family and society and to act to free themselves from false constraints. This changes in attitude should be attributed to the women who acted seriously in the Constitutional Era and stood against the insult and slander of others. During this period, women thought about the evolution of their personality and began to move from house to community in order not to allow pen-in-handed and non-committed persons whatever they wanted to write about them (Yazdani, 2008: 117).

In contemporary times, women's literature has taken the path of progress to a certain extent, and has somewhat evaded the domination of imitation and superficiality. The female poetry has changed dramatically in our day. On the one hand, their poetry differs from that of men in terms of language and content, and on the other hand, there is no uniformity in the poetry of female poets, and each of these poets has a particular style in female poetry. For example, the poetry of Parvin Etesami (1907-1941) is the continuation of the masculine voice from the language of a female poet. However, the voice of Jaleh Ghaem Maghami Farahani (1883-1946) is the voice of a woman, although her voice is still masculine, that expresses women's grievances in terms of themes, and the voice of Forough Farrokhzad (1934-1967) is the clearest female voice in the poetry of our day. She has fully maintained her femininity both in terms of language and theme. The voice of Simin Behbahani is one that sometimes comes from the throats of men and sometimes from the throat of a poet. She fluctuates between the cultural traditions of Persian poetry and the innovations of Forough Farrokhzad (Vaez et al., 2005: 74).

Those who demanded the dignity and advancement of women endured many hardships throughout history to bring women to the degree of self-esteem. Educated women were among the first women who suffered many hardships in this way. However, many women were so immersed in their limited world and were happy about it so that it that took a long time to be convinced that they were a member of society and had the right to make decisions and to study.

2. Discussion

2.1 Alam Taj Ghaem Maghami Farahani (Jaleh)

Alam Taj Ghaem Maghami Farahani, known as Jaleh, was born in a prosperous and well-thought-of family in the last days of the month of Rabbi al-Thani 1301 AH equal to March 1884. Her father was Mirza Fathullah, the great grandchild of Mirza Abul-Qasem Ghaem Magham, a well-known minister, poet and writer of the Qajar era, and her mother was Maryam Khanum, the daughter of Mu'in al-Molk. In her wealthy family, the girls were sent to school and teachers. She also studied at home from the age of five. She little by little learned Persian and Arabic languages, and because of her powerful talent and memory, she gradually succeeded in learning inflexions and syntax, meanings, expression, logic, poetry criticism, preliminaries of theosophie, and to some extent, astronomy. Interest in knowledge acquiring and study remained with her until the end of life. She read books of poems, literary books, and so on enthusiastically. Throughout her poetries, she refers to her learning and studying. Additionally, her being influenced by the style of her predecessors, such as Manouchehri, Nasser Khosrow, Khaghani and Rumi, or the allusion of their poetry, as well as the insertion of verses of the Holy Quran in her poetry, all indicate her contemplation on books and her affectivity by Iranian culture and literature (Yousefi, 2009: 426).

As can be seen from the writings, Jaleh had a thoughtful and dissociable personality from the very beginning and was seeking a glimmer of hope in her loneliness. From the beginning of her life, she often tended to be alone and avoided being in the crowd. She looked at the world from behind with a dark glance, and although growing up in a prosperous environment, the weather of her life seemed more cloudy and rainy (Farrokhzad, 2001: 189).

Perhaps many other women dreamed of Jaleh's life because she lived in affluence, and the only thing she lacked in life was the love, equality and justice that she thought must be in the lives of every couple. In her opinion, everything was against women. She believed that everyone and everything joined together to create a dark and obscure fate for women. According to her son Hossein Pejman, Alam Taj was deprived of seeing her son even after her husband's death until her son grew up and at the age of 27 he decided to go and live with his mother. The afflictions that Alam Taj suffered, and especially her husband's attitude toward the woman, led her to attribute all her misfortunes primarily to being a woman.

So in all her poems, she speaks of woman, inequality and injustice for her.

2.2 Looking at the woman from a social dimension in the poems of Jaleh Ghaem Maghami Farahani

Jaleh was one of the female poets who addressed her congener and said that they should appreciate themselves and try to be saved from the backwardness sometimes caused by society and sometimes by the women themselves. She warned the Iranian women culturally and socially that their social value is greater than what they currently have. Jaleh believed that Iranian women did not had the honor and esteem that Western women had. So they wanted them to appear more in communities, effort and show themselves to receive their rights.

2.3 The difference between men and women in society

According to Alam Taj, man and woman have many differences, so that a man can wear whatever he wants, do whatever he wants and walk in any manner he wants and no one has anything to do with him. However, there are certain rules and regulations for a woman, and if the woman acts against them, she is rejected and hated by everyone, so that she is referred to as a notorious person. Farahani accepted this and showed sensitivity about it to some extent that she also considered feminine Hijab (veil) as a form of constraint and said that if Hijab it is not a constraint then why it should it be special for women only. For this reason, he complains and says that are not we all equal in creation, is there no difference between man and woman in creation, and has not God repeatedly mentioned and emphasized this in the Qur'an? For example, in verse 1 of Surah an-Nisa, He says: "O people, fear your Lord, who created you from a single soul. From it He created its spouse, and from both of them scattered many men and women. Fear Allah" (Taha: 1997).

Or in verse 72 of Surah al-Nahl, He says: "And Allah has made for you from yourselves mates and has made for you from your mates sons and grandchildren and has provided for you from the good things" (Taha: 1997).

Or in verse 21 of Surah Ar-Rum, He says: "And of His signs is that He created for you from yourselves mates that you may find tranquillity in them; and He placed between you affection and mercy. Indeed in that are signs for a people who give thought" (Taha: 1997).

Perhaps according to such verses Jaleh composed poem in this regard so:

"What is the difference between a man and a woman?"My sister asked.
"by the matter briefly I will tell the tale " I replied.
In the creation store we are in a same brand
Our life goes by, but in the isolated bag
Above the Palace of universe he is flying
in a corner of cage we have a motion but by closed wing
(Ghaem Maghami Farahani, 1966: 4)

Or:

is just made for the woman's foot not man
Chastity, Tradition, Sharia and custom anklet
(Ghaem Maghami Farahani, 1966: 4)

From the point of view of Jaleh Ghaem Maghami Farahani, man and woman differ to the extent that a man can interpret the words of the Imams and prophets according to his manhood, but a woman has no right in this context. She believes the reason for this is obvious and that it is nothing but being a woman who was not given much value in society of that time. Accordingly, she considers the woman a weak one who should always be in the corner of the house and be obedient to her husband like a slave. However, man has always been far from these restrictions. In the following verses, Jaleh has discussed the inequality between men and women as follows:

It's permissible if a man becomes insane of women's love
Because he is a man and his act is superior to any questioning
her assassination conventionally is allowed if it was not legally permitted ,
But if a little Temptation entered the woman's mind
That's necessary for brother, father, husband to Stone her
for girl and the women Being in love with stranger man is forbidden
But if the women took a look at the brother-in-low
at the religion of fanatic men her blood is spilled
ugliness, beauty and inadmissible is inevitable, and betrayal is allowed
Bad is bad, but only for women. And about the men
No quotation is about the life of women of God
Couse all the conversations are about the life of men of God
(Ghaem Maghami Farahani, 1966: 24)

Jaleh Farahani in the Ode Bandit, states the legal and social inequality between men and women as follows: If a man in a society looks at a woman with a bad and sinful vision, the main guilty and culprit in this regard is woman. According to her, the reason for this is that this woman who, with her beauty, made the man look at her and fall into sin, and the man here is innocent. In Jaleh's view, such laws all reflect the legal inequality between men and women that was prevalent in Iranian society of that day.

If a woman was raped by a man
The main culprit in the incident is the woman
the woman's beauty is the seductive
the scamp man is Holy and Innocent ,as
The man is adulterous and the women too
that's clear and no witness is needed to this speech
But why is she secluded and he free?
didn't they both commit same sin?
taunt the women ,as you can, do
the Majesty man is safe from reproach
The woman is inherently unchaste
but the man is chaste and virtuous
(Ibid: 92)

2.4 Woman and effort

In the following verses, Jaleh invites women to strive and ask them not to allow others to decide their fate and tell them what to do or not to do. She says that women themselves have to back their congener up so that others cannot have the slightest bad look at them.

Oh the woman you will be rejected from the land of existence
Nothing is received by the sponger man but negation and rejection
A Movement, an insurgency, an uprising, an attempt
my life's existence land is nothing but war arena
So the woman move on to show to the world
Men have no more than we have
(Ghaem Maghami Farahani, 1966: 5)

She also warns women that one of the conditions for being successful in society is not to lose themselves, even if there are dams and barriers for them in society. In her view, one must strive, break these barriers with diligence and empathy and move forward.

Oh lost home woman, do not be disappointed
there is another way except that but Deadend
Until the woman come out from this male created meeting
must has feet and hand ,and has so, but tied
(Ibid: 13)
Or elsewhere in her book of poems, she addresses the men and says:
Oh brother if on women's face there is no sign of masculinity
On my face observe the real mean of man's ability
If I look weak in appearance, but for bullies
My alone body turns to a mountain of steel
Oh man do not consider me as a slave because at its time
My impoverished body goes up above the universe
At last this trifle woman on the men's seat
Lies down and my goblet is full of enjoyment
Oh Adam, your story became old. So listen
My Eva asks for a newer tale
The tomorrow girl for Iran is not as today one
If you want otherwise They take the strap off my leg
Oh my eye light, oh girl, the future is in your hand
Appreciate the blessings my unique gem
(Ghaem Maghami Farahani, 1966: 88-89)

2.5 Helping congener in the community

In the following verses, Jaleh Farahani admonishes women correctly and says that if the women themselves back each other up, no one can do and nothing can stand against them, and in her view, his is enough to reach the summit of success.

It would be great if the women with love nails
would scratch each other's backs

Or willingly plant the hope
on each other's heart
The shoes of the Success is near feet
if women support each other
(Ibid: 97)

In most of her verses, Jaleh Farahani refers to the inequality of social rights between men and women in Iranian society of that day and regards those injustices as a humiliation for women in this country. She points out that Western women have more freedom and more favorable rights than Iranian ones. Although she often considers society and its men as the reason for the shortcomings, she argues that women are not blameless in this regard, saying that these women need to support each other more than before and try harder.

2.6 Inequality between women's and men's rights in community custom and its comparison with Western communities

Jaleh Farahani expresses the legal inequality between men and women in Iranian society as follows:

Who am I, oh a feeble
Which is sign of scoffing and taunting
Oh so Painful, as in this cruel city
There is no one to support and judge the women
(Ibid: 20)

These social inequalities between men and women in our society are, to the point of Jaleh, to the extent that she desperately states in her poem that God, who himself is the judge of the judges, has forgotten women, let alone society. Perhaps this view can be regarded as the utter discomfort of the poet who has extended it to the entire society. At the end of these verses, she asked the women to support each other to regain their right, and therefore called on them to strive more, saying:

They say it's dangerous to be a woman in foreign countries
But in Iran being woman is not better than worthless
(Ghaem Maghami Farahani, 1966: 51)

Or elsewhere, she composes as follows:

So the sister, the girl, the companion
These irritating ropes are enough to you
Learn from your mother
Do not be an example to learn others
If the women's names are
forgotten by god in this country
You ,Do not call it hideously too
because only the girl is girls supporter
(Ibid: 34)

Or:

There is community and power for women in foreign country
In our country if the women gather too , so they will not be alone
(Ibid: 4)

In the end, she hopefully says that eventually their collective effort will one day work and that the call for women's social freedom will resonate in our Iran.

At last this trifle woman on the men's seat
Lies down and my goblet is full of enjoyment
Sooner or later it will breezing from the land of the living
To this land and my body parts will come to life
From the west, female freestyle song will come
to the east but my seat is empty
(Ibid: 88-89)

3. Forough Farrokhzad

A brief look at the life of Forough Farrokhzad indicated the bitter events that illustrates the failures of her personal and social life in front of every audience. A life that mostly evokes protest, complaint and discontent in the mind of the reader. Forough's 32-years short life is a mirror that illustrates a short world full of concern and frustration while

climbing to the high peaks of poetry and poets. On the other hand, any trait that deserves the name of a capable poet is undoubtedly the result of a number of factors and events that occurred during that poet's life instantaneously or continuously. The same environmental and personality factors make her a global poet influencing on the poetic layers of poet.

In a society where masculine language is still the pioneer of emotion expression in various forms of literature in its literary realm, and the long tradition of language domination in males extends to the body of literature, a woman like Forough Farrokhzad emerges who breaks this old system for the first time and promotes harsh feminine language in a society with traditional and religious contexts. Naturally, when a phenomenon first appears, it provokes reactions against itself. In these reactions, Forough is exposed to a flood of accusations and taunts by others. This undoubtedly plays a significant role in the composition of Forough's protest poems.

At the age of 17, Forough began composing poetry, publishing three poetry collections: Asir (the Captive), Divar (the Wall), and Osiaan (Rebellion). While these three collections did not speak of a new and special style in terms of literature, content, and form, feminine composing and explicit expression of the feminine needs, desires, objections, and ends arising from the sensory-inner experiences of the woman, highlighted her presence. Because in a male-dominated situation in which female poets, writers and artists were deprived of such voices, Forough was thinking of a shout in the alley and wanted to say no to all the repressive frameworks of the patriarchal system (Behfar, 1999: 69).

3.1 A look at the woman from a social dimension in poems Forough Farrokhzad

The issue of the beloved is not, in itself, a taboo, but it has conditions that make it a taboo. One of these is the eyewitness story that Shamisa described in detail in the book titled "Shahed Bazi dar Adabiyat-e Farsi (Pederasty in Persian Literature). Witness is one of the Sufi idioms that used to refer to the beautiful people. Because they witness the power and grace of the Creator of the Universe, the term is also used in the absolute sense, beautiful, including any creature having soul (Shimsa, 2002: 14).

In the history of Persian poetry until the time of Forough, we know of only two women who spoke of a male lover and crossed the red line. The first of these was Rabi'ah bint Kaab, who spent all her poetry moments in punishment. She endured the punishment as forgetting poetry, even destroying many of her poems and eventually being killed by her brother. The other one is Forough. In some of her poems, Forough looked at the presence of the male beloved in a purely feminine way, and for the first time, especially in Constitutional Literature, she spoke of words that had been used before for the female beloved and considered the presence of the male beloved necessary for her soul. The expression of this by a female poet in Iran of that times that had fallen into the traditional and religious context was considered a powerful taboo. However, she crossed the boundaries and the red lines of society, and this attracted the attention of many supporters and opponents of this type of taboo to her poetry. Reacting to the opponents and flood of their criticism, sarcasm and accusation, Forough adorned her poem to the weapon of protest:

hiding your face behind The sad
shadow of life's mask, do you
think todays live people aren't some thing except a live scum?
(Farrokhzad, 1989: 198)

3.2 Forough's view of women's situations and social prohibition

Forough's audacity was not only in going beyond the prohibition of the male beloved and openly speaking of her beloved in two collections of Asir and Divar, something no one had dared to approach before, but also in speaking of the experience of a sin full of joy in in a warm and fiery embrace, despite all the limitations, breaking such a taboo so:

I sinned , a Delightful sin
Next to the shaky body
Oh god . I don't know what did I do
In that dark, silent solitude
Desire flared in his eyes
The red wine danced in the cup
My body in the middle of the soft bed
shivered happily towards his chest
(Farrokhzad, 1989: 78)

After breaking these taboos, Forough faced criticism, irony and remonstration of society, as Pooran Farrokhzad says in this regard: When Poetry of Gonah (Sin) and her other poems were published, poets and artists surrounded her, and my father was strongly opposed to her work. He said: Forough is a shame for my family, and then he expelled Forough form the house..., when he expelled Forough with a suitcase, she had nowhere to go (Farrokhzad, 2002: 18).

In response to the accusations and criticisms of society, Forough composed protest poems that embraced social and ethical traditions and deception and duplicity of poems and society. Humans are less satisfied with life and this has led them to ask philosophical and religious questions. Sometimes questions are just ordinary ones because the mankind is curious and in many cases they are objections, doubts and even denials and in other words a kind of taboo breaking

(Yaghoubi, 2007: 113).

Forough's questions in this kind of taboo breaking are of the same essence of questions that cause a deeply religious man to revolt against religion. The similes and metaphors used by Forough in the Collection Osiaan (Rebellion), the prohibition of wine and beloved in this world and the flow of wine, drunkenness and heavenly nymphs in that world, and the exchange of Salsabil Spring and the Tress Sedr and Tuba with spree, ignominy and discredit accumulate the context and atmosphere of these poems with familiar religious and mystical words and concepts (Farrokhzad, 2002: 286).

In the book The Analytic History of Modern Poetry, Shams Langroudi writes: "In the book Modern Iranian Literature we read that in the Collection Osiaan, Forough has presented the simplest and deepest discovered conceptions of human identity, the Satan identity and the fundamental philosophical question of determinism and free will .... Forough states that Satan, which is himself the Creator of God and has all the tools to tempt the lovers of pleasure and beauty, performs only the tasks that God has given him. She deals with another subject, expressing the limitations of creatures, Satan and Man, discusses the subject of divinity and complains about God creating a world full of sin and guilt (Langroudi, 2008: Vol. 2, 474-475).

The basis of Forough's taboo breaking is not her disbelief in God, but her broken belief. She has nothing to do with the godship of God, and she is just annoyed by the manner of this godship and by this that why He did not make this world a paradise and bring happiness to another world:

You made the dusty world and know
from foot to head there is nothing but mirage and Deception
We are dolls and your hands play the game
Our disbelief, our rebellion, is not a strange thing
(Farrokhzad, 1989: 24)

After Publishing the Collection Osiaan, Forough faced a flood of criticism from religious intellectuals. In fact, this great poet was a taboo breaker who, with the spirit of rebellion against prohibitions, prepared herself for any question. Although Forough's lyrical, ethical, and religious taboo breaking in society made her an immortal poet in the Iranian Literature, such measures had bitter and devastating consequences for her life. The general look of Iranian society of that time at her heterogeneity with moral and religious traditions was very harsh. Public opinion called her a swinger woman, took a bludgeon of excommunication, went to the religious ruler, and put the seal of misguided works on her poems, so that Forough, realizing the fact that she was alone in the struggle, had to stand against them lonely with the help of her protesting poems, on the top of her shambles. Perhaps in front of these people and among a mass of her protests, she composed the briefest complaint as follows:

In the land of short stature people, the metrics
have always traveled on zero orbit. Why should I stop?
(Farrokhzad, 1989: 253)

3.3 Forough's objections to the social status of women

By composing her reckless poems, Forough decried the rotten system of patriarchy in poetry and marital life, and with her protests, tore down the veils of poetic and family tradition. At the age of twenty, Forough says, "My dream is to emancipate Iranian women and their rights equality with men. I am fully aware of the afflictions of my sisters in this country through the injustice of men, and I use half of my art to visualize their pain and suffering. I dream to create a favorable environment for women's scientific, artistic and social activities. I wish Iranian men would give up their egoism and allow women to manifest their talents (Jalali, 1998: 59).

Oh the man the selfish creature
lets open the cage doors
If you have imprisoned me all long life
Release me just this one residual breath
Im that bird who it's been a long time
have had the thought of flying
My song turned to groan in my Tight chest
my life ended by regret
(Farrokhzad, 1989: 34)

Basically, Forough considered marriage in traditional Iranian society as a brake for progress. In her poems the restrictions imposed by the husband and even by the father have no personal form and have become universal. In protest at such restrictions, she says:

Im that bird who it's been a long time
have had the thought of flying

My song turned to groan in my Tight chest
my life ended by regret
Do not set the silence lock on my lips
as I must tell my secret
I will reach out to all people around the world
The sound of my fiery flight
but the man ,the selfish creature
Don't say your poem is a disgrace, disgrace
Do you know for that distraught mood
the cage space is tight, tight
(Farrokhzad, ibid)

Forough's descriptions are a reflection of her view of the world and of contemporary man, while speaking of the love, a lover woman and a motherly feeling that is rejected by feminists. At the same time, she has no negative views on these concepts and is not satisfied with the current status of women in society. Forough believes that patriarchy is prevalent in Iran, as in many other countries, and that women have been oppressed everywhere. In some of her poems she has stated some of these:

"is it not time to open this gate
Open, open, open
So that the cloud rains from the sky and crying the man says prayer to his dead body."
(Farrokhzad, 1989: 196)
How can someone be ordered to stop?
while is going such patient grave wanderer
How can a man be told that he is alive?
He has never been alive
(Ibid: 229)
Repeating you in itself all of my existance is a dark verse
that will take you
to the dawn of burgeon and eternal growing
I sighed you in this verse, oh, in this verse I linked you to the city, the water and the fire. »
(Ibid: 157)

Protesting against patriarchal society and not to flourishing her congeners because of being confined to the of men's life cage, Forough promises to grow, to burgeon and to rebirth to all her congeners and next to those who believe in rebirth. In the following verses she gives a good account of the current situation of women in that period. The woman who is involved in everyday life and, finally, the woman who is the victim of life and then, she introduces another world and another perspective. A perspective where swallows nest in the hollow of her fingers. In fact, one part of the poem Tavalodi Digar (Another Birth) is protesting the status of women and also the promise of a good future and another birth:

This is my share
My share
Is a sky which Hanging a curtain takes it away from me
My share is going down a deserted staircase
and joining to something in rottenness and roving
My share is a sad circulation in the garden of memories
And die in the sadness of a voice that tells me:
I'm in love with your hands
I plant my hands in the garden
It will germinate. I believe. I do. I do
And the swallows will lay eggs in the depression of my inky fingers»
(Farrokhzad, 1989: 224)

Her two poetry collections, Sayeh (Shadow) and Divar (the Wall), depict the Iranian woman's limitations and homelessness. The biggest pain that causes the essence of Osiaan to cry out is the heaviness and wound by the chains of traditions that cause a naive girl to be owned by a man or a helpless woman to be threw away as dregs or to be left with a bitter, and cold fate, that is, sedentary and spiritless marital life:

Laughing the girl said what is the secret of this golden ring which gets my finger so tight?
Say The secret to this ring, in its face, is so much radiance
The man was surprised and said:
It is the ring of happiness, it is the ring of life
and Everyone said congratulation
the girl said : however I still doubt what that means
Years went by and one night

The depressed woman looked at that gold ring
She saw in its brilliant figure
the days wasted
on her husband's loyalty hope
The woman was distracted and said:
oh this ring, in which there is still brilliance,
was a bondage ring
(Farrokhzad, 1989: 66)

Sometimes Forough speaks in the language of naive, honorable women who are victims of the selfishness of men and whose nobility and honor are interpreted as ignorance:

The one who gave me joy and drunkenness
The one who was hope and happiness for me
Offhand everywhere he sat, said
that she was a simple plain-hearted woman
(Ibid: 50)

Forough sometimes revolts against men who regard women as their only means of pleasure:

They told him nothing but about lust,
and they saw nothing on her but appearance
Wherever she went, they sang in her ears
that the woman is created for pleasure
(Ibid: 27)

In the poem Na-Ashena (Stranger), she again protests as follows:

He wants me the wine of kiss.
What can I say to my hope-filled heart?
He is thinking of pleasure and unaware
that I seek for eternal enjoying
i want him the joy of love,
so that sacrifice myself existence
He wants me a fiery body
To burn his anxiety in it
Alas for this heart. Alas for this goblet of Hope
Eventually it was broken and no body found out its secret
she was grabbed by any stranger
ah... No one called her by rhythm
(Farrokhzad, 1989: 20)

She believes that Iranian women are captives of cruelty and wants them be freed from the bondage of patriarchy, while protesting. In another protest, Forough urges women to revolt against men in order to gain their freedom:

Get up to seek to your freedom
My sister why are you silent
Get up so that from now on
You should drink the blood of oppressive men
my sister demand your right
from those who call you weak
Of those who, by every trick and method
Made you sit at the corner of the house
How long must we be used for fun and Pleasure
at the men's harem of lust
Surely this fierce groan of yours
must one day become a shout
You should rip the troublesome rope
To make free your life
Rise up and remove the root of oppression
To relieve your bloody heart
Arise arise to make
Law for your freedom
(Farrokhzad, 1989: 254)

4. Conclusion

This study was conducted aimed at to investigating the social dimension of women in the poetry of female poets, Alam Taj (Jaleh) Qaem Maghami Farahani and Forough Farrokhzad. These two poets did not always look at women in the same way due to their social, familial, or individual status, and their views differed. Alam Taj (Jaleh) Qaem Maghami Farahani considered the woman to be the man's plaything because of her unsuccessful marriage and life. Obviously, in areas like this, where women are the only means for men's pleasure, looking at women is a pessimistic and unpleasant. It should be noted that most female poets have had a transcendent and respectful view of women. They have identified women as part of the creation world, and all have emphasized that the women is an existence giving one, because they consider women to be the source of reproduction and birth that sustains the world and generations. In the family dimension, the woman as a mother plays a very important and valuable role that cannot be compared to anything else in this world.

In a society where masculine language is still the pioneer of emotion expression in various forms of literature in its literary realm, and the long tradition of language domination in males extends to the body of literature, a woman like Forough Farrokhzad emerges who breaks this old system for the first time. In some of her poems, Forough looked at the presence of the male beloved in a purely feminine way, and for the first time, especially in Constitutional Literature, she spoke of words that had been used before for the female beloved and considered the presence of the male beloved necessary for her soul. The expression of this by a female poet in Iran of that times that had fallen into the traditional and religious context was considered a powerful taboo. However, she crossed the boundaries and the red lines of society, and this attracted the attention of many supporters and opponents of this type of taboo to her poetry.

Undoubtedly, the element of femininity in Forough's poetry and later in Alam Taj's poetry has a clearer and more powerful manifestation and Forough Farrokhzad is a vanguard of female poets in the reflection of deep female emotions and moralities. She has her own intimacy and frankness in reflecting on a woman's emotions and also uses a clear language in expressing social consciences from a woman's point of view. Forough never wants to talk behind the scenes and always confronts things directly. Alam Taj also has such audacity and temerity, except that she never thought anyone would read and publish her poems. However, Forough speaks openly and recklessly of her feminine emotions. The most important similarity between these two great poets is to defend women's rights and to call of men to observe justice, love and affection for women, and this view and opinion on pen and personality of each one are reflected at different levels. Forough and Alam Taj in contrast to men, are in no way subject to conditions and subordinate to customs.

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The e-wallet usage as an acceptance indicator on Financial Technology in Malaysia

El uso de la billetera electrónica como un indicador de aceptación de la tecnología financiera en Malasia

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ABSTRACT

In the era of Industrial Revolution 4.0 (IR 4.0) the remarkable growth of technology such Financial Technology (Fintech) has skyrocketed to popularity. The widespread use of Fintech such e-wallet is becoming inevitable. The emergence of technology in finance has fuelled interest in how e-wallet usage become an indicator of Fintech's acceptance among Malaysian users. Few studies in technology acceptance have explicitly addressed the acceptance of replacement technologies but limited studies have been done among Malaysian e-wallet users. Furthermore, as the user adoption has a crucial role for a success and effective implementation of this technology, there is a need to assess user acceptance. In response, researchers tested the applicability of Technology Acceptance Model (TAM) to further explore the factors influencing the acceptance of e-wallet among Malaysian users. A quantitative study adopted using questionnaires. These findings suggest an extension of the TAM model for convergence technology such e-wallet. The Statistical Package for the Social Science (SPSS) software result indicate that all variable test had a higher average of mean which indicates all independent variables are equally important and accepted by the respondents.

Keywords: Fintech, E-wallet, User acceptance, E-wallet usage, Technology Acceptance Model (TAM).

RESUMEN

En la era de la Revolución Industrial 4.0 (IR 4.0), el notable crecimiento de la tecnología como la Tecnología Financiera (Fintech) se ha disparado a la popularidad. El uso generalizado de la billetera electrónica Fintech se está volviendo inevitable. El surgimiento de la tecnología en las finanzas ha alimentado el interés en cómo el uso de la billetera electrónica se convierte en un indicador de la aceptación de Fintech entre los usuarios de Malasia. Pocos estudios en aceptación de tecnología han abordado explícitamente la aceptación de tecnologías de reemplazo, pero se han realizado estudios limitados entre los usuarios de billetera electrónica de Malasia. Además, dado que la adopción del usuario tiene un papel crucial para el éxito y la implementación efectiva de esta tecnología, es necesario evaluar la aceptación del usuario. En respuesta, los investigadores probaron la aplicabilidad del Modelo de Aceptación de Tecnología (TAM) para explorar más a fondo los factores que influyen en la aceptación de la billetera electrónica entre los usuarios de Malasia. Un estudio cuantitativo adoptado utilizando cuestionarios. Estos hallazgos sugieren una extensión del modelo TAM para la tecnología de convergencia, como la billetera electrónica. El resultado del software Paquete estadístico para las ciencias sociales (SPSS) indica que todas las pruebas de variables tuvieron un promedio más alto de media, lo que indica que todas las variables independientes son igualmente importantes y aceptadas por los encuestados.

Palabras clave: Fintech, billetera electrónica, aceptación del usuario, uso de billetera electrónica, modelo de aceptación de tecnología (TAM).

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Recibido: 03/09/2019 Aceptado: 10/11/2019

1. INTRODUCTION

Technology Acceptance Model (TAM) had been use decades ago to identify or examine the external factors that can affect the intention of use in technology which the most important factors are the perceived ease of use and perceived usefulness (Davis et al., 1989). TAM was established on the basis of Theory of Reasoned Action (TRA) and commonly used in gaining profound understanding on user's behavior in using and accepting the usage of the systems (Hua et al., 2017). In this regard, it is noteworthy that TAM will offer to explain the adoption of technology among users (Davis et al., 1989; Pietro et al., 2012; Hua et al., 2017). In line with this, TAM has been widely used in explaining consumer behaviour (Kitchen et al., 2015).

1.1 User acceptance

Acceptance of users in the application of technology is considered crucial in underlying the success or failure of the particular technology application (Davis, 1993; Ongena et al., 2013). TAM has a reputation in accurately explaining technology acceptance among users (Kwon et al., 2007), hence this study will adopt base model from TAM.

1.2 Perceived ease of use

The theory of perceived ease of use can be defined as "the degree to which a person has a confidence in using a particular technology that would require little effort" (Davis et al., 1989; Al-Rahmi et al., 2019). While, Sahut (2008) contended PEoU as "the degree to which a person believes that using a particular system would be effortless". Thus, in this study, PEuO is defined as the degree where e-wallet users view the ease of use and would enrich their performance in performing payment. One of the major concerns for consumers to accept and use a particular system or technology is based on how easy they can learn and use it. As well perceived ease of use again reflects an individual perception that using those technologies or system is effortless and easy to adapt to use it in real life (Davis et al., 1992). Davis et al. (1992) also found out that perceived ease of use is directly and indirectly, affect the impact of usage on the factors of perceived usefulness. Yet, perceived ease of use served as a significant secondary determinant as well reflect the attitude on people in adopting new technology such as the e-wallet. The research conducted by Lubua et al. (2017) shows that 96.4% of the respondent can easily access and use the e-wallet system without a formal training. As such this result supports Lubua et al. (2017) and Buabeng-Andoh (2012) suggestion that the language must be simple and clear for people to learn a new technology concept. Besides, Aboelmaged and Gebba (2013) support the statement which the transaction system that is less complex does ease the users and increase the adaptability on new technology. Again, this statement is proved by the research of Lubua et al. (2017) as 20% and 80% of the respondent wanted a technology, which is comfortable and highly comfortable, which relates to the perceived intention to use. To conclude that the easy assessment of language and steps does increase the intention and adoption on the new technology.

Moreover, studies of researchers again stated that service delivery and slow response time of the e-tech will lead to the bad influence on consumer's experience and the feeling of uncertainty on whether or not the transaction is done (Jun & Cai, 2001). In simpler words, bad design and default on new technology will affect the intention of the user in adopting new technology because of the loss in trust. The effective design of e-wallet (e-payment system) is very important in order to attract more users to accept and adapt towards e-wallet. Also, in Ndubisi (2018) found out that perceived ease of use had a high positive relationship on the intention to adopt and accept for Malaysians. Thus, perceived ease of use model needs to be tested out in this research to figure out if it does indeed have a positive relationship to the intention and acceptance of e-wallet in Malaysia. The hypothesis to be tested are as follows:

H1: Perceived ease of use have positive relationship to perceive of usefulness.

H2: Perceived ease of use have positive relationship to the intention and acceptance for Malaysians to use e-wallet.

1.3 Perceived usefulness

Davis et al. (1989) contended PU as "the degree to which user believes that using the system would be effortless". While, Hua et al. (2017) defined PU as a form of mental agreement and belief towards application or system is useful to accomplish expectation. The research conducted by Lubua et al. (2017) shows that 96.4% of the respondent can easily access and use the e-wallet system without a formal training. As such this result supports Lubua (2018) and Buabeng-Andoh (2012) suggestion that the language must be simple and clear for people to learn a new technology concept. Besides, Aboelmaged and Gebba (2013) support the statement which the transaction system that is less complex does ease the users and increase the adaptability on new technology. Again, this statement is proved by the research of Lubua et al. (2017) as 20% and 80% of the respondent wanted a technology, which is comfortable and highly comfortable, which relates to the perceived intention to use. Other than that, the ease of use in new technology also influence the repurchase and reuse intention of the consumer (Chiu et al., 2009). Also, research had been carried out which shows that people who always follow up and use new technology has a higher adoption in receiving and accepting new technology innovation because it is easier for them to learn and access (Hubbard & Hayashi, 2003). The hypothesis to be tested as follows:

H3: Perceived usefulness have strong positive relationship to perceived ease of use.

H4: Perceived usefulness have positive relationship to the intention and acceptance for Malaysians to use e-wallet.

1.4 Perceived security

Consumers have recently urged on the importance of safety and security when using any online related application and system (Damghanian et al., 2016). According to Linck et al. (2007) defines that perceived security to which an individual feel and evaluate that he or she is protected against the security while using e-wallet payment system. In other words, it is in the event when an individual believes that using a certain mobile payment will be secure. With the concern of data being stolen by hackers, researchers have stated that many consumers had concerns on the security of e-wallet, which is

not actual security, does create a barrier that slows down the adoption of this system (Linck et al., 2007; Kim et al., 2010; Ovum, 2012).

Also, the consumers also have concerns in the event that they lose their smartphone which is not an uncommon incident to happen, their identity and personal data might be stolen (Gross et al., 2012). In addition, mobile wallet or e-wallet does include parties that actually owns your data such as banks, telecom companies, merchants which lead to consumers' concern about their privacy and security. It is hard for consumers not only in Malaysia but also around the world to be concerned when using e-wallet if the security of those apps were at risk. In this era, electronic transactions are slowly replacing the traditional payment method which (Kadhiwal & Zulfiquar, (2007) claimed that security issue becomes one of the most important concerns in the adoption of e-wallet. Kreyer et al. (2003) claimed that the security issue can be identified or examined through objective security and subjective security. The objective security concerns in technical characteristic which includes authentication, confidentiality, non-repudiation and data integrity (which data of an individual are strictly encrypted and secure during the transaction) (Suh & Han, 2002; Kreyer et al., 2003). In contrast, a person or individual perceives and believes that using e-wallet procedure would be secure represent the subjective security. As such, the hypothesis to be tested is as follows:

H5: Perceived security have positive relationship towards intention and acceptance for Malaysians to use e-wallet.

1.5 Benefits

The benefits are significant factors or component that influence the consumer to have a higher chance of adopting a new technology such as e-wallet system (Chou et al., 2004). First, the cost of usage in e-wallet is low. Many researches had been conducted overseas stated that low cost in the online transaction and electronic payment system will result in higher adoption to replace cash system (Pavlou, 2001; Kousaridas et al., 2008). Besides, a research claimed that consumer is willing to take the effort to achieve a certain task to receive awards or tangible incentives (Varnali et al., 2012; Kim & Han, 2014). This statement can be proved nowadays whereby many e-wallet apps has launched cash back rewards which influence more consumer to use the apps to make the payment. This action would surely attract consumers' attention and increase the chance and adoption of e-wallet. In addition, the tangible benefits on offer for downloading and using the e-wallet such as discounts, free internet access, or free shipping will increase the intention of using e-wallet (Shatskikh, 2013).

According to Eastin (2002), the consumer who tends to do online shopping would have found the convenience and financial benefits in using and adapting to the e-wallet system. This statement is further supported by Kim and Han (2014) whereby when low cost and rewards being given in the usage of e-wallet it will increase the chances of using the payment system while doing online shopping. In terms of ease to the consumer, Chiu et al. (2009) found out that electronic payment system is actually convenient in saving more cost and time. This again supports the notion where e-wallet system will bring payment methods to a higher level in which consumers need not bring any cash around when either having a meal in a restaurant or shopping in a mall.

Yet, even though research claimed that electronic payment system or e-wallet system will bring many benefits to the consumer, Hataiseree (2008) found out that a large number of consumers still prefer to use cash and cheques. This is because the consumers are not convinced by the rewards or benefits in order to adopt the e-wallet system. Also, in the year 2016, Visa Consumer Payment Attitudes survey had been carried out which amounted to 73% of Malaysians still prefer using cash as their payment method. This is because of the lack of internet connection in urban areas and It also contributes to financial stress to those who cannot afford smartphones as well as lack of knowledge in using and adopting e-wallet as a means for payment (Visa, 2016).

In addition, Upadhayaya (2012) again claimed that e-wallet brings many benefits that enhance both the intention for the consumers to adopt e-wallet and also e-commerce in the future. Benefits listed were easy recurring payments and transfer, easy manage from smartphones, personal data encrypted, easy top-up system and others. So, Tan and Goh (2018) claimed that newly launched e-wallet apps in Malaysia might be easy to adopt by the younger generation whereas the older generation might consider security and ease of use as their main concerns and meanwhile prefer using cash more than e-wallet. Again, the factors of benefits need to be tested out in this research if there is relevant positive relationship towards the intention and acceptance of e-wallet in Malaysia. The hypothesis to be tested are as follows:

H6: Benefits have positive relationships towards intention and acceptance for Malaysians to use e-wallet.

H7: Benefits have positive relationships towards perceived ease of use.

H8: Benefits have positive relationships towards perceived usefulness.

2. METHODOLOGY

Previous studies focus on intention to adopt (Chau, 1996; Gefen & Straub, 2000; Chau & Lai, 2003; Jackson et al., 2007; Ongena et al., 2013) and likewise, thses studies are conducted in order to demonstrate the usage of e-wallet among Malaysians, focuses on the acceptance of e-wallet through the intention of users in adopting e-wallet. The technology acceptance model (TAM) is being used decades ago to examine the decision and concerns of the consumer to adopt various new technology innovations which are divided into two major factors, perceived usefulness and perceived ease of use (Davis et al., 1989). The traditional variable of PEoU is intentionally omitted by noting this concept is tautological in explaining acceptance. Also, another studies conducted by Albrecht (2001) illustrated that the TAM model is a very important reason that consumers identify and expand the usage of e-wallet system.

Besides than using TAM model to examine the acceptance of e-wallet in Malaysia, perceived security given also take into consideration that influence the intention of consumer. The extension or integration of TAM could afford a robust model than whichever standing along since scholars contended that the hypothesis engaged in TAM are subgroup of perceived innovation features (Chen et al., 2002; Al-Rahmi et al., 2019). Perceived ease of use, personal data, hackers attack, and trust will have positive relationship towards the factors of perceived security. These technological and contextual factors are included ass alternatives in the traditional TAM has been upheld to be valued (Baaren et al., 2011; Ongena et al., 2013). This is because research carried out claimed that e-wallet have the biggest challenge in security and having a hard time to prove and convince the consumers that it is safe to use (Kadhiwal & Zulfiquar, 2007; Gross et al., 2012; Oney et al., 2017).

2.1 Procedure and sample

Respondents of this research were among 150 people in Malaysian. The questionnaires were distributed through Google form among three generations. There is potential that some of the questionnaires may not be useful to tabulate in the final result so extra respondents will be needed to fill up the gap. In this research, Malaysians are the main focus group to test out the intention and acceptance on e-wallet. The survey was conducted by spreading the link within Malaysia through digital media. By using media to conduct the survey, it allows the researcher to reach and collect data from people in different states that were far from KL; cities such as Sarawak and Sabah. Thus, the survey can be distributed efficiently that allows this research to be more reliable and credible**.**

2.2 Rating scales

The rating scale is used in this research of studies to express their result in a more specific number among agreement and disagreement towards a particular statement or factors. Thus, this research had adopted the Likert scale as the research question model for attitudinal studies. In the table below shows the 5-point Likert scale that being adopted from the main reference to use on the variables except for the demographic questions**.**

2.3 Data analysis

The software that is used to analyze all the data is the Statistical Package for the Social Science. Thus, by using the SPSS system, data analysis had been divided into three categories: descriptive statistical analysis, correlation analysis, and multiple regression analysis. Firstly, the descriptive statistic is used to test the frequency distribution on the mean, standard deviation, the minimum, and the maximum. Besides, Pearson correlation analysis is used to examine the bivariate relationship on the data collected between two variables. In simpler words, p-value or sig is used to test the significant relationship between two variables by using Pearson correlation.

2.4 Demographics of respondent

The total of 3 demographic questions were being place inside the questionnaire. These questions allow the researcher to better understand on how demographic differences affect their thinking and answers towards this research topic. The demographic questions include gender, age, and culture. All the 150 sets of results are collected among respondents all over Malaysia.

Gender is measured as the nominal variable and the respondent is given only male and female as their options. There is a larger number of female respondents compared to males with a 56.7% (female) over 43.3% (male). This result showed a slight imbalance in distributing out the questionnaire. In this research, respondents were being separated into three generations. Generation X represents the respondent's age from 35 to 53 years old; generation Y represent the respondent's age from 22 to 37 years old; generation Z/Millennial represents the respondent's age below 21 years old. The overall data showed that Generation Z were the major respondents with a number of 78 or 52% in the overall data collection. This was followed by generation Y listed as the second highest (34%) while the least number of respondents were generation X (14%).

From the data above, it can be concluded that Generation Z was the respondents that were active and have a higher chance of using e-wallet. This is because the method of distributing this questionnaire is through medias such as Facebook and Instagram. Thus, this illustrated that Generation Z will have a higher percentage in using media and apps which can be related to the higher chance of using e-wallet as they are familiar in E-tech. Yet, Generation Y do also contribute in second highest and having a large chance in terms of using e-wallet as their alternative payment method. To conclude, Generation X had the least number of respondents in this research. Table 1 depicts the demographic of respondents

Table 1. Demographic of respondents

Measure	Items	Frequency	Percentage	Cumulative Percentage
Gender	Male	65	43.3	43.3
	Female	85	56.7	100.0
Total		150	100.0	100.0
Age	GenX 38-53	21	14.0	14.0
	GenY 22-37	51	34.0	48.0
	GenZ 0-21	78	52.0	100.0
Total		150	100.0	
Culture	Malay	16		
	Chinese	99		
	Indian	27		
	Others	8		
Total		150		

3. RESULTS AND DISCUSSION

Table 2 depicts the descriptive statistic on each question that was asked in the questionnaire when distributing it to the respondents. The data that will be focused on is the mean number for each statistic. The mean indicates which variable of question is more important for the respondent when they are answering these questions. In simpler terms, higher mean score means that the particular question is more important to the respondent that it is related to the intention and acceptance of using e-wallet. From the table above, PS3, PS5, and Dep 1 had the 3 highest scores among these questions. PS3 had scored a mean of 4.19 out of 5 as the question asked whether the respondent is willing to use e-wallet if the software is protected by the latest security technology. This shows that Malaysians have more concern about security technology. As e-wallet is still new in Malaysia, many of us have not fully accepted the e-wallet method in making payment because security issues might be the biggest concern that slows down the usage of e-wallet in Malaysia.

Again, the second highest is PS5 with the mean score of 4.31 where the question is about whether the respondents prefer to use e-wallet that provides security insurance. Hence, both of these questions have come from the variable of perceived security. There are two reasons why Malaysians are concerned with e-wallet payment system which was mentioned earlier in the problem statement. First, WeChat pay or AliPay are both e-payment channels from China and people are concerned about their security if their bank or personal information might be attacked or hacked by hackers. Second, there are too many Malaysian Companies launching their own e-wallet services such as Boost or Fave, which lead to confusion and doubts if these e-wallets were highly secured.

The highest mean value was Dep1 whereby the question is about whether the respondents had ever heard about e-wallet. The result showed a mean of 4.45 which means e-wallet still not popular in Malaysia. Yet, the lowest score is PS2 with a mean of 3.55 and the question is "E-wallet has a minimum financial risk". The mean of 3.55 indicated that Malaysians only have moderate responses for this question and do not fully trust on e-wallet's security.

Table 2. Statistics on variable question

	N	Minimum	Maximum	Mean	Std. Deviation
PS2	150	1	5	3.55	1.078
PU3	150	1	5	3.81	0.878
PEU1	150	2	5	3.82	0.751
PU2	150	1	5	3.82	0.956
PS1	150	1	5	3.83	0.862
Dep2	150	2	5	3.84	0.666
PEU3	150	1	5	3.94	0.845
PU1	150	1	5	3.97	0.814
PEU5	150	1	5	3.99	0.927
PU4	150	1	5	3.99	0.863
PEU4	150	1	5	4.05	0.842
PS4	150	1	5	4.09	0.919
B3	150	2	5	4.09	0.780
B2	150	1	5	4.09	0.830
B5	150	2	5	4.13	0.717
PEU2	150	1	5	4.15	0.817
PS3	150	1	5	4.19	0.763
PS5	150	1	5	4.31	0.734
Dep1	150	2	5	4.45	0.609
Valid N (listwise)	150				

The descriptive statistic data above describes the dependent variables and independent variables. Table 3 depicts the descriptive statistic data. All variable shares average mean from 3.8983 to 4.1467 which can explain that all variables are almost equally important. The average mean can also be explained as the respondents agreed with the statements provided in the questionnaire.

Thus, perceived security scores the top highest mean for the category of independent variables. It can be explained as the respondents agreed that perceived security has higher relations to the factors that affect the intention and acceptance for Malaysians to use e-wallet. However, perceived usefulness and perceived ease of use are also in agreement and are related to the factors of this research.

Table 3. Descriptive statistics on variables

	N	Min	Max	Mean	Std. Dev.
Perceive_Usefulness	150	1.00	5.00	3.8983	0.66750
Perceive_Ease_Of_Use	150	2.00	5.00	3.9893	0.61950
Perceive_Security	150	2.20	5.00	3.9947	0.55415
DEP	150	2.00	5.00	4.1467	0.56919
Benefit	150	2.80	5.00	4.0707	0.59444
Valid N (listwise)	150				

Table 4 depicts the reliability test of all dependent and independent variables. By using the SPSS software, Cronbach's Alpha reliability test was conducted in this research to check the internal reliability of the scale. According to Nunnally (1979), the cut-off value of the reliability test is 0.7 and the score that is higher than 0.7 is considered good

However, the reliability score which is less than 0.7 are not considered as unacceptable. Scores which are lower than 0.7 can be defined as poor. Yet, perceived security might be the factor that the consumers deemed as being not too important compared to the other factors. Other than that, the more respondents who select the median of the scale will also lower the reliability, for example, there are too many respondents who selected the answer of 3 (moderate). Last but not least, a lower number of questions compared to the other independent variables might also lower the reliability score with bigger attenuation.

To conclude, the reliability test among all the variables in this research is good in which the average score of more than 0.75 and above. This indicates that the test is reliable and consistent within itself and across time. Yet, perceived security with a reliability value of 0.620 is also considered as acceptable and reliable in this research.

Table 4. Reliability test

Dependent and Independent Variables	Reliability Score/Cronbach's Alpha	Items
Perceived Security (IV)	0.620	5
Intention and Acceptance (DV)	0.743	2
Perceived Usefulness (IV)	0.755	4
Perceived Ease of Use (IV)	0.794	5
Benefit (IV)	0.823	5

The correlation is to test among all the dependent and independent variables and to determine the relationships among each variable is being supported or vice versa. In statistic, the correlations refer to the relationship between two variables. The cut-off value of the correlation which can be considered as a positive relationship is above 0.500. The higher the value of correlation, the higher the relationship between two variables.

By interpreting the data of correlations, intention, and acceptance (dependent variable) have high positive relationships with perceived ease of use and perceived usefulness. Intention and acceptance have 0.733 of high positive relationship with perceived ease of use. Intention and acceptance have 0.647 of high positive relationship with perceived usefulness. Yet, the intention and acceptance have a lower positive relationship with perceived security at a value of 0.492. Table 5 depicts the Table of Correlation

Table 5. Table of correlation

Variables	PEoU	PU	PS	DEP
Perceived Ease of Use	-			
Perceived Usefulness	0.694	-		
Perceived Security	0.596	0.524	-	
Benefits	0.749	0.701	0.675	-
Int and Acpt (Dependent Variable)	0.733	0.647	0.492	-

Based on the Table of Correlation, the result on all variables had an average score of mean which indicates that all variables are important. To further clarify, the top 2 scores among 4 independent variables were perceived security and benefit. The final mean result of perceived security was 3.9947 while benefit was 4.0707 compared to perceived usefulness with 3.8983 and perceived ease of use with 3.9893.

Also, according to the reliability test, again almost all the independent variables had scored more than 0.7 which is higher than 0.7 and it indicates that the result collected is reliable. Yet, only the variable of perceived security had a lower score of 0.620 but the result is still considered reliable because of the different number of questions compared to other independent variables.

Moreover, the correlation test had been carried out to test the relationship between the independent and dependent variables. The result had shown that perceived ease of use, perceived usefulness, and benefit all have positive relationship towards the intention and acceptance of using e-wallet among Malaysians. This is because from the correlation test, PEU, PU, and B had scored more than 0.5. Thus, the hypotheses of Perceived ease of use, Perceived Usefulness and Benefits having positive relationship towards intention and acceptance of using e-wallet is supported by the correlation test. Meanwhile, the hypothesis of PS having positive relationship towards the intention and acceptance is not supported by the correlation test.

From the first research question discussion, PEU, PU, and B had shown support towards the hypotheses with a positive relationship with the intention and acceptance among Malaysians in using e-wallet. The multiple regression test had been carried out to test on which hypotheses were being accepted or rejected.

By carrying out the multiple regression tests on all independent variable towards the dependent variable, the sig score which is lower than 0.050 only will be accepted while the others will be rejected. From the result of the test, perceived ease of use had a score of 0.000 in the regression model. Hence, perceived ease of use has a positive relationship towards the intention and acceptance, thus, is significant and accepted as one of the major variables that have a larger influence on Malaysians in using e-wallet.

Furthermore, the regression model had also tested on the perceived usefulness and it had a score of 0.001 in the end. From the result of the test, the hypothesis of perceived usefulness has a positive relationship towards the intention and acceptance, hence, is significant and accepted as the second major variable that has a large influence on Malaysians in using e-wallet.

Even though the hypothesis of benefit having a positive relationship with the intention and acceptance is supported by the correlation test. But, the result of multiple regression on this hypothesis had a score of 0.486 and it is higher than 0.050. So, the hypothesis of benefit having a positive relationship towards intention and acceptance has been rejected. Also, perceived security is not supported by both the correlation and regression model (0.492<0.500 in correlation; 0.408>0.050 in regression).

To conclude, perceived ease of use and perceived usefulness are the most significant and accepted factors on the intention and acceptance of e-wallet in Malaysia. This is because there are many researches carried out to test on the intention and acceptance of e-payment and yet having a major focus on e-wallet as a specific topic in research especially in Malaysia.

4. CONCLUSION

The purpose of this study was to gain an insight into the determinants of acceptance among e-wallet users in Malaysia. Drawing on quantitative study, this study developed user acceptance model to oversee the intention and adoption to use e-wallet among Malaysians. A critical technological requirement, demographic and security influence were used and have shown to be valuable to explore the level of actual usage of e-wallet among Malaysians. In conjunction with Industrial Revolution 4.0, the technological revolution results a drastic change to the state economic system and establishes new technological paradigm that influences all the important sides of economic functioning. As such, an exploration of e-wallet actual usage is indeed crucial as an emergence indicator of Fintech in Malaysia. The emergence of Fintech is generally emerged from the opportunities provided by the fourth industrial revolution that helped provide mobility, ease of use, speed and lower cost of services in financial services sector (Anikina et al., 2016). Over the years there are researches that had been heavily carried out in the study on the area of e-payment and yet there is a rare and limited research on e-wallet specifically. Those researches are really useful in this research because e-payment and e-wallet are related as an e-electronic payment system which aims to ease the consumer in making payments and transactions. Thus, the research of e-payment and e-wallet from overseas had become the reference for this research paper. To increase the usage of e-wallet in Malaysia, the factors of perceived ease of use needs to be focused.

This is because the research of Lubua et al. (2017) had claimed that 96.4% of the respondent is willing to use the mobile payment method because it can be easily accessed without formal training. By applying the foundation on ease of use, Buabeng-Andoh (2012) had suggested that the language needs to be easy in order to understand and also clear to ease the consumers in using it. Also, Lubua et al. (2017), Jun and Cai (2001) have contended that easier steps and less complicated design will increase consumers to have higher intention to use the mobile wallet. Thus, the study of e-wallet is closely related to the other researches in the factors of perceived ease of use. Therefore, Malaysia should have high intention and concern on the perceived ease of use to bring e-wallet as an alternative payment method in the future.

Besides that, this research also implies that Malaysians or e-wallet providers should not just let more similar apps to be launched in Malaysia. This is because with many similar e-wallet apps launched in Malaysia, it will confuse the consumers on which e-wallet provider that is more useful. The bad side of having too many similar apps will lead to loss of trust and belief of the consumers towards e-wallet. So, e-wallet as the alternative to notes and coins should focus more on its usefulness.

To conclude, overseas research had given a lot of information on how to increase the intention and acceptance of new technology of the e-payment system which are closely related to e-wallet. So, government and provider of e-wallet services in Malaysia should take these two factors as the main consideration and keys to improve the system so that e-wallet can be widely used in the future in Malaysia.

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State Management and Legal Regulation of Subsoil Use: Theoretical and Legal Aspects

Gestión estatal y regulación legal del uso del subsuelo: aspectos teóricos y legales

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ABSTRACT

The article is devoted to the theoretical and legal relationship disclosure between the concepts of state management and legal regulation in the field of subsoil use. While the legal aspect of the problem has been analyzed, the issues of subsoil use are coupling with the issues of legal regulation; the study is conducted from the standpoint of theoretical and legal science as well. It has been concluded that both the of state management subsoil use and the legal regulation of subsoil use are inextricably linked, and the ultimate goal of them both is the law formation in society. There are some practical conclusions given as the results of studying the theoretical and legal relationship between the concepts of state management and legal regulation in the field of subsoil use. As a result, it has been concluded that the state management of subsoil use in the Russian Federation must be determined by law.

Keywords: state management, subsoil use, legal regulation, legal regulation mechanism, rule of law.

RESUMEN

El artículo está dedicado a la divulgación de la relación teórica y legal entre los conceptos de gestión estatal y regulación legal en el campo del uso del subsuelo. Si bien se ha analizado el aspecto legal del problema, los problemas del uso del subsuelo se combinan con los problemas de la regulación legal; el estudio también se realiza desde el punto de vista de la ciencia teórica y jurídica. Se ha concluido que tanto el uso del subsuelo por la administración estatal como la regulación legal del uso del subsuelo están inextricablemente vinculados, y el objetivo final de ambos es la formación de leyes en la sociedad. Hay algunas conclusiones prácticas dadas como resultado del estudio de la relación teórica y legal entre los conceptos de gestión estatal y regulación legal en el campo del uso del subsuelo. Como resultado, se concluyó que la gestión estatal del uso del subsuelo en la Federación de Rusia debe determinarse por ley.

Palabras clave: gestión estatal, uso del subsuelo, regulación legal, mecanismo de regulación legal, estado de derecho.

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Recibido: 02/09/2019 Aceptado: 07/11/2019

1. Introduction

The subject of state management and legal regulation in the field of subsoil use is currently relevant for natural science, economic and legal research (Boyarko, Zolotenkov, 2016; Volkov, Lyutyagina, 2011; Karchevsky, 2017; Pashkevich, Tarabarinova, 2017; Pashkevich, Iseeva, 2017; Salieva, 2014; Sigitova, 2016; Skyner, 2006), due to the economic importance of this sphere for modern Russian society and the state. The problems arising in the field of subsoil use state management are of an interdisciplinary nature and, of course, have practical natural-science, economic and legal significance. In modern legal literature, the problems of subsoil use state management and its legal regulation are studied in the sections of the legal science of Mining Law (Izyumov et al., 2010; Lagutkin, 2017; Melgunov, 2018; Melgunov, Gorokhov, 2017; Perchik, 2002; Yakovlev, 2012). At the same time, insufficient attention is paid to this topic from the position of the theoretical and legal substantiation of subsoil use coupling with the legal regulation of subsoil use.

Research methods: dialectical (processes of state administration and legal regulation in the field of subsoil use are considered in their progress and interaction), analysis, deduction, comparative legal, formal legal, interpretation of law.

2. State Management of Subsoil Use

The concept of state management defined from the standpoint of numerous scientific approaches (Bainova, 2016). We believe that it is possible to consider state management as being carried out on the basis of laws and other normative acts as organizing, executive and administrative activities of state bodies, local self-government bodies, public and other non-state formations endowed with the relevant state-authority powers. State management is state-imperious in nature, is an organizing, direct activity and is carried out by specially authorized entities (Bainova, 2016).

The concept of subsoil use is considered in the legal, natural science and economic literature in various aspects. For research purposes within the framework of this article, we consider it possible to define subsoil use as "regulated by the norms of law activities of business entities (subsoil users), aimed at studying and rational development of the Earth's bowels for various purposes to obtain certain benefits" (Volkov, Lyutyagina, 2011, p. 45).

State management of subsoil use is carried out in the framework of the state's activities in the power organization of society. In state and society relations, the state acts as a subject of management, and society as its object. The state uses a law as its power in order to manage society legally. State management is carried out in various directions, concerning the industry criteria, it is possible to single out one of the aspects of governance administration process; it is the state management of subsoil use.

3. State Management, Content and State Essence

State management is the state imperious activity, aimed at organizing the state by society. At the same time, state management is the main power. The state functions also have a state-power nature. The state management of subsoil use is a power-organizing activity and it is carried out within the framework of the environmental function. However, the state function concept differs from the state bodies function concept.

State bodies carry out the functions of the state. This provision is fully applicable to state management activities in the field of subsoil use carried out by a set of executive and administrative state bodies (i.e. Ministry of Natural Resources and Ecology of the Russian Federation, Federal Agency for Subsoil Use of the Russian Federation, Rosprirodnadzor of Russia, Rostekhnadzor of Russia, Ministry of Energy of the Russian Federation).

State management of subsoil use is carried out within the framework of the state economic function. The state functions are a dynamic element of its content, which in its turn, is determined by the state essence. In this regard, the "philosophical basis" of the Russian Mining law concept, is viewed as a combination of interests of the Russian present and future generations (Perchik, 2002, p. 134) and it acquires a special status.

The state essence (i.e. the will of society) the state content (state machine and state functions) state management (in the field of subsoil use).

4. State Management and Legal Regulation in the Field of Subsoil Use: Concepts Relationship

The state exercises state power through the state machine. At the same time, state power is "supra-public" nature.

The law is the instrument of state management.

Subsoil use (public relations) State (state machine) Law (regulatory legal acts) Subsoil use.

Thus, state management and legal regulation in the field of subsoil use are inextricably linked. The legal relationship of subsoil use is constructed in such a way that subsoil use does not exist outside the legal framework, which further strengthens the relationship we have determined.

The literature determines that it is necessary to develop a unified Concept in the field of state and legal management of subsoil use in the Russian Federation (Melgunov, Gorokhov, 2017). It should be noted that, from our point of view, it is more efficient to determine the main directions of state policy in the field of subsoil use management not only as a concept or strategy, but to consolidate the concept and directions of state subsoil use management in the main legal act regulating Mining relations - the Russian Mining Code Federation (for example, Melgunov V. D. developed the structure of the Mining Code of Russia (2018, p. 321-325).

The purpose of the legal regulation process is the formation of the rule of law. At the same time, legal regulation is a purposeful process, which is a type of legal impact with the aim of forming the rule of law in society. The legal theory defines the concept of the legal regulation mechanism as a system of interconnected legal means, with the help and based on which

legal regulation is carried out. The mechanism of legal regulation is considered in several stages, at each of which certain legal phenomena operate and individual means of legal regulation are used. It seems interesting to consider the stages of the legal regulation mechanism in relation to the process of state management and legal regulation in the field of subsoil use, which are as follows:

1. The general regulation stage. At this stage, the norms of mining law, determined by the legislative framework for subsoil use, are "selected" from the entire mass of people, who may become subsoil users, i.e. potential subjects of subsoil use relations.

2. The individualization stage. At this stage, mining law relationship arises. It should be noted that the relation of subsoil use is formed exclusively in a licensing, licensing order; law determines the subjects of subsoil use in an exhaustive way.

3. The legal requirements implementation stage. The rights and obligations of subsoil use subjects are realized in their mutual actions. At the same time, the state, as the obligatory subject, always acts as an authorized entity performing governance and subsoil users, in the first place, are obligated entities.

4. The law enforcement stage. It occurs only in the case of an offense in the field of subsoil use, the purpose of the stage is to restore the violated law and order.

We believe that the ultimate goal of state management in the field of subsoil use is to achieve the law and order in this area. Seeing this, it is possible to talk about state and legal regulation of subsoil use as a process whose goal is to achieve the rule of law.

5. Practical Aspects of the Relationship Between the Concepts of State Management and Legal Regulation of Subsoil Use

It should be noted that currently the legislative basis for state management of subsoil use in Russia is the Law of the Russian Federation known as "The Subsoil Law" (*The Subsoil Law of the Russian Federation*, 1992). Section IV of the Subsoil Law defines the State regulation of subsoil use relations, article 35 of the Subsoil Law specifically defines the tasks of state regulation of subsoil use relations. Thus, the Subsoil Law does not provide a definition of state management of subsoil use; however, it gives the following correlation: state regulation of relations of subsoil use is carried out through management, licensing, accounting and state supervision (*The Subsoil Law of the Russian Federation*, 1992, Article 35). It is possible to conclude that the legislator defines state management of subsoil use as one of the directions of state regulation of subsoil use relations.

In this regard, a conceptual justification of state management and systematization of the subsoil use legal regulation is necessary, taking into account the practical significance of this subject. We believe that it is legislatively necessary to consolidate the concept of state management of subsoil use, with the definition of the directions of such regulation, and the definition is necessary on a systematic legal basis in the text of the Mining Code of the Russian Federation.

6. Conclusion

The article formulates a theoretical and legal justification for the concept of state management of subsoil use coupling with the concept of legal regulation of subsoil use. During the study, it has been determined that the state management of subsoil use is interconnected with the legal regulation of subsoil use, the interconnected processes can be defined as the state and legal regulation of subsoil use, and the goal of the state management and legal regulation of subsoil use is the law formation within the scope of subsoil use. As a result, it is possible to conclude that the state management of subsoil use in the Russian Federation must be determined by a systematic legal basis, the concept and directions of state management of subsoil use should be fixed in the Mining Code of the Russian Federation.

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The right to digital death in the Russian Federation, EU, and USA

El derecho a la muerte digital en la Federación de Rusia, UE y EE. UU

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ABSTRACT

The purpose of this study is to identify common and specific features of the theoretical and legal foundations of the right to digital death. Today, the regulation of this right is at the initial stage, and only a few countries (USA, France, Spain) have established in their legislation the norms regulating the order of inheritance of virtual objects. The legislation of the Russian Federation does not contain any special norms, however, the latest amendments to the Civil Code of the Russian Federation, which come into force on October 1, 2019, have indicated a completely different vector of development of this sphere than that followed by other countries. The analysis of the existing legislation revealed the problems of fixing and implementing the right to digital death and suggested ways to solve them.

Keywords: digital rights; inheritance; digitalization; digital death; digital life.

RESUMEN

El propósito de este estudio es identificar características comunes y específicas de los fundamentos teóricos y legales del derecho a la muerte digital. Hoy, la regulación de este derecho se encuentra en la etapa inicial, y solo unos pocos países (EE. UU., Francia, España) han establecido en su legislación las normas que regulan el orden de herencia de los objetos virtuales. La legislación de la Federación de Rusia no contiene ninguna norma especial, sin embargo, las últimas enmiendas al Código Civil de la Federación de Rusia, que entraron en vigor el 1 de octubre de 2019, han indicado un vector de desarrollo de esta esfera completamente diferente al de seguido por otros países. El análisis de la legislación existente reveló los problemas de arreglar e implementar el derecho a la muerte digital y sugirió formas de resolverlos.

Palabras clave: derechos digitales; herencia; digitalización; muerte digital; vida digital.

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Recibido: 17/06/2019 Aceptado: 20/09/2019

INTRODUCTION

Today, one of the priorities for the development of the Russian Federation is digitalization, which covers all spheres of public life, from the need to update infrastructure and increase digital literacy of the population to the construction of a digital economy and the transformation of legislation. However, despite the apparent penetration of digitalization into all aspects of an individual's life, it can be stated that all of them concern only the stage of human biological life. At the moment, the sphere of regulation of a person's digital existence after his or her physiological death is out of the legislator's interest, while more and more people are interested in the issues of postmortem digital life, transfer of virtual data and accounts to heirs, mandatory preservation or deletion of profiles belonging to them during their lives, etc.

The existing Charter on Preservation of Digital Heritage (The Charter, 2003), adopted on October 15, 2003, does not extend its effect on the virtual data of ordinary people (social pages, e-mail, etc.), but only obliges states to select what is the digital heritage and to ensure its protection. At the same time, a whole industry has emerged around the issue of people's post mortem digital existence. Thus, in 1995, the first and still functioning virtual cemetery was created - the site The World Wide Cemetery (The World, 2019). Users from all over the world create virtual graves for their deceased relatives and friends, leave epitaphs, add photos and data of the deceased, thus forming a digital memory of this person.

With the development of technology, the approach to creating digital memory has changed, in particular, the possibility of creating holograms and avatars of deceased people. Thus, in 2012, thanks to the use of modern technologies for creating holograms, the repertoire Tupaj Shakur, who was killed in 1996, performed at the Coachella festival. In 2016, the AI-startup Replika created a chat bot based on a really existing person. The appearance of this project was conditioned by Eugenia Kuida's desire to preserve the memory of her friend Roman Mazurenko, who was tragically killed in an accident. Having received from Roman's friends and relatives their correspondence with him, Evgeniya uploaded the received information to the neural network.

As a result of these actions there was a chat-bot or a virtual avatar Luka which answers questions as it would be made by Roman Mazurenko (Newton, 2016). In 2017, amateur journalist and programmer James Vlahos conducted an extensive interview with his terminally ill father to create his digital clone after his death (Vlahos, 2017). These examples are isolated, but those who want to make digital avatars a common thing have already appeared on the Internet: the Eternime startup (Eternime, 2016) proposes to create a copy of yours, based on correspondence and personal information, which will be able to communicate with your family and friends after death. This service still works in beta mode with several people, but 40 thousand people are in line to create their own digital avatar.

Cinematography is an active supporter of 3D avatars or animated anthropomorphic images. One of the most striking examples of the actor's "resurrection" was related to the fate of Paul Walker, shot for "Fast 7": the actor who died in a car accident in 2013 and did not have time to complete shooting was returned to the film using computer graphics. The tragic death of Paul Walker was a powerful argument in favor of the mandatory creation of a three-dimensional digital copy of the actors involved in large projects: this item was often included in the contract between the studio and the performer.

Thus, the studio not only guarantees the mandatory completion of the project, but also provides the opportunity to use this image in computer games and other films.

In parallel with the chat-bots and digital avatars industry, digital heritage preservation services were developed. One of the most famous servers of this kind, SafeBeyond (The Digital, 2016) offers its users to structure their digital heritage: to list the existing accounts, specify passwords to them and appoint an heir for each account. Besides, it is possible to prepare posthumous messages that will be sent after the death of the user. Similar service Cake (Plan, 2017) suggests to take under the control also affairs in an offline, beginning from dying treatment and finishing work with the finance. LivesOn and DeadSocial services (Why death., 2013) offered their users, in fact, digital immortality, giving them the opportunity to create content that would be published in accordance with their established schedule after their death.

Thus, it can be concluded that the issues of postmortem digital existence, the transfer of digital heritage and the ordering of virtual space in the event of one's own death are of concern to a significant number of people. However, the solution to these problems is in the private hands and is organized by individuals, companies, servers, while more important is the existence of legal regulation of this sphere. Legislation in modern countries contains appropriate offline equivalents: the institution of inheritance, the right to privacy, the right to secrecy of correspondence, the right to protect the image of a citizen, etc., but most of them ignore their virtual embodiment. While all data remaining on the Internet after a person's death is a modern version of post-mortem photography popular in the Victorian era: a person is no longer alive, but his digital image continues to exist, and in some cases "live".

These phenomena can be legally introduced through the human right to digital afterlife, which allows the digital embodiment of human life to continue without a living biological prototype, and the human right to digital death, which enables a person who died in reality to become one for virtual space as well.

At the present stage of development of the digital society, the right to digital death is more relevant for the majority of people, as it is inextricably linked to inheritance issues. Accordingly, it seems necessary to study the existing

experience of foreign countries in the field of post-mortem rights, established practice, including judicial practice, the solution of conflicts, the position of companies owning social networks, e-mail, as well as regulatory legal acts of the Russian Federation for the subsequent identification of the position of the legislator in respect of property remaining on the Internet after the death of a person.

Aim and objectives

The purpose of this study is to identify common and specific features of the theoretical and legal foundations of post-mortem rights, in particular, the right to digital death.

The following research objectives are aimed at achieving this goal:

- Identification of the policy of social network owners and servers regarding the inheritance of their accounts;
- Identification of the main provisions of judicial and other practices in resolving controversial issues in the field of inheritance of e-mails, pages in social networks, etc;
- Definition of legislative approaches in the field of post-mortem rights, in particular, the right to digital death, in the Russian Federation and foreign countries;
- Identification of the essence of postmortem rights in the Russian Federation and problems of their regulation.

DEVELOPMENT

Methods

The methodological basis of the study is made up of general scientific methods of cognition (analysis, synthesis, modeling, dialectics) and private scientific methods of cognition (historical, logical, comparative legal), which will contribute to the comprehensive and substantive study of the questions posed. It is impossible to study digital rights in specific conditions, particularly in post-mortem settings, without considering their offline equivalents. Accordingly, the primary analysis was given to constitutional and civil rights outside of the digitalization conditions. The application of the synthesis implied the unification of the previously identified common and specific features of constitutional and civil rights, taking into account the absolutely new conditions for their implementation - the digital space. At the same time, the use of the above mentioned methods conditioned the effect of a special mechanism of analysis through synthesis, which made it possible to include the object of research in absolutely new links. At the same time, the analysis was not a mechanical separation of constitutional and civil rights into their components, but rather a reconstruction of the traditional properties of the relevant individual's rights under specific conditions, which made it possible to justify the changes in the generally accepted understanding of the essence of these rights within the digital reality.

Modeling made it possible to build and study the existing models of implementation of postmortem digital human rights in foreign countries and in the Russian Federation, to identify problems and gaps in these models, to formulate opportunities for their elimination and replenishment. Despite the fact that in the Russian Federation this sphere can be referred to as an insufficiently regulated area of legislation, the adopted but not yet effective amendments to the Civil Code of the Russian Federation have outlined the general outlines of the state policy in respect of the rights under study. The data obtained made it possible to identify a more rational approach to the regulation of post-mortem digital rights in the Russian Federation.

This study was impossible without the use of a dialectical method of cognition, which provides for the identification of a compromise variant of regulation of postmortem digital rights through the consideration and comparison of opposing viewpoints. The need for the use of the dialectical method of cognition was conditioned not only by the diversity of positions of companies owning social networks, mail servers, and lawyers, but also by the lack of a coordinated position of the legislator on this issue. The consideration of the relevant points of view in their opposition allowed us to eliminate the disadvantages of each of the existing positions and to form a balanced approach to solving existing problems.

Despite the fact that virtual space and digitalization are phenomena that characterize modernity, a full-fledged study was impossible without the use of historical and logical methods. The presentation of practical positions and legislative provisions in their chronological sequence allowed us to clearly identify the regularities, problems and defects of the approaches being implemented. Taking into account the transformation of views and positions allowed us to assess the current prospects and risks of regulation of post-mortem digital rights. To achieve this goal, it was impossible to do without the use of the comparative legal method. In the Russian Federation, the regulation of postmortem digital rights is in its infancy, which is not the case in some foreign countries (USA, France). A comparison of categories, concepts, and institutions existing in the field of post-mortem rights made it possible to formulate recommendations on the prospects of borrowing the best foreign practices and their adaptation to the Russian realities.

Results and discussions

According to the theory developed by American scientists V. Strauss and N. Howe (Howe, Strauss, 1991), people born after 2000 belong to the "Generation Z", the peculiarity of which is that they have been "connected to the Internet" since childhood. Accordingly, the generation, for which the digital existence and transfer of their own accounts will be of fundamental importance, has only begun to cross the threshold of adulthood and is not interested in the legal fate of their own digital space after their death. Therefore, the need for legal regulation of this sphere has been predetermined by the emergence of individual cases, on the basis of which the practice of resolving such conflicts is formed. The first high-profile case in this area was the dispute between Justin Ellsworth, the father of the American military who died in Iraq in 2004, and Yahoo. Before and during his service, Justin Ellsworth exchanged letters with his father through his Yahoo mail account. After his son's death, the father asked Yahoo to grant him access, but was refused.

According to the company's policy, accounts with a 90-day inactivity period were automatically deleted without the right to transfer them to third parties, including close relatives. At the same time, the Yahoo user agreement contained a provision on the possibility of disclosing the account content by court decision (Who owns.., 2019). It was this clause that allowed Mr. Ellsworth to appeal to the court. In the decision in this case, an Auckland County judge on 20 April 2005 ordered Yahoo Inc. to deliver the contents of the e-mail to the victim's family. Yahoo did not contest this decision and handed Mr. Ellsworth a 10,000-page disc of texts (Yahoo, 2018). Thus, the court confirmed that the content of the letters was the property of those who had written them, and was therefore inherited, regardless of the fact that they were actually on Yahoo's servers.

Following the court decision, this position was enshrined in U.S. law, namely in one of the first laws governing the use of user information after death, the Access to Deadly E-mail Accounts Act of June 24, 2005 in Connecticut, which came into force on October 1, 2005. This act gives authorized persons the right, after the death of the account holder, either to access it or to request a copy of the information on the account. Standard documents such as a written statement and documents certifying the rights of the applicant are specified as the conditions for obtaining this access (An act, 2016).

Although this approach was developed in the U.S. as early as the mid-2000s, it was not until 2015 that this area of law was comprehensively regulated. In 2014, an act amending Section 12 of the Delaware State Code concerning trust access to digital assets and digital accounts was adopted (Title 12, 2018). This act not only equated the electronic accounts of the deceased with "other objects of ownership", finally establishing the right to inherit them, but also explained the content of the basic concepts used in the act ("account holder", "digital asset", etc.), indicated the scope of application of these rules, as well as the procedure for obtaining access to digital assets and accounts.

On the basis of this act, a unified act was developed in 2015, recommended for adoption in all states of the country - the act on trust access to digital assets (Fiduciary, 2017). An overwhelming number of states have already applied this act (Fiduciary, 2018), thus making the U.S. legislation the most progressive in the field of digital property and inheritance.

The policy of the U.S. social network Facebook, which in 2013 added the possibility of appointing a curator of the page, that is, the person who will be responsible for the account of the deceased person after the assignment of that memorable status, also looks consistent in this case. The custodian has limited functionality (change of profile photo and cover, publication of attached record, etc.) and is not considered to be the heir to this profile, therefore, the appointment of the custodian does not create a conflict with the current legislation that allows the transfer of the account by inheritance. However, if the custodian and the heir is the same person, it greatly facilitates the post-mortem management of another's account.

However, such a coordinated implementation of social network policy and legal norms is possible only if the legislation contains appropriate provisions clearly prescribing the measure of proper behavior of social network owners in the event of death of the user. For example, unlike US legislation, German legislation does not contain clear provisions on the post-mortem management of social media accounts. In these circumstances, social network owners turn to their own user agreements and acts of the country concerned that regulate similar institutions outside the digital environment.

For example, in 2012, Facebook denied the parents of a 15-year-old girl who died on a train in 2012 access to her account, citing the requirements of data privacy legislation. The information on this account was necessary to clarify the circumstances of the death: whether the death was a suicide or an accident. This also had a bearing on the indemnification of the driver, which was paid only in the case of suicide. The Court of First Instance recognized the right of parents to access their account on the basis of an analogy with the transfer of personal diaries and letters of inheritance (Sub-Clause 2, § 2047 and § 2373 of the German Civil Code). The appeal decision denied the parents the right to grant access to the account on the grounds that the personal information of both the account holder and those with whom she had communicated on the social network could not be disclosed. In 2018, the case was heard by the German Supreme Court, which considered that it was possible to transfer the account by inheritance, including with the opening of access to data relating to user communication in the social network (Parents, 2018).

Thus, Facebook, which used to give the relatives of the deceased only the right to delete a page or turn it into a digital memorial, should now give the parents of the deceased girl full access to her social network account. However, despite the fact that the adoption of this decision is fundamental, it should not be forgotten that Germany belongs to the Romano-Germanic legal family, in which the judicial precedent is not recognized as a source of law. Consequently, the decision of the German Supreme Court had an impact on the specific situation, without guaranteeing that other courts would take a similar decision in such cases. At the same time, no legislative changes are currently being drafted.

Despite the urgent need to adopt relevant legislation, only a few countries in the European Union have legislated on this issue. In France, for example, the right to digital death is provided for by the Digital Republic Act of 7 October 2016. According to the provisions of this law, a person has the right to respect his or her will regarding the fate of his or her personal information published on the Internet after his or her death by the persons concerned, i.e. to a certain extent this right is experienced by its owner (LOI, 2016).

Under the influence of the French experience in Catalonia, a law was adopted in 2017 to regulate the management of accounts and other heritage left dead on the Internet. The Digital Inheritance Law provides for the drafting of a so-called "electronic will", which appoints an heir to a person's "virtual property" after his or her death. The "virtual property" includes social networks, e-mail, mobile applications, downloaded files, purchased network services, goods and website domains.

At the same time, a higher legal force of a written will is established, i.e. in case of a contradiction between an "electronic will" and a regular will, the latter is applied (LEY, 2017). And in 2019, Spain adopted the Federal Law "On Protection of Personal Data and Guaranteed Digital Rights", which established the right to leave digital property to the heir (Spain, 2018).

Accordingly, we can conclude that the formation of post-mortem rights is only just beginning. Single cases of judicial practice may both give rise to legal regulation of the institute (USA) and not affect the current legislation (Germany). However, it does not seem right to expect the emergence of extensive practical experience in this area in order to conduct comprehensive legal regulation in the future. Today, the development of legislation lags behind the digitalization of society and cannot fully ensure and guarantee the implementation of rights and freedoms in virtual space. The legislator is always in a catching-up position, which, given the length of the legislative process, has a negative impact on the quality of regulation. It seems that this area should be subject to anticipatory legislative regulation, which will be further improved as practical experience in the field of post-mortem rights becomes available.

However, despite the apparent simplicity of this model, it faces significant challenges in the process of its implementation. In particular, it is impossible to fully regulate post-mortem rights of the individual if the state does not have a legally established list of rights guaranteed within the digital space, and their content distinguishes them from similar rights, but accessible to the individual outside the virtual environment. Along with the developed and developing countries, the Russian Federation is also entering the era of building a digital society, the integral part of which is the availability of appropriate legislative regulation. Despite the fact that digitalization is currently one of the most discussed topics, there is no significant practical experience in the field of digital rights in general and post-mortem rights in particular in the Russian Federation.

The position of owners of social networks and other resources on the Internet in relation to post-mortem rights is based on the norms already existing in the legislation of the Russian Federation, which were created without taking into account the future digitalization and the issue of inheritance of virtual things. In 2019, for example, the media covered the situation around musician Vasily Tsirin, who two years ago lost his mother, violinist Lyudmila Karpushkina, and who wanted to receive recordings, photographs and videos from her concerts stored at the appropriate post office. He was denied access to his deceased mother's email after requesting technical support from Rambler. This decision was based on current legislation and, in particular, on article 63 of the Federal Law on Communications. According to the provisions of this article, access to e-mail will be granted only if the court recognizes him as the heir to his mother's e-mail account (About.., 2003). There is no confirmation that the statement of claim was sent to the court at the moment.

Thus, it can be concluded that the companies have formed their own position on the transfer of accounts in social networks and e-mail, changes to which are available only in court. But the question arises, to what extent is it reasonable to load the judicial system with monotonous cases, the solution of which can be established at the level of legislation? Despite the apparent simplicity of solving this problem by means of legal regulation, the content of the relevant legal norms is complicated. In particular, before making the necessary decisions, legislators need to answer a number of questions to identify the nature of the approach they are taking.

The first question that needs to be answered is what exactly can be inherited within the virtual space. Even once on the Internet, each person has left a digital trace, whether it be visiting a page, writing a comment, using services provided by government agencies, organizations, etc. However, it is not possible to speak about the inheritance of the same comment, once left on the Internet by a dead user, because it is impossible to transfer the freedom of thought and speech that does not possess property rights and is realized by inheritance. Accordingly, we should talk about virtual objects that have a certain form (file, complex work, etc.) and have certain properties (transferability,

cost evaluation, etc.).

Due to the absence of separate provisions on inheritance of virtual objects, consideration of this issue is possible only on the basis of general rules on inheritance. According to the provisions of Article 1112 of the Civil Code of the Russian Federation (hereinafter - the Civil Code of the Russian Federation), the inheritance includes the things belonging to the testator on the day of the opening of the inheritance, other property, including property rights and obligations. Rights and obligations inseparably connected with the personality of the testator, as well as personal non-property rights and intangible benefits are not included in the inheritance. Taking into account the abovementioned norm, the question arises whether it is possible to inherit e-mail.

In this case, the Civil Code of the Russian Federation gives a clear answer that the inheritance does not include non-property rights and other intangible benefits. Conducting correspondence is one of the forms of implementation of Article 23 of the Constitution of the Russian Federation (hereinafter - the Constitution of the Russian Federation), in particular, the right to privacy and secrecy of correspondence. The text form of communication has no cost expression, a person enjoys the constitutionally granted freedom of thought and speech (part 1 of article 29 of the Constitution of the Russian Federation), therefore, the positions expressed by him are directly related to his personality. In this case, e-mail acts as a means of communication, such as, for example, mobile communication, but there are no questions about the inheritance of telephone conversations made by a person in life. It is impossible to recognize e-mail and intellectual property. Accordingly, the e-mail itself, by means of which a person conducted personal correspondence, cannot be recognized as an object of inheritance.

However, as noted in the above examples, e-mail may contain not only text messages, but also photo, audio and video files that have attributes of property, and therefore should be included in the inheritance. It seems that in this case we should talk about the right to content (files) and not to form (account). The solution to this problem is to provide the heirs with files stored in the post office without opening access to the account itself. The controversial point of this position is how to solve the issue of transfer of text files attached to letters: the content of these files may vary from draft artwork or scientific work to personal correspondence copied, for example, from another social network. Placing the obligation to check the content of the relevant files on the site owners, firstly, will increase the burden on companies and, secondly, create the possibility of violation of the secrecy of correspondence, the restriction of which may need careful study, but the presented method of solving this problem is partially implemented on the server "Yandex.Money" (electronic wallet and service of electronic transfers and payments) (I leave, 2019).

Money on the electronic purse is the same property as any other, so it is included in the inheritance and should be transferred to the heirs. Receipt of funds is available only from the identified wallet and in the case of providing the necessary documents (original or certified copy of the certificate of inheritance, certified copy of the death certificate, handwritten application with details for the transfer of money and identity document). After checking the documents, the company "Yandex" transfers money to the heir's account, without giving him access to the wallet itself. This approach is due to the fact that the identified e-wallet is directly related to the person's identity (its registration requires the provision of passport data), so access and management of it can create a situation where the deceased transfers. At the same time, the e-wallet contains information on remittances, which can be referred to as a constitutionally established form of "other messages". Accordingly, opening access to this information will be a violation of Article 23 of the Constitution of the Russian Federation.

Along with virtual objects created by the user, there are objects in the digital space purchased by the user (digital books, music albums, etc.). For example, throughout the life of a person, he or she was able to create an entire collection of musical works by various performers on iTunes. But does this mean that it has to be passed on to its heirs?

From a classical legal point of view, it is not possible to inherit these objects because the user agreements of these sites contain a reference to the fact that by clicking the "Accept the terms of the agreement" button, the user receives only a license from the company to use the file. This license is valid for life. That is, the user and the company are bound by a contract of lifelong services. Therefore, this music does not belong to a person after his death, and therefore can not be the object of inheritance.

Over time, the approach to social networks has changed: while they used to be primarily a means of communication, today a significant part of accounts bring profit to their owners. Examples of such accounts can be channels on YouTube video hosting, where views are "monetized", as well as "working" accounts in Instagram, where advertisements are placed and orders for goods and services are placed. Despite the fact that these sites similarly host photos and videos, it is difficult to say that the heirs should only transfer files. In this situation, the financial component is lost. And if in the case of video hosting a compromise solution is possible (files with video recordings are transferred to the heir without removing them from the site, and the money received from viewing is periodically transferred to the heir's account (minus the page security services), the "worker", corporate profile in Instagram requires direct human involvement in the management of the account. Thus, there is a question of necessity to inherit the whole page in certain cases, not only its content.

From the legal point of view, a certain page in a social network can be recognized as a result of intellectual activity, for example, as a composite work or database (Article 1260 of the Civil Code of the Russian Federation). Thus,

for a long time there has been a dispute between the social network "Vkontakte" and LLC "Double" (developer of scoring programs), the subject of which is the issue of ownership of the database of users of the social network "Vkontakte" and the possibility of its use. On July 17, 2018, the Intellectual Property Rights Court overturned the decision of the 9th Arbitration Court of Appeal, which declared illegal the actions of startup Double to collect information from open profiles of VKontakte.

The cassation sent the case No. A40-18827/17 to a new hearing, the date of which is still unknown (Cassation, 2019). However, the very fact of recognizing that the social network is a database of users gives grounds to believe that individual pages are the same systematized independent objects. Accordingly, the courts approach the issue of the status of pages on social networks, but to date, no final conclusion has been made in this discussion.

The second question to be answered by the Russian legislator before developing provisions on inheritance of digital rights and virtual objects concerns the procedure of such inheritance.

Of course, user agreements contain indications that, for example, a person is prohibited from registering as a User on behalf or instead of another person ("fake account") (para. 6.3.1. Rules for using the VKontakte website (Rules, 2019). However, in practice, it is impossible to track and verify the authenticity of the name used, as the network owners do not have the right to request identity documents. Accordingly, before establishing the regulation of the digital heritage, it is necessary to specify the rules and procedures for confirming the identity of the owner of the page, as it seems that even the use of a maiden name or stage alias may become an obstacle to the confirmation of rights to a page on a social network.

One possible solution to this problem may be to confirm the page, identification, as it is done with the e-wallet on the server "Yandex.Money". To users three kinds of electronic purses are accessible: anonymous, nominal and identified, thus money to successors are transferred only at use of dead of last kind of an electronic purse. Thus, the fact of acknowledgement of page in a social network can be an indirect component of desire of the person further to transfer the given page to successors.

Direct consequence of the question put above is necessity of definition of the form of the order by means of which there will be a transfer of virtual objects. Given the existence of functionality offered by individual sites, such as the possibility of appointing a curator of the page in the social network Facebook, the solution to this problem is allowed in several ways: recognition of such actions as a smart contract or a habitual will (in paper or electronic form).

The Federal Law No. 34-FZ "On Amendments to Part One, Part Two and Article 1124 of Part Three of the Civil Code of the Russian Federation", which was adopted and will come into force on October 1, 2019, established digital rights and established the possibility of entering into smart contracts. At the same time, the same federal law contains a direct ban on making a will using electronic or other technical means. Consequently, the legislator leaves no other variants of the will except for its written form certified by a notary public.

In the current legal environment, the testator may prescribe appropriate provisions for the transmission of his or her own virtual possessions in a written will, but this does not guarantee their actual transmission. Inheritance in the Russian Federation is recognized as things, property, property rights and obligations (Article 1112 of the Civil Code of the Russian Federation), so the absence of property status for virtual objects may become an obstacle in the transfer of virtual things to the heir. Moreover, as discussed above, website owners often refer to the norms on the human right to privacy and secrecy of correspondence, which can be limited only by a court decision. In this case, the question may arise as to whether the consent of the person expressed in the will is sufficient to ensure that the transfer of the account is not considered a breach of applicable confidentiality rules.

Thus, it can be argued that unless the basic provisions on digital rights and virtual things are established, their status and characteristics are not defined, further legislative regulation is impossible. Due to the specificity of virtual things, on the one hand, belonging to a certain person, and on the other hand, existing within the limits of someone else's property, it is possible to consider the prospects of introducing a new type of property, taking into account the peculiarities of virtual things, on the basis of Part 2 of Article 8 of the Constitution of the Russian Federation (other forms of ownership). This will help to avoid changes in the content of private property, which may cause confusion and contradictions with respect to the objects of property that already exist outside the digital space.

CONCLUSIONS

Analysis of legal views on the regulatory framework for postal rights, in particular, the right to digital death in the Russian Federation and foreign countries, regulatory legal acts, as well as court decisions allows drawing a number of conclusions. Firstly, in most countries the sphere of regulation of a person's digital existence after his or her physiological death is outside the area of interest of the legislator, while an increasing number of people are interested in one or another component of post-mortem rights.

Second, within the framework of postmortem rights, one can highlight the right of a person to digital afterlife, which allows his or her digital embodiment to continue living without a living biological prototype, and the right of a person to digital death, which provides an opportunity for a person who has died in reality to become one for virtual space as well.

Third, the right to digital death in one form or another is legally enshrined in such states as the United States, France, and Spain. In these countries, virtual objects are recognized as property and are subject to inheritance.

Fourth, the legislation of the Russian Federation does not contain any special norms regulating post-mortem rights; therefore, in the event of disputes, general norms adopted without taking into account digitalization and the need to transfer virtual objects by inheritance should be applied. The analysis of the relevant rules of law allows us to assert that, until the basic provisions regarding digital rights and virtual things are fixed and their status and peculiarities are determined, further legislative regulation, including of the sphere of post-mortem rights, is impossible.

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A study on residential houses using shape grammar (case study: Houses of Pahlavi era in Tehran Province)

Un estudio sobre casas residenciales con gramática de formas (estudio de caso: Casas de la era Pahlavi en la provincia de Teherán)

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ABSTRACT

This article aims to explain a new model and achieve a basic pattern for the shape of houses using shape grammar. This study is a qualitative research based on description, explanation and interpretation. Phenomenological research is one of the most widely used traditions of qualitative research. The phenomenological method of this study is based on van Manen's methodology. The data analysis is conducted using shape grammar. In shape grammar process, the data are the houses selected by the researcher (five houses of Pahlavi era in Tehran). Finally, the main themes of research, e.g. connection to environment, calm, happiness and separation from everyday life, are extracted from spaces such as the Iwan (porch), basement, Howzkhaneh (spring house), green space, Hashti (vestibule) and Shahneshin (alcove room). Eventually, new patterns are created using shape grammar process in the decision tree. After understanding the concept, the basic shape pattern is created using shape grammar. Thus, the role of user in architectural quality of space and its types and evaluation of language pattern are identified by gathering the literature and researches, deepening the views of experts and architects and classifying them as introversion, privacy and types and typology.

Keywords: shape grammar, architecture, pattern, house, Pahlavi

RESUMEN

Este artículo tiene como objetivo explicar un nuevo modelo y lograr un patrón básico para la forma de las casas utilizando la gramática de formas. Este estudio es una investigación cualitativa basada en la descripción, explicación e interpretación. La investigación fenomenológica es una de las tradiciones de investigación cualitativa más utilizadas. El método fenomenológico de este estudio se basa en la metodología de van Manen. El análisis de datos se realiza utilizando la gramática de formas. En el proceso de gramática de formas, los datos son las casas seleccionadas por el investigador (cinco casas de la era Pahlavi en Teherán). Finalmente, los principales temas de investigación, p. La conexión con el medio ambiente, la calma, la felicidad y la separación de la vida cotidiana, se extraen de espacios como el Iwan (porche), sótano, Howzkhaneh (casa de primavera), espacio verde, Hashti (vestíbulo) y Shahneshin (sala de alcoba). Finalmente, se crean nuevos patrones utilizando el proceso de gramática de formas en el árbol de decisión. Después de comprender el concepto, el patrón de forma básico se crea utilizando la gramática de formas. Por lo tanto, el papel del usuario en la calidad arquitectónica del espacio y sus tipos y la evaluación del patrón del lenguaje se identifican mediante la recopilación de literatura e investigaciones, profundizando las opiniones de expertos y arquitectos y clasificándolos como introversión, privacidad y tipos y tipología.

Palabras clave: gramática de forma, arquitectura, patrón, casa, Pahlavi

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Recibido: 02/04/2019 Aceptado: 02/09/2019

INTRODUCTION

The pace of changes in architecture and the gap between its values have been so great in recent centuries, so that the dominant aspect of today's architecture is double change and evolution and most residents of modern buildings are not satisfied with their living spaces and, unfortunately, lose their natural and emotional reactions to their dwellings.

Despite the development of urban facilities, today's buildings are not as beautiful and humane as previous buildings and architecture has turned to a showcase for individual taste of architects or employers in some cases, especially in Iran. We live in a controversial era when opposing forces are dominant extremely and their chaos governs our destiny; despite our main duty as settlement, i.e. calm, the people's dissatisfaction with our built houses leads to tragedies such as Mehr Housing Project, Navab Avenue, towers with weird styles in the north of Tehran, etc.

On the other hand, it is necessary to recognize the nature of human needs, define the meanings of need from researchers' points of view, introduce models suggested for human needs and continue the opinions of other researchers such as Graves and Porter for responding to dwelling needs of today's human according to basic epistemological requirements.

In this paper, shape grammar analytic tool is chosen as a solution for this problem, used in production. Since it is aimed to explain a new model, it is necessary to describe the concept of model and its related concepts; the results show that the model is a subjective notion which creates order and connection between the components and elements of architectural space to meet human needs (Nowruz Borazjani, Hasani, 2018: 15).

Researcher questions

1. What is the basic shape in the composition of spaces in houses of first Pahlavi era?
2. What are today human needs in metropolises, especially in Tehran?
3. How can patterns of Pahlavi houses be extracted using shape grammar?

These questions represent the way to go through and this research procedure is nothing but finding the unknowns. In this article, architecture is considered as a context of material and non-material assets, which leads us to its purest facts.

Research objectives

Main objective: Explain a new model using shape grammar for the houses of first Pahlavi era

Secondary objectives: 1) Achieve the basic pattern for the houses of first Pahlavi era using shape grammar; 2) Find the meaning of shape and form in architecture of today's houses by explaining the existing regular definitions based on theoretical background

Necessity of research

Research shows that no comprehensive studies have been done yet about houses in the first Pahlavi era despite their special role, diversity and characteristics; while it is so necessary to investigate old houses due to valuable historical cases being destroyed by lifestyle changes, number of owners, migration and, generally, loss of attractiveness.

The recognition of these houses involves comprehensive knowledge of them. The first step is to reintroduce historical physical values. A variety of methods have been proposed to explain the shape of architectural spaces, among which shape grammar is selected in this paper; shape grammar has been used to teach the composition to architecture students at MIT, Harvard, UCLA and Yale since the early 90's (Knight, 1981: 174).

Research method

Undoubtedly, it is mostly impossible to answer research questions in terms of numbers but rather description and perception of phenomena. Proper understanding of research problem involves adequate studies and the qualitative method is used in this study; so this study is a qualitative research. This method is based on description, explanation and interpretation. The description is based on facts. The description justifies the nature of data processing, relationships and collection and promotion. The explanation searches for the cause and the interpretation enables the researcher to collect necessary information on the nature of specific events (Heidari, 2016: 188).

Phenomenological research is one of the most widely used qualitative research traditions. In this method, the perception of quality of selected houses is based on emotional dimensions of the place. This experience is referred to as the study of individual experience in phenomenology. In this study, the phenomenological approach is based on Van Manen's methodology as a qualitative analytic-interpretive method. The Van

Manen's methodology is focused on how people experience a phenomenon (Nowruz Borazjani and Hasani, 2018: 116).

This study is based on qualitative method and logical reasoning and shape grammar is used as data analysis method. The contents of this study are analyzed and described based on documents and library research. Qualitative research deals with the interpretation of conditions and especially emphasizes the role of researcher as a crucial element in the research result (Grout Wuang, 2010: 88). Data analysis is also done using shape grammar. In the process of shape grammar, the data are houses selected by the researcher, including Minaee House, Dafteri House, Mehrban House, Shaeran House and Saleh House in Tehran. The shapes are drawn based on the layout of spaces in these houses. Finally, the main themes extracted through the research, e.g. connection to environment, calm, happiness and separation from everyday life, are represented in spaces such as the Iwan (porch), basement, Howzkhaneh (spring house), green space, Hashti (vestibule) and Shahneshin (alcove room) and the shape grammar process leads to new patterns in the decision tree.

LITERATURE REVIEW

Van Manen's phenomenology

Max van Manen adopted an interpretive phenomenological approach. As a research method, phenomenology focuses on how people experience a phenomenon and what the essence of this experience is (van Manen, 1997: 13).

House

In the Dehkhoda Persian Dictionary, the house means where human resides. Certainly, the house has a special place among all ethnicities, nations and cultures over the world. Since this place implies a kind of group coexistence between human beings related to each other, it can be considered as one of the oldest human settlements after the early shelters (Dehkhoda, 1955).

The house is a concept which all humans have understood at all times and everywhere and tended to consciously or unconsciously and shown their perception by selecting or constructing it (Nowruz Borazjani and Hasani, 2018: 29).

Rapoport, the well-known thinker of architecture and urbanism, argues: "The house is an institution with multi-dimensional functions rather than a physical structure; so that the construction of a house itself is cultural notion and its form and organization are influenced by the culture that the house produces. Rapport also believes:

If traditional societies determined the house and its spatial form and organization before climate, materials and technology, human understanding of the world, life and culture, e.g. religious beliefs, tribe and family structure and social organization, would determine the life style and social communication of people.

Societies have certainly had the opportunity to choose from a variety of patterns in their constructions. What was ultimately chosen not only occurred due to physical and biological constraints, but also the effective role of culture (Barati, 2003: 25).

Shape grammar

Architectural design has been based on the innate genius of designer over the years, but today's architecture is far from the rule of generation of a product; today what defines the design conditions is the process. In other words, product-oriented architecture is replaced with process-oriented architecture. Product-oriented architecture is the architecture where intervention is highly restricted and is often created through immediate intuition. In contract, the process provides designers with a controllable and dynamic system which can govern and assess the design procedure and provides sufficient evidence of all steps of design development for critiques and modifications by designers and others (Yormaka and kohelman, 2013: 5).

Firstly, a history of shape grammar derived from the formal attitudes of Doran, Steadman and Rob Krier is explained. In this part, it is necessary to explain the design language. Since each architectural form can be interpreted as a formal grammar system through a set of rules, an architectural grammar is defined by the alphabet of symbols.

A grammar has four parts:

1. Formal vocabulary
2. Formal relationships
3. Formal rules
4. Resulted shapes

The grammar generates shapes which are created through the existing shapes of the collection in accordance with their spatial relationships. In other words, shapes produce a desirable feature by rules. Obviously, an investigation into the spatial relationships of elements and adaptation of their coordinate axes require defining an algebraic spatial system which can provide an accurate geometric basis for shape studies based on spatial relationships (Stiny, 1980: 343-351).

Herein it is essential to understand the experience of being in a place; Ralf emphasizes that places are concepts directly experienced by the world. Places are full of meanings, real things and current activities. Hence interviews are conducted to achieve the feeling of people on being in traditional houses.

The content of interviews is prepared for expressing people's feelings about the presence and living in the houses. The results of interviews indicated five main concepts: separation from life, peace of mind and body, happiness, connection to environment and freedom of thought. According to the results, the Hashti (vestibule) and basement are introduced as two important spaces in creating the sense of separation from everyday life; Iwan (porch) and green space and water elements are also introduced in creating the sense of connection to environment and providing peace of mind and body, respectively. The greatest motivation of happiness occurs in the Shahneshin (alcove room) and 76% of Interviewees tend to create attached spaces in their houses. Accordingly, the qualitative characteristics of Iranian house are manifested in the spaces of these houses (Nowruz Borazjani and Hasani, 2018: 184-185).

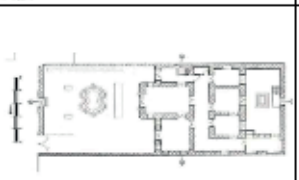
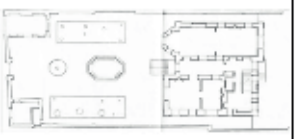
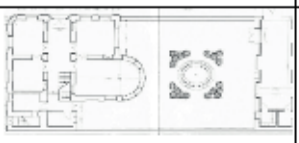
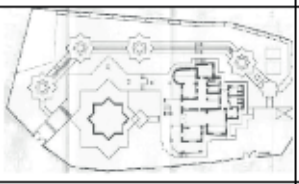
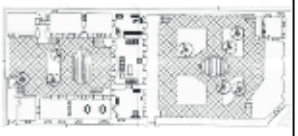
No	House name	Plan	Elevation	Description
1	Minace House (Karimi alley, after Monirieh Sq.)			This building has three stories. Its particular features include: summer and winter courtyards, Shahneshin (alcove room), plasterwork and good segregation of public and private spaces.
2	Saleh House (No.27, Amiri alley, Hafiz St.)			The main scheme of building is a rectangular plan 11.5×13.5 m. Its main entrance is located in the south part at the center of building. Its most important feature is brick work.
3	Dafiari House (Tallah alley, Palestine St.)			This house has spaces such as corridor, great room, living room, central pool, south courtyard, garden and a yard for the crew.
4	Shaeran House (Nemati alley, Dolat St.)			Its main entrance is located in the south part where a beautiful turquoise 16-sided pool inspired by the form of Persian Shamseh (sun) is observed.
5	Mehrban House (Javidi St., Amirkabir St.)			This house is located in Oudlajan neighborhood, Tehran, where the privileged lived in Qajar era. It has particular proportions that could meet the needs in the past.

Table 1. Introduction of case studies in Tehran (Authors)

Application of shape grammar in architecture

Parametric method is way to employ shape grammar as follows: In the book written by Nowruz Borazjani, three main elements of investigated houses are initially selected. These three elements include: courtyard (open space), closed space and Iwan (porch), based on which there are two kinds of two-courtyard and complex plans.

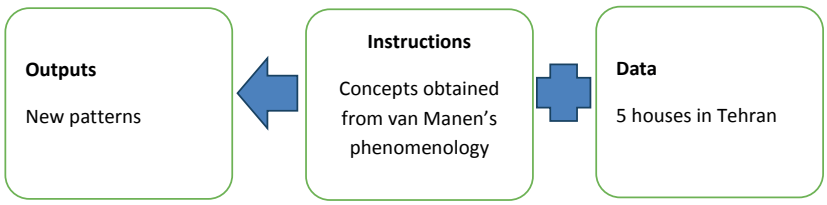


Chart 1. Algorithmic design process in shape grammar (Nowruz Borazjani and Hasani, 2018)

The production process begins with the arrangement of courtyard. As shown in Table 2, the houses include two-courtyard houses with construction on one side, combined two-courtyard houses with construction on one side, U-shaped two-courtyard houses and complex houses. The number and position of Iwans (porches) and basements are also specified. The number and layout of green space and pool are determined in the courtyard. In the process of shape grammar, a space is added to the primary space; for example, in a two-courtyard house with construction on one side, there is firstly the courtyard (C) and the closed space (R) is added. Then, the basement (B), Hashti (vestibule) (H), Iwan (porch) (E), green space (L), water (W) and attached space (S) are added according to Table 3.

In shape grammar, the basic shape is a point located in the coordinate system. The life element is defined by a quadrilateral. It should be noted that the two-dimensional grammar is used in this study.

In the set of rules (R1C) listed in Table 3, R represents the closed space, C represents the courtyard, B represents the basement, E represents the Iwan (porch), L represents the green space, W represents the water, S represents the attached space, SH represents the Shahneshin (alcove room) and H represents the Hashti (vestibule). R1C22 is the rule for converting the courtyard to the "courtyard-room". The "courtyard-room" is converted to the "courtyard-room-basement" through the rule R1C23. According to the rule R1C24, "courtyard-room-basement" turns to "courtyard-two rooms-Hashti". According to the rule R1CC25, the "courtyard-room-basement" is converted to the courtyard-two rooms. A Shahneshin (alcove room) is added to the room through the rule R1C26; each room is also attached to an Iwan (porch) using the rules R1C27 and R1C28; according to the rule R1C29, the courtyard is connected to the green space and a pool. In the set rules (R2C) in Table 4 for two-courtyard houses, the rule R2C32 transforms the basic shape of "courtyard" into the "courtyard-two rooms" and the rule R2C33 turns that to the "two courtyards-two rooms". A room is connected to the basement using the rule R2C34 and another room is connected to the Hashti (vestibule) using the rule R2C35. Both rooms are connected to Iwans (porches) using the rule R2C36 and possess green space and pool using the rule R2C39. The attached space is added to the shape using the rule R2C60. In the set of rules (RNC) for multi-courtyard houses in Table 4, the RNC62 converts the "courtyard" to the "courtyard-room". The rule RNC63 converts the "courtyard-room" to the "four courtyards-two rooms".

The basement is added to the rooms in the basic shape of "four courtyards-two rooms" using the rule RNC64 and the Hashti (vestibule) is added to the rooms using the rule RNC65. Iwans (porches) are added to the rooms using the rule RNC66 and a Shahneshin (alcove room) is added through the rule RNC67. The green space and pool are added to the courtyards using the rule RNC68 and the attached space is added to the complex using the rule RNC69.

The characteristics expressed about the concept of pattern exist only in a comprehensive sense, so none of these concepts can play the role of pattern in architectural space. Sub-pattern is formed as a symbol or model of the product and does not seem complete for the subsequent products to have a superficial or formal similarity to the original model or, in fact, be an imitation of it; but the pattern is like the efficient software where changes in its conditions and platform lead to diverse results in its products. Pattern generation in explanatory and architectural form and space is recognizable and applicable in-built physical environment, while objective representation of concepts such as paradigm, schema and archetype can be addressed on a greater scale in metaphysical scopes, e.g. human ideas, traditions, rituals and behavior. When the concept of pattern is understood, the basic shape is created using shape grammar. The houses are classified as one-courtyard, two-courtyard and complex based on open and closed spaces using the four main themes, i.e. separation from everyday life, peace of mind and body, happiness and connection to environment. Finally, the interpretation of traditional houses by shape grammar leads to new schemes. This research aims at abstract perception of new designs through the essence and meaning of traditional architecture of original Iranian houses.

Relevant concepts	Similarity to pattern	Dissimilarity to pattern
Schema	It forms over time. Alike pattern, it is made of order.	Its order exists among subjective elements not objective elements. Its position and representation occur through behavior and psychology.
Archetype	It originates from basic and institutional human concepts. It is a general and subjective notion.	It is addressed on a higher scale in scope of concepts and leads to formation of patterns. It does not have any objective representative in built environment.
Typology	It recognizes patters by evaluation of common notions. Application of common patterns for production of cases is a criterion for classification and typology.	It is not applied in communication and order. It deals with criteria and is a tool for classification of cases.
Model	Alike pattern, it is used to interpret order of phenomena. It is subjective and general.	It does not generate form.

Table 5. Comparison of pattern and its relevant concepts (Shape grammar, Nowruz Borazjani and Hasani, 2018: 228)

CONCLUSION

The house has been something more than just a shelter since old times and its spiritual aspects is quite obvious in the whole process of construction, settlement and exploitation; today, however, inattention to qualitative and psychological needs of users, mere attention to economy and emphasis on characteristics of shelter in housing has diminished the role of home in human identity. Disrespect for and chaos in architecture has led to the loss of superior qualities (Haeri Mazandarani, 2009: 85).

Since the main concern of this paper is dissatisfaction of residents with their modern living spaces and loss of their natural and emotional reactions to their dwellings, it is attempted to initially understand the concept of house apart from formal and physical perspectives. In fact, the perception of truth of Iranian house and literature review lead us to the recognition of high quality architectural living spaces. Therefore, the role of user in architectural quality of space and its types and evaluation of language pattern are identified by gathering the literature and researches, deepening the views of experts and architects and classifying them as introversion, privacy and types and typology. In the contemporary century, some buildings are closer to the truth of architecture, while others are less architectural; hence today any building is considered as architecture.

The shape is also the physical crystallization of architecture in the sensory world and a window through which we can reach the previous level. These are themes which cannot properly take form and meaning and reveal a brilliant architecture without each other. This study briefly describes the way to reach these facts, shows what they are and how they are related to each other and, ultimately, tries to recognize architectural features of shape and form in order to represent the past architectural form. The results of these efforts must possibly provide intuitive experiences of quality in a comprehensive and generalizable method. Accordingly, it is possible to hope to restore the lost architectural qualities.

Ultimately, formal architecture possesses some features; it means that in addition to seeing the object through matter and geometry, there is a higher level of form which depends on meaning. Manifestation of meaning refers to revealing the nature, identity, function, target and type of a constructed object that its forms have correct proportions; this means that its substances determine the meaning; its valuable position is good for human life; the object reveals its context and makes it more coherent. Goodness necessitates settlement; i.e. putting the object on place to make the most suitable relation to its context and do something or, in other words, to complete its context and to help organize it. This includes the space emerged between the objects; the beneficial object helps to clarify the space of action. On the other hand, it is evident that goodness indicates the settlement in the right place. There is a hierarchy for goodness; it can range from not harmfulness to usefulness; the more the usefulness of a construction, the more comprehensive its goodness and vitality. The summit of goodness, i.e. comprehensive and intensive useful influence, is felicity which means that the object remains until the radii of life of surrounding phenomena is linked to its existence; this means that the object keeps its meaning obvious over time. The durability, authenticity, memorization and perpetuation of object are a hierarchy of continuity of architectural work. The durability of object mostly depends on the physical durability of architectural work; the architectural object should accommodate the human body over a period of time. Therefore, a built environment which withstands physical forces has a relative continuity, although this necessarily does not refer to the balance in a higher level. “There are many durable buildings abandoned or destroyed by human”. Decision is made by the decision tree (Nowruz Borazjani and Hasani, 2018: 227-232).

Investigating the Minaee House, Saleh House, Daftari House, Shaeran House and Mehrban House, it is finally concluded that the human spirit is better in these houses than modern dwellings due to the spaces such as: pool, Hashti (vestibule), Shahneshin (alcove room), Iwan (porch), courtyard, green space and basement. In fact, despite all livelihood difficulties, humans lived in the houses in the past as a place for security, calm and comfort. One of our important tasks is to preserve and maintain this precious heritage and to employ them in the design of new houses.

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Constitutional and legal expression of the principle of ideological diversity in legislation related to public associations and political parties

Expresión constitucional y legal del principio de diversidad ideológica en la legislación relacionada con asociaciones públicas y partidos políticos

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ABSTRACT

The aim of this study is to carry out a comprehensive study of theoretical research and the practice of implementing the constitutional and legal principle of ideological diversity in the activities of public associations and political parties, and to develop recommendations and proposals for improving legal regulation in this area. According to the results of the research, the conclusions were made that the implementation of the constitutional principle of ideological diversity is one of the conditions for the development of any democratic state based on the rule of law. In the Russian Federation, conditions have been created at the legislative level for the development of the constitutional principle of ideological diversity. The legislation related to the public associations and political parties plays an important role in the implementation of this constitutional principle, but the mechanisms for its implementation still need to be improved.

Keywords: Ideological diversity, constitutional principle, political pluralism.

RESUMEN

El objetivo de este estudio es llevar a cabo un estudio exhaustivo de la investigación teórica y la práctica de implementar el principio constitucional y legal de la diversidad ideológica en las actividades de asociaciones públicas y partidos políticos, y desarrollar recomendaciones y propuestas para mejorar la regulación legal en esta zona. Según los resultados de la investigación, se llegó a la conclusión de que la implementación del principio constitucional de la diversidad ideológica es una de las condiciones para el desarrollo de cualquier estado democrático basado en el estado de derecho. En la Federación de Rusia, se han creado condiciones a nivel legislativo para el desarrollo del principio constitucional de la diversidad ideológica. La legislación relacionada con las asociaciones públicas y los partidos políticos juega un papel importante en la implementación de este principio constitucional, pero los mecanismos para su implementación aún deben mejorarse.

Palabras clave: diversidad ideológica, principio constitucional, pluralismo político.

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Recibido: 17/06/2019 Aceptado: 19/10/2019

INTRODUCTION

In accordance with the Constitution of the Russian Federation of December 12, 1993 on the territory of the Russian state ideological diversity is provided. Moreover, it is declared as one of the significant foundations of the constitutional order. As follows from Article 13 of the Constitution of the Russian Federation, the possibility of existence of the state or mandatory ideology is excluded in the Russian Federation. The key question in determining the meaning of ideological diversity in a democratic state is, first of all, to clarify the essence and phenomenon of ideology. In this regard, the constitutional principle of ideological diversity, its content and essence, as well as its expression in the legislation on public associations and political parties is of scientific interest.

Research ideas in the framework of this work are complicated by the fact that in the domestic jurisprudence there is no unambiguous definition of the constitutional principle of ideological diversity. Thus, in modern legal science, ideological diversity is most often understood as "the state of public life based on the recognition of the individual's ideological freedom and integrity and representing an equal competition of ideological concepts in society" (Kononov, 2009). However, there are a number of other approaches to understanding this principle, since the principle itself is multidimensional. In the review, V.V. In the review of B.S. Krylov's monograph on the problem of the influence of ideology on society and the state, there is a lack of recent works devoted to the essence, forms of manifestation and significance of the ideology of the state and society (people) (Nevinskiy, 2013). In general, there is a lack of scientific developments on the problems of constitutional and legal regulation of ideological diversity in Russia.

Besides, the urgency of the given research is explained also by the fact that the constitutional legislation in the given sphere is very dynamically and diverse, and the accepted legal positions of the Constitutional Court of the Russian Federation help to understand the essence of a constitutional principle of ideological variety and to define the further vector of its development in the Russian state. In this connection, the research carried out is relevant and timely.

Aims and objectives

The purpose of research is complex studying of a constitutional principle of ideological variety in Russia, its expression in the current legislation on public associations and political parties, working out of recommendations and offers on perfection of legal regulation of the given sphere. To achieve the goal, the following tasks have been defined: to consider the constitutional-legal nature and content of the principle of ideological diversity through the prism of the legislation on public associations and political parties, to determine the expression of the constitutional principle of ideological diversity, to study the implementation of the constitutional principle of ideological diversity and its role in the development of the party system in Russia, to develop proposals to improve the constitutional-legal regulation of the principle of ideological diversity.

Methods and materials

Achievement of the goal and objectives of the study was carried out with the help of general scientific and private methods of cognition. Such methods of scientific cognition as analysis (used in the study of normative legal acts and legal positions of the Constitutional Court of the Russian Federation on the topic of research), synthesis (found application in the consideration of theoretical sources and their generalization), comparative legal method (used in the study and comparison of legal norms), logical (used in the study of the peculiarities of the object of research), system-structural (used as a means of cognition of the constitutional principle of ideological diversity in Russia) were used in the work.

DEVELOPMENT

Results and discussion

The principle of ideological diversity is considered by many Russian researchers in their scientific works. Thus, for example, K.A. Kononov notes that in the Russian science of constitutional law the problem of understanding the phenomenon of "ideological diversity" remains debatable. A stumbling block in this discussion is the question of the correlation between ideological diversity and other "types" of pluralism, primarily political pluralism. According to these authors, the circle and system of social relations that make up the content of ideological diversity are presented differently. To date, it can be argued that two approaches have emerged. The essence of the first approach is to consider the content of ideological pluralism as a part of political diversity, while some authors identify them. It can be conventionally defined as a "narrow" approach. In another approach, ideological diversity is considered as a broader education that encompasses social relations not only in the political sphere. It is proposed to call it a "broad" approach.

Ideological diversity is also a subject of research by foreign authors M. Duvergé, J. Izensee, P. Kirchhoff. Various approaches are expressed by them with regard to pluralism (Craig, 1998), the role of constitutions operating within political and ideological diversity (Raz, 1998; Tushnet, 2012; Jacobsohn, 2012; The Role.., 1990; Geertz), the role of modern political parties and political institutions (Newmann, 1989; Weingast, 1995; Mair, 1997; Katz, Mair, 1995).

The analysis of the approaches stated in science allows us to conclude that the relations of ideological diversity from the constitutional-legal point of view take place in the political, economic, religious and socio-cultural spheres of public life, manifesting themselves as complex relations. Ideological diversity, being present in all these spheres, forms some common for all these "types" of pluralism rule, according to which the legal regulation in each specific sphere is carried out. It is ideological pluralism that constitutes the initial general model for the constitution of separate spheres of social relations on a pluralistic basis. The manifestations of ideological diversity in the political, economic, religious and socio-cultural spheres are proposed to be referred to as special cases of ideological diversity (Lobanova, 2012). Relationships of ideological diversity are an exclusive subject of constitutional and legal regulation, because they are directly or indirectly

connected with relations in the sphere of public power.

Particular attention should be paid to the position of O.V. Martyshin, who calls part 2 of Article 13 of the Constitution of the Russian Federation "architectural excess", because "ideological pluralism" is also a kind of ideology (Martyshin, 2009).

In the opinion of E.S. Yusubov, researchers in general have come to understand that the Constitution of the Russian Federation has its own ideology (Yusubov, 2013). S.A. Avakyan emphasizes that almost every word of the Constitution, all the institutions enshrined in it express the vision of the desired social and political system of the country (Avakian, 2010). According to the Chairman of the Constitutional Court of the Russian Federation V.D. Zorkin, it is the multiplicity of constituent elements of society that forms the basis of ideological and political pluralism (Commentary, 2009).

The monist vision of society and the realization of this vision in the form of the establishment of a particular ideology as a state or obligatory ideology or in its political system initially bear the seeds of denial and future destruction, because they require the presence of an external regulator to the society itself, capable of working without mistakes and failures. Pluralism, which is a part of the internal mechanism of self-regulation and self-development of society, is more consistent with the diverse reality, which, in turn, is a condition for the evolutionary development of society and determines the limits of state governance of society.

From the point of view of S.A. Avagyan, the principle of ideological diversity enshrined in the Constitution of the Russian Federation means not only the recognition of different ideologies, but only those that do not contradict the constitutional norms. That is, the ideological content laid down in the Constitution of the Russian Federation is the most general one, reflecting "a certain sum of values developed by mankind, rationally reflecting both the interests of the individual and its needs, including the socio-political ones", and the social groups and political parties existing in the country can profess only that ideology that fits into the constitutional model, does not contradict it. Only if this condition is met can consent be achieved in society (Avagyan, 2009).

The modern domestic constitutionalist B.S. Krylov sees the problem more globally, not only within the framework of constitutional law. He focuses on political ideology on domestic relations, organization of power institutions, interaction of public authorities and citizens. The author is convinced that one should not underestimate the importance of ideology and its impact on society in the modern world, because conflicts arise between the ideology of the main political parties and the activities of the state apparatus, on the one hand, and the political ideology of the main part of the population, which includes voters of representative bodies of the state, on the other hand. The scientific assessment of ideology is important because the knowledge of the ideology of society is necessary to determine the prospects for its development (Krylov, 2011).

Thus, the effective implementation of Art. 13 of the Constitution of the Russian Federation, which enshrines the principle of ideological diversity, in conjunction with other basic principles not only guarantees a number of constitutional rights and freedoms, but also contributes to the achievement of a high level of legal culture of Russian citizens, contributing to the further development of democratic institutions of modern Russia. That is why it is particularly important to define the peculiarities of the expression of the principle of ideological diversity in the sphere of legislation on public associations of modern Russia.

Along with the political parties, the main subject of implementation of the norms fixing the principle of ideological diversity, are public associations. The principle of ideological diversity in the Russian Federation is expressed both in special legislation and in the activities of public associations. According to Art. 5 of the Federal Law of May 19, 1995, No. 82-FZ "On Public Associations", the public association is understood as a voluntary, self-governing, non-commercial formation, created at the initiative of citizens who have united on the basis of the community of interests for the implementation of common goals specified in the statute of public association (About.., 1995). The federal legislator allows legal possibilities to create a public association from several organizational and legal forms. Such forms may include public organization. It is characteristic, first of all, for a political party and a political organization, while the second form is a social movement, which is more typical for social and political movements.

According to the federal legislation, the public organization is understood as a public association based on membership, created on the basis of joint activity for protection of common interests and achievement of statutory goals of citizens who have united. Members of the public organization in accordance with its charter can be individuals and legal entities - public associations, unless otherwise established by law.

But the public movement is a mass public association consisting of participants and not having membership, pursuing social, political and other socially useful goals supported by the participants of the public movement (Filimonov, 2011). The supreme governing body of the public movement is the congress (conference) or general assembly. The permanently functioning governing body of the public movement is an elected collegial body accountable to the congress (conference) or general assembly.

To clarity the question let's address to definition of the Constitutional Court of the Russian Federation from July, 6th, 2010 № 935-O-O-O in which it is underlined that the principle of political variety (part 3 of article 13 of the Constitution of the Russian Federation) is realised in the Russian Federation not only through multi-party system, creation and activity of parties of a various ideological orientation. Public associations that are not political parties

are also legally endowed with a number of rights to participate in the political life of society, including in elections to public authorities. Besides, according to the current legislation, the applicant having the status of the all-Russian public movement, has the right to transform himself into a political party at performance of the requirements shown by the federal legislator to political parties (items 1, 4 and 5 of article 11 of the Federal law "About political parties") (Determination, 2010). Proceeding from this position of the constitutional justice body, it follows that the right of citizens to associate includes the right to form on a voluntary basis public associations to protect common interests and achieve common goals.

In addition, the legislator has also provided for the right to join or refrain from joining existing public associations, as well as the right to freely withdraw from public associations. As follows from the ruling of the Constitutional Court of the Russian Federation of February 17, 2015, No. 2-P, the right of everyone to associate, as it is defined by the Constitution of the Russian Federation, is ensured by the recognition by the state of wide autonomy of public associations serving as a form of self-organization within the framework of civil society, and the creation of real opportunities for citizens to achieve by their own and joint efforts through legal means of implementation of socio-economic, political, cultural, scientific, environmental and other programs initiated by them. Public associations, whose freedom of activity and equality before the law are guaranteed by the Constitution of the Russian Federation, independently choose the forms and methods of implementation of the set tasks, and public authorities, designed to assist in the self-organization of citizens, have no right to arbitrarily restrict the activities of public associations and interfere in their affairs, including with regard to the assessment of the feasibility of the directions and content of such activities (Resolution, 2015).

At the same time, as indicated by the Constitutional Court of the Russian Federation in its rulings No. 247-O-O-O dated February 5, 2009 and No. 155-O-O dated January 26, 2010, the obligation to comply with the Constitution of the Russian Federation and the laws established by Part I of the RF Law on Public Associations and the Law on Public Associations (Resolution, 2015). Article 15, paragraph 2, of the Constitution of the Russian Federation fully applies to citizens' associations. Therefore, their formation and functioning should be legal in nature and meet the requirements arising from the Constitution of the Russian Federation - as from its special prescriptions that determine the objective limits of the normative content of the right to association, including a ban on the creation and activities of public associations, the purposes or actions of which are aimed at forcible change of the foundations of the constitutional order and violation of the integrity of the Russian Federation, undermining the security of the state, the creation of armed formations, fomenting social.

The analysis of federal legislation shows that the principle of ideological diversity in the current legislation on public associations has been fully reflected in the diversity of civil society structures. This makes it possible to assert that the interests and needs of members of Russian civil society are reflected. The system of public associations that has developed in the Russian Federation is a diverse set of goals, tasks, composition, forms and structure, the presence of which makes it possible to fully implement the constitutional right to association.

At the same time, the observed increase in the volume of legislative regulation of relations in the sphere of public associations does not contribute to the "transparency" of relations between public authorities and citizens' associations in all respects, and also strengthens the requirements to various aspects of their activities. The existing procedure of registration of public associations is complex and multi-stage. At the same time, it is regulated by several normative acts. It is necessary to adjust the legal mechanism of control and procedure of assigning responsibility measures to public associations (About, 2014).

Reflection of the principle of ideological diversity is also realized in the regional legislation on public associations. In this regard, it is valid in the version of 2014. The Law of Altai Krai "On State Support of Youth and Children's Public Associations in Altai Krai". This Law defines guarantees, general principles, content and measures of state support of youth and children's public associations in Altai Krai. The state support of youth and children's associations means a set of measures taken by the state authorities of Altai Krai independently or jointly with the state authorities of the Russian Federation or local authorities in accordance with the legislation of the Russian Federation in the field of state youth policy in order to create and provide legal, economic and organizational conditions, guarantees and incentives for the activities of such associations aimed at the social mills.

Political parties are intended to perform a worldview and ideological function, their role is great in the process of mediation between civil society and the state, as they scientifically generalize, systematize, justify, formalize the interests of the population in the form of statements, political programs, doctrines and bring them to power. Ultimately, the representatives of the parties that won the elections, having come into power, make efforts to implement party programs in the course of legislative activity, initiating draft laws (Yerigina, 2013). The very question of investigating the principle of ideological diversity in relation to the principle of multiparty politics in domestic legal science is not new. However, this relationship is often reduced to the identification of these principles. It seems to be the most adequate position of A.S. Frolov, who, referring to the position of the Constitutional Court of the Russian Federation, comes to the conclusion that the principle of ideological diversity, along with the principle of multi-partyism, serves as a guarantee of freedom of creation and activity of political parties, the presence of which is necessary for the proper functioning of representative democracy in the Russian Federation (Frolov, 2011).

According to V.A. Lebedev, the discussion of the problems of ideological diversity and multi-partyism through the prism of the criteria of a modern democratic state presupposes the answer to the question about the democracy of the Russian party system. From the very fact of fixation in part 3 of article 13 of the Constitution of the Russian

Federation of ideological variety and multiparty system the aspiration to creation of such political parties which would represent various social groups and would allow to speak about democracy of a political system as a whole is clear. One can agree with the modern researcher that multiparty politics is necessary, first of all, for the state. If the party system is ineffective, the emergence and deepening of contradictions between society and the state are inevitable, and this, in turn, can jeopardize the very existence of state institutions (Lebedev, 2010).

V.V. Nevinsky, believing that political parties are the main agents of various modern ideological trends that fill the vectors and content of the state mechanism functioning (Nevinskiy, 2013). It is the state that can reform the legal status of political parties. But in accordance with the norms of the Constitution of the Russian Federation, the state in Russia has no right to regulate the number of parties, but it is obliged to guarantee the possibility of creating parties and their activities. The order of creation of political parties, financing by the state of their activity in election campaigns is established by the law of the Russian Federation. At the same time, state bodies have no right to interfere in the internal life of political parties.

Expressing the political will of their members, parties participate in the formation of bodies of state power and administration and exercise power through their representatives, who are elected to legislative and other representative bodies of power. Under federal law, political parties are obliged to report annually on their income. They are not entitled to financial or other material assistance from foreign citizens, States or organizations.

Political parties have the right to nominate candidates for deputies and other elected positions, including a single list, to carry out election campaigning, and to form factions of their supporters in representative bodies. Equality of public associations before the law is manifested in the equality of requirements to them by the state.

The constituent entities of the Federation regulate the principle of multiparty participation, as a rule, in the basic laws of these entities. Thus, in the Altai Krai, the implementation of ideological diversity through, among other things, multi-party system is regulated by Article 14 of the Charter of the Altai Krai dated June 5, 1995, No. 3-3C.

In accordance with paragraph 3 of Article 14 of the Charter of Altai Krai it is determined that the citizens of the Russian Federation in the territory of Altai Krai are guaranteed freedom of formation of political parties, economic, cultural, religious and other public associations, trade unions, movements, organization and activities of which are carried out on the basis of federal laws. Foreign citizens and stateless persons in Altai Krai can take part in the activities of public associations in accordance with the federal law (Charter, 1999). Also in Altai Krai operates a special law of Altai Krai from 13 July 2010 N69-3C "On guarantees of equality of political parties represented in the Altai Krai Legislative Assembly, when covering their activities by regional television and radio channels" (About, 2013). This makes it possible to implement the principle of ideological diversity, which is most fully expressed in the multiparty system and enshrined in the legislation on political parties.

However, everything is not so simple, since it is not correct to reduce multiparty politics only to the presence of several parties. By the way, as of May 2015, according to official data of the Ministry of Justice of the Russian Federation, seventy-six parties were operating in Russia. It would seem that this circumstance can be considered an indicator of the fruitful implementation of the norms regulating relations in the sphere of political parties' activities. However, it is necessary to agree with V.A. Lebedev that the development and strengthening of the constitutional basis for the organization and activities of various political parties in our country should serve, above all, as an obstacle to the establishment of the domination of power by one party or one person, with the elevation of its own ideology to the rank of a mandatory, non-alternative one. At the same time, when reforming and improving the legal status of parties, the state should bear in mind that multiparty politics is not limited to the presence of several registered political parties.

I.V. Mikhailenko's proposals in this regard are interesting. The modern researcher supposes that in order to guarantee the implementation of the constitutional principles of ideological diversity and multi-party system, as the conditions for the development of the Russian party system, it is objectively necessary, firstly, to continue the positive direction of legislative changes in electoral legal relations, which contribute to the constitutional principle of ideological and political diversity (Mikhailenko, 2011). As it seems to us, it is necessary to add that one of the most significant flaws of the Russian party system is the presence of a dominant party, including representatives of the legislative and executive branches of power. And all this in the absence of opposition. The consequence of this situation is the numerical superiority of any one party in parliament. Thus, the implementation of the principle of ideological diversity in the Russian Federation through multiparty politics is complicated by the lack of legislative regulation of the distribution of deputy mandates. As of today, we can agree with I.V. Mikhailenko's proposal on the need to amend the legislation on the formation of the Russian parliament, which should establish legal obstacles to the formation of parliamentary factions of more than 226 people (Mikhailenko, 2011).

It seems obvious that Federal Law No. 20-FZ of 22 February 2014 "On the Election of Deputies to the State Duma of the Federal Assembly of the Russian Federation" (On the Election, 2014), favours large "strong" parties at the expense of "small" ones, doomed to underrepresentation. According to N.V. Bobrakova's fair conclusions, unfavorable conditions for legislative regulation of the political opposition are formed in our country. Thus, one should not forget about the legacy of the past: the lack of long-term experience of multiparty politics, civilized political struggle (Bobrakova, 2013). From the point of view of practical recommendations, it seems to us that it is necessary to adopt special legislation in the Russian Federation regulating opposition activity. It is noteworthy that

certain countries, such as England and the United States of America, are known for their experience in legalizing the institution of opposition. Russia has repeatedly attempted to introduce opposition activities into the legal field, but the draft law was rejected by the President of the Russian Federation (On legal, 2019).

At the same time, it is impossible to absolutize and idealize the institution of the opposition in the implementation of ideological diversity. This can also lead to unfavorable consequences. Let's agree that the opposition should not be given a legal status and, all the more so, should try to consolidate it legislatively, it is only necessary to expand and regulate the mechanisms of opposition activity as one of the forms of realization of the right to ideological diversity. In this vein, the position of S.V. Vasilieva that the opposition endowed with a special constitutional-legal status limits the principle of political diversity and multi-partyism is interesting (Vasilieva, 2009). Moreover, a positive role of constitutional-legal regulation of opposition activity will be achieved, if we do not perceive the formula "opposition against the authorities". According to K.A. Kononov, "the opposition cannot be treated as a subject opposing the ruling one, rather as a subject participating in the exercise of power, offering alternative solutions and controlling" (Kononov, 2011). In addition, it should be taken into account that being an opposition is always relative.

CONCLUSIONS

First, a significant role in the implementation of the constitutional principle of ideological diversity in Russia is played by the legislation on political parties and public associations, which nowadays expresses this principle in a succinct manner, which, in turn, allows us to assert that it is possible to implement the norms of law in the field of ideological diversity through public associations and political parties.

Secondly, despite the existence of federal and regional legislation in the area of public relations under study, it needs to be further improved. It is necessary to consistently transform the legal and regulatory framework governing the creation and activities of political parties in the direction of changes in electoral legal relations, legislative regulation of the method of distribution of deputy mandates, as well as regulation of the legal mechanism of opposition activity, in order to expand the limits of comprehensive state-legal implementation of ideological diversity in the Russian Federation

Third, making a general conclusion, we should note that the all-round expression of the content of the constitutional principle of ideological diversity is connected with the complex of constitutional rights and freedoms: freedom of conscience and religion, freedom of assembly, the right to express public opinion, etc. At the same time, the implementation of the constitutional principle of ideological diversity is possible in the organizational and legal forms established by law. And such forms are political parties and public associations.

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La guerra es también simbólica. Sobre militares, guerrillas y mujeres en Colombia

War is also symbolic. About the military, guerrillas and women in Colombia

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RESUMEN

Reconociendo el impacto del conflicto social, político y armado en la historia presente y futura de Colombia, este artículo analiza algunas de las retóricas que circularon en medios audiovisuales y escritos entre 2008 y 2015 acerca de las fuerzas armadas, las organizaciones insurgentes y las mujeres que las integran. Sostengo que estas retóricas guardan relación con una guerra que se libra en el plano de lo simbólico –en la que la categoría "terrorismo" ha ocupado un lugar importante– y que sigue teniendo repercusiones profundas en la configuración de la sociedad colombiana. El artículo sintetiza algunos elementos de la investigación "*Ser guerrillera es un honor.* Mediaciones en la conversión y permanencia de mujeres militantes de organizaciones insurgentes en Colombia", realizada entre inicios de 2012 y mediados de 2016 con mujeres guerrilleras en condición de prisión política.

Palabras clave: Colombia, guerrilleras, conflicto armado, FARC-EP, género y guerra.

ABSTRACT

Recognizing the impact of the social, political and armed conflict on the present and future of Colombia, this article analyzes some of the rhetoric which appeared in audiovisual and written media between 2008 and 2015 about the armed forces, insurgent organizations and the women that integrate them. I argue that these rhetorics are related to a war fought on a symbolic level -in which the category "terrorism" has occupied an important place- and that it continues to have profound repercussions on the configuration of Colombian society. The article synthesizes some elements of the investigation "*Being a guerrilla is an honor*. Mediations in the conversion and permanence of militant women of insurgent organizations in Colombia", carried out between early 2012 and mid-2016 with guerrilla women being held as political prisoners.

Keywords: Colombia, guerilla women, armed conflict, FARC-EP, gender and war.

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Recibido: 08/07/2019 Aceptado: 29/11/2019

Introducción

En un contexto de conflicto armado (Uprimny, 2005) que ha dejado más de 220.000 víctimas (CNMH, 2013) y donde la seguridad se presenta como el objetivo principal del Estado, las *retóricas* (Alexander, 2003) que se construyen sobre el bien y el mal, los enemigos, el honor, la patria, la nación, no son solo ideas, se convierten en sentimientos y emociones masivas que crean y son parte de estructuras culturales. Estos sentimientos y emociones a menudo parecieran gobernar el mundo, mediante una subjetividad socialmente construida que crea la voluntad de las colectividades, define la sustancia moral de la ley, proporciona el significado y la motivación para las tecnologías, las economías y las máquinas militares (Alexander, 2003).

Si bien el Estado ocupa un lugar central en la construcción de estas estructuras culturales y él mismo propone un desarrollo del conflicto armado en, por y a través de la cultura, no está en sus manos el monopolio de dichos dispositivos. En su construcción participan también los grupos de poder, los medios masivos de comunicación, la academia, la Iglesia y una parte de la sociedad (concebidos como espacios heterogéneos con tensiones en su interior), desde donde se difunden y comparten percepciones, emociones y sentimientos sobre el conflicto armado a través de, por ejemplo, una exaltación de la idea de nación.

Entendiendo las retóricas de las estructuras culturales como estrechamente ligadas a un proyecto nacional, la cultura aparece como algo más que un sistema de significados, dejando ver sus elementos como financiados, producidos, censurados y retransmitidos a través de una nación, o incluso más allá de las fronteras nacionales (Abu-Lughod, 2005). Entre los intereses, los proyectos de poder y la producción cultural median diversos actores y procesos que si bien no necesariamente persiguen el mismo objetivo, aportan de una u otra forma a la consolidación de ciertos imaginarios predominantes que usualmente contienen elementos polarizados.

En el caso de Colombia, la construcción de la categoría "terrorismo" (Pizarro Leongómez, 2007; Betancur, 2010) –asociada a la idea de enemigo interno, que cobija a quienes se opongan al Estado, bien sea desde las armas o desde su actividad política o social– es expresión de aquél trabajo de significación convincente, que ha sido en gran medida exitoso en cuanto en él participan diversos actores: altos funcionarios del Estado, periodistas, figuras deportivas y de la farándula, personajes con reconocimiento internacional, etc.

Pensando en estos elementos, me propongo analizar algunas de las retóricas que circularon en medios audiovisuales y escritos –específicamente en telenovelas, series televisivas, videos, piezas publicitarias y columnas de opinión– publicados entre 2008 y 2015 acerca de las fuerzas armadas, las organizaciones insurgentes y las mujeres que las integran. Sostengo que estas retóricas guardan relación con una guerra que se libra en el plano de lo simbólico –en la que la categoría "terrorismo" ocupa un lugar importante– y que tiene implicaciones concretas en la realidad del país. Para ello analizo, por un lado, la construcción de la retórica sobre las fuerzas armadas y las mujeres que las integran, y por el otro la retórica sobre las organizaciones insurgentes y sus mujeres, para finalizar con algunos apuntes que, más que concluir la reflexión, pretenden aportar a continuarla.

Entiendo que estas retóricas hablan de la historia social y al mismo tiempo aportan a construirla, dicen algo sobre los valores sociales, sobre sus triunfos y fracasos, adquieren significados concretos según el contexto de quien las escucha, las ve, las lee, las siente, y, cuando circulan de forma masiva, tienen una incidencia importante en las relaciones sociales cotidianas que se desarrollan en un contexto de guerra como el que existe en Colombia. Uno de los aspectos en los que se manifiesta dicha incidencia, en el marco del conflicto político, social y armado, tiene que ver con la construcción del significado del terrorismo, como se verá más adelante.

En relación con lo anterior, en un aparte titulado "The Battle of Narratives", un manual de contrainsurgencia estadounidense plantea:

> Modern wars are fought in more than simply the physical elements of the battlefield. Among the most important of these are the media in which 'the battle to win the narrative' will occur.
>
> […]The battle of the narrative must involve a sophisticated understanding of the enemy and how he will attempt to influence the perceptions not only of his followers, but the global community. His efforts will involve deception, sophisticated attempts to spin events, and outright lies.
>
> […]At the end of the day, it is the perception of what happened that matters more than what may actually have happened. Dominating the narrative of any operation, whether military or otherwise, pays enormous dividends (JOE, 2008: 39).

Este artículo hace parte de una investigación sobre mujeres guerrilleras en Colombia[1], realizada entre inicios de 2012 y mediados de 2016, periodo que coincidió con el inicio y final del proceso de diálogo entre el gobierno colombiano de Juan Manuel Santos y las Fuerzas Armadas Revolucionarias de Colombia-Ejército del Pueblo (en adelante FARC-EP),

1 Los resultados de esta investigación están consignados en la tesis "Ser guerrillera es un honor". Mediaciones en la conversión y permanencia de mujeres militantes de organizaciones insurgentes en Colombia, realizada para optar por el título de magíster en antropología social, a partir de las experiencias de cinco mujeres militantes de las FARC-EP y del Ejército de Liberación Nacional, y se encontraban privadas de la libertad a causa de su militancia, bajo la condición de prisioneras políticas. Con el proceso de paz de La Habana, cuatro de estas mujeres recuperaron su libertad y una de ellas, quien pertenece al ELN, sigue en prisión.

llevado a cabo en La Habana-Cuba. Cabe resaltar que este proceso (y la investigación) se desarrolló en medio de un panorama nacional en que la confrontación armada continuaba, pues el cese al fuego bilateral se acordó solo hacia el final.

Aunque las FARC-EP ya no existan en su sentido inicial[2] y aunque el enfrentamiento entre las fuerzas del Estado y dicha organización insurgente haya terminado después de más de cincuenta años, para construir una paz real es fundamental avanzar en la comprensión de lo que significó esa parte del conflicto en la configuración de la sociedad colombiana, así como de las nuevas formas que ha adquirido el conflicto en general, pues la dejación de armas de las FARC-EP ha estado seguida por la proliferación de grupos paramilitares, disidencias, grupos delincuenciales y extensión de la presencia del Ejército de Liberación Nacional[3] (en adelante ELN), organización con la que aún no se logra un acuerdo que ponga fin a la confrontación. Este artículo pretende ser un aporte a tal comprensión. No está escrito en pasado porque, contrario a lo que se ha sostenido, la guerra en Colombia no ha finalizado[4], y mucho menos el conflicto social y político.

1. "Los héroes en Colombia sí existen". Las fuerzas armadas como "héroes de la patria"

Como parte de la producción de un orden simbólico y de estructuras culturales polarizadas entre el bien y el sagrado-mal (Alexander, 2003), en Colombia se ha hecho un gran esfuerzo desde el Estado y las clases dominantes para construir una imagen de las fuerzas armadas asociada al heroísmo, exaltando valores propios de la guerra como el honor y la lealtad. En términos de la propaganda auspiciada por el mismo Ejército Nacional, las fuerzas militares son presentadas como "héroes de la patria".

Los símbolos más recurrentes son los helicópteros, las montañas, la selva y la densa vegetación. Bajo la concepción implícita de que el conflicto armado se libra en territorios rurales, los medios masivos ponen el énfasis en mostrar soldados fuertes y convencidos, ocultando en alguna medida que la gran mayoría de quienes participan de la confrontación directa son jóvenes cercanos a los 18 años y provenientes de familias que están por debajo de la línea de pobreza[5].

La imagen de honor de las fuerzas armadas se construye en contraposición a la imagen de las organizaciones insurgentes, resaltando el valor que tienen los hombres que integran las primeras al poner en riesgo su vida y estar dispuestos a perderla en nombre de la protección de la población y de la moral nacional.

En varias piezas audiovisuales financiadas por el gobierno colombiano y de difusión pública, disponibles en canales de youtube del Ejército Nacional, aparecen soldados en acción que hablan a la cámara dirigiéndose a la población que habita el campo. Con el rostro sudoroso le preguntan a un campesino cualquiera (que se supone es quien está viendo el video) por la esposa, por su familia, por el crédito que ha hecho, por la tierra. Todos estos videos terminan con la imagen de un soldado afirmando "¿sabe una cosa? Yo a usted no lo conozco pero estoy dispuesto *a dar la vida por usted*", y después aparece el texto "los héroes en Colombia sí existen"[6].

Llama la atención el discurso religioso que se utiliza a menudo[7], borrando de tajo la supuesta distinción que debe existir entre el Estado y la Iglesia, declarada en Colombia por la Constitución Política de 1991 y por diferentes sentencias de la Corte Constitucional. Esto constituye una apelación al imaginario colectivo sobre lo sagrado de las fuerzas armadas y por ende el respaldo que merecen sus actuaciones en un país donde el 87,3% de la población adhiere al catolicismo (DANE, 2015). Así, dichas actuaciones aparecen como un mandato divino y la profesión de los funcionarios como un apostolado. El sentimiento nacionalista y la consecuente persecución por parte del Estado contra quienes se opongan –o sean sospechosos de oponerse– al régimen está basada en una compleja trama donde la clase y la historia de guerra del país, difundida desde lugares hegemónicos de poder, cumplen un papel importante y están atravesadas por la lógica de decretar quiénes le hacen bien a la nación y quiénes no, todo

2 En el sentido histórico de su configuración político-militar las FARC-EP dejaron de existir con el proceso de Desarme, Desmovilización y Reinserción (DDR). Después de tal proceso se han configurado en diferentes territorios del país las denominadas "disidencias", término que se ha utilizado para referirse a aquellos/as combatentes que no se acogieron al proceso de reincorporación por razones diferentes, que abarcan desde lo ideológico hasta lo económico, por lo que es fundamental resaltar que las "disidencias" no son un grupo homogéneo. Al respecto se puede revisar el informe Trayectorias y dinámicas territoriales de las disidencias de las FARC de la Fundación Ideas para la Paz, disponible en: http://ideaspaz.org/media/website/FIP_Disidencias_Final.pdf.

3 El Ejército de Liberación Nacional es una guerrilla colombiana que surgió en 1965, con una fuerte influencia del marxismo cristiano y de la teología de la liberación. Desde marzo de 2016 participan de un proceso de diálogos de paz con el gobierno de Juan Manuel Santos.

4 Con la firma del Acuerdo Final para la Terminación del Conflicto y la Construcción de una Paz Estable y Duradera, el conflicto armado se reconfiguró pero no finalizó. Al escenario de la confrontación, en el que siguen presentes el ELN y antiguas estructuras paramilitares, han llegado a sumarse nuevos grupos vinculados a las disidencias y a dinámicas paramilitares más recientes. En este contexto, la violación sistemática de los derechos humanos se ha agudizado. Se recomienda revisar los informes de seguimiento a la implementación del Acuerdo publicados por el Instituto Kroc (disponibles en https://kroc.nd.edu) y los informes de Somos Defensores (disponibles en https://somosdefensores.org).

5 Según un informe publicado en Las2orillas.com en 2015, 80% de los soldados proviene de familias que están por debajo de la línea de pobreza, 19.5 % son de clase media, y 0.5 % de familias de los estratos superiores. Informe completo en: https://www.las2orillas.co/de-que-estratos-son-los-militares-de-colombia/

6 Ver video en: https://www.youtube.com/watch?v=8tXoFZtEb9s. Publicado 03/05/15. Consultado 31/07/2015.

7 Como ejemplo ver video: https://www.youtube.com/watch?v=gYwrTpGFSg4. Publicado 20/06/14. Consultado el 31/07/2015. Vale resaltar que la simbiosis Estado-Iglesia que hace explícita este video forma parte fundamental de la política del Estado.

ello envuelto en la retórica del bien y del mal, de amigos y enemigos, de honor, conciencia, lealtad, de dios y el país, de la civilización y el caos primigenio (Alexander, 2003).

Hacia dentro y fuera del país, se procura posicionar una imagen impoluta de las fuerzas armadas que no está atravesada por la intención de eliminar al enemigo sino de corregirlo para incorporarlo a la nación. Según esta retórica, las instituciones armadas del Estado son neutrales, su acción trasciende cualquier interés porque lo que prima es el respeto a la vida, sin importar que el otro sea un opositor.

La idea de dios, patria y religión asociada al uso de las armas cumple un papel fundamental en los medios simbólicos de producción de sentido, en cuanto matar aparece como vocación legítima. Patria, honor y lealtad se presentan como una trinidad, en analogía directa al discurso de lo sagrado, elevando en la retórica la actuación de las fuerzas armadas por encima de los intereses de clase, políticos o particulares y presentándola como algo deseable y útil para todos. Estas son las formas que adquieren los justificantes de la acción armada del Estado, en las que "se apela a Dios, a la moral, a las leyes de la naturaleza, a las exigencias de la razón [o del amor], y se desarrollan sobre esta base amplios sistemas de concepciones de la vida, de la naturaleza de los hombres [y mujeres] y de su conducta" (Suchodolski, 1965: 22).

La necesidad de agitar como bandera estos justificantes obedece, entre otras cosas, a un contexto internacional en el que cada vez se hace más difícil admitir abiertamente la violencia física y a la presión que se ejerce para que los Estados respeten los tratados internacionales de derechos humanos. Ante organismos como el Banco Mundial, el Fondo Monetario Internacional y otras instancias financieras dirigidas desde Estados Unidos y la Unión Europea, resulta favorable para acceder a créditos y programas de "ayuda" económica la imagen de un Estado respetuoso de aquellos derechos humanos que parecen convertirse en moneda de cambio.

Las mujeres en las fuerzas armadas

En relación con la retórica de los "héroes de la patria", emerge el discurso sobre las mujeres en las fuerzas armadas colombiana, cuya existencia se muestra como un indicador del avance de la igualdad entre hombres y mujeres, en similar sentido como lo han planteado algunos países del Cono Sur de América Latina (Frederic y Calandrón, 2015). Esto en el marco de diversas contribuciones de organizaciones internacionales, como las Naciones Unidas (Resolución 1325 de 2000), que han buscado presentar como crucial el papel de las mujeres en la construcción de paz, reafirmando la importancia de la cuestión de género en la presentación de las fuerzas armadas como moderna y democrática.

En comparación con las referencias que aparecen en los medios masivos de comunicación sobre las mujeres en las organizaciones guerrilleras, poca es la información que circula sobre las mujeres en las fuerzas armadas colombianas y hay amplias diferencias en el discurso utilizado para aludir a unas y otras, como se verá.

El lenguaje que utilizan los medios masivos de comunicación para referirse a las últimas conserva un tono sobrio, en ningún momento se hace alusión a su aspecto físico y se resaltan las aptitudes que les han permitido alcanzar el lugar que ocupan, el reconocimiento es un logro propio. Ellas se enamoran primordialmente de su trabajo, sus parejas no son un motivo para ingresar a las organizaciones, porque las conocen estando ahí. Nadie habla por ellas porque su voz aparece en primera persona dentro de la información consignada y se presentan como un ejemplo para las mujeres colombianas en la lucha por la paridad y por la apertura de espacios tradicionalmente reservados a los 'varones'[8].

En las palabras del subteniente Angélica Vanesa Rico "nosotras podemos hacer las mismas cosas que los hombres, obviamente sin perder nuestra feminidad"[9], se condensa el elemento que marca la distinción con el enemigo, a través de una feminidad que logra permanecer inalterada, aunque se actúe en contextos masculinizados.

Las mujeres de las fuerzas armadas aparecen sin fisuras, firmes en su condición de mujeres delicadas y familiares, que son madres o quieren serlo, que comparan su trabajo con el rol de cuidado y dirección maternal, que logran equilibrar la tenacidad con la ternura. Todo lo contrario a lo que sucedería con las mujeres guerrilleras, que en la retórica del Estado, de los medios masivos y de los demás actores que participan en esta batalla simbólica, se han convertido prácticamente en sujetos masculinos.

2. Las organizaciones insurgentes como "terroristas"

Aunque las piezas analizadas no hayan surgido en su totalidad durante el periodo de gobierno presidencial de Álvaro Uribe Vélez[10] (2002-2010), es necesario mencionar que durante el mismo, en la retórica sobre las organizaciones

8 Para ilustrar esta idea revisar: El Tiempo, noviembre 3 de 2008; El Espectador, abril 28 de 2009; El Tiempo, julio 15 de 2012. Estos son algunos videos acerca de la participación de las mujeres en las diferentes instituciones de la Fuerza Pública: https://www.youtube.com/watch?v=VotQugucAv4. Publicado 16/05/2014. Consultado 31/07/2015; https://www.youtube.com/watch?v=G7-sJrgRa6M. Publicado 19/01/2015. Consultado 31/07/2015.

9 Ver video en: https://www.youtube.com/watch?v=VotQugucAv4. Publicado 16/05/2014. Consultado 31/07/2015.

10 Álvaro Uribe Vélez había sido gobernador del departamento de Antioquia entre 1995 y 1997 (en ese entonces los gobiernos departamentales duraban dos años) y bajo su mandato había implementado las CONVIVIR –definidas como cooperativas de vigilancia y seguridad privada para la autodefensa agraria–, impulsadas por políticos y empresarios, que sirvieron como marco legal para que grandes hacendados defendieran sus tierras por cuenta propia, lo que no era otra cosa que un accionar paramilitar respaldado por la ley.

insurgentes llega a ocupar un lugar central la categoría "terrorista", haciéndose hegemónica, con connotaciones muy específicas que no desaparecieron con el fin de su mandato. Esto como parte fundamental de la Política de Seguridad Democrática (amparada por el Plan Colombia), la principal bandera de un gobierno que tomó fuerza en un contexto internacional donde se desarrolla la nueva etapa de lucha global contra el terrorismo –a partir de los acontecimientos del 11 de septiembre de 2001 en Estados Unidos– y un contexto nacional atravesado por la frustración que dejaba el fracaso del proceso de paz entre el entonces expresidente Andrés Pastrana y las FARC-EP[11].

Desde el Estado se sostenía que la principal amenaza a su estabilidad y a la democracia colombiana era el "terrorismo" de las organizaciones insurgentes y que la lucha contra las mismas requería la colaboración de todos y todas las ciudadanas y de la comunidad internacional, fijando en el imaginario de la sociedad colombiana el binomio de polarización social "ciudadano de bien" y "terrorista"[12]. A través de estas políticas, ante el Estado se convertía en terrorista en potencia o terrorista de facto cualquiera que ejerciera oposición desde el pensamiento o desde la acción contra el gobierno de turno, o incluso cualquiera que habitara zonas de conflicto.

Las telenovelas y series televisivas, como parte de los mecanismos culturales, han sido también expresión de las concepciones predominantes sobre el conflicto armado. Así, a los temas típicos de amores y desamores, se sumaron temas asociados a la guerra y al narcotráfico como ejes importantes en torno a los que se ha construido la cultura colombiana, lo que se hizo más fuerte hacia 2012, año en que inició el proceso de diálogo entre el gobierno de Juan Manuel Santos y las FARC-EP.

Paradójicamente, mientras el país se preparaba para una posible salida política al prolongado conflicto armado, mediáticamente se incentivaban simultáneamente los imaginarios contrainsurgentes, en relación con la retórica de los "héroes de la patria". No por casualidad, la insurgencia y diferentes organizaciones, sectores y líderes sociales en el país hicieron el llamado reiterado a acompañar el desescalamiento militar del conflicto armado de un "desescalamiento" en el lenguaje y símbolos manejados por los medios masivos de comunicación.

Estas telenovelas y series son transmitidas en Colombia por los dos canales privados nacionales más importantes, que pertenecen a familias de gran poder en el país, ligadas en diferente medida con la familia del presidente Santos: RCN (grupo Ardila Lülle) y Caracol (grupo Santodomingo). La mayoría fueron producidas directamente o en asociación con empresas estadounidenses como Fox Broadcasting Company, y algunas de ellas antes de ser transmitidas en Colombia se emitieron en Estados Unidos y en países de habla hispana donde Estados Unidos tiene una influencia importante –como Puerto Rico, Honduras, Panamá, República Dominicana, Costa Rica y México– y en Ecuador, Uruguay y Nicaragua. Con intereses que trascienden al Estado colombiano, y en correspondencia con lo mencionado acerca de la relación entre la imagen del Estado y los recursos financieros a los que pueda tener acceso (como uno de dichos intereses), esto evidencia el carácter transnacional de los esfuerzos por posicionar la imagen de las fuerzas armadas como positiva, en contraposición a la imagen de las organizaciones insurgentes como terroristas. A continuación se mencionan algunos ejemplos.

Comando Élite fue una de las series orientadas al posicionamiento de la imagen positiva de las fuerzas armadas. Varios de sus capítulos están dedicados a uno de los sucesos de mayor orgullo en la lucha contrainsurgente: el asesinato de Jorge Briceño "Mono Jojoy", comandante guerrillero e integrante del Secretariado de las FARC-EP, efectuado en un bombardeo perpetrado por la Fuerza de Tarea Conjunta Omega de las fuerzas armadas en la madrugada del 23 de septiembre de 2010 como parte de la denominada "Operación Sodoma"[13], autorizada por el presidente Juan Manuel Santos en una visita a la Base Militar de Larandia[14], en el departamento de Caquetá.

No es fortuito que la serie abordara este hecho y lo reprodujera de forma ficcional[15], pues fue un acontecimiento al que los medios masivos de comunicación dedicaron un intenso cubrimiento, presentándolo como una gran victoria patriota, como una acción heroica del Ejército en la lucha contra el terrorismo. Durante varios días las pantallas de televisión colombianas permanecieron inundadas con imágenes del cuerpo sin vida y ensangrentado del comandante, de las más de veinte personas asesinadas, del territorio devastado por las bombas inteligentes de 500 libras *made in USA*. Estando en la Asamblea General de las Naciones Unidas, en Nueva York, el presidente Juan Manuel Santos publicó desde su teléfono el mensaje "La baja de 'Jojoy' es como haber capturado a Osama bin Laden".

11 El 7 de noviembre de 1998 se creó la zona de distención en San Vicente del Caguán (departamento de Caquetá), con el fn de posibilitar los diálogos entre las FARC-EP y el gobierno de Andrés Pastrana, que se dieron entre el 7 de enero de 1999 y el 21 de febrero de 2002.

12 Términos que utlizaba Álvaro Uribe y los medios de comunicación para referirse a quienes apoyaban su gobierno y a quienes se oponían a él.

13 En esta operación, llamada así porque iba a "atacar el corazón de la maldad en Colombia", se utlizaron "30 aviones supertucano, 15 helicópteros del Ejército y de la FAC, 14 helicópteros Black Hawk de la Policía, 600 hombres que descienden sobre el lugar preciso en el sito conocido como La Escalera, 50 bombas 'inteligentes' de 250 kilogramos suministradas por la 'generosidad gringa', 7.000 mil hombres que conformaron un gigantesco anillo para '...impedir ayuda de otros frentes'" (Medina, 2010).

14 El Fuerte Militar Larandia, base militar conjunta del Ejército, la Fuerza Aérea y la Armada, es una de las siete bases militares entregadas por Colombia a Estados Unidos mediante acuerdo militar frmado en 2009 entre Álvaro Uribe Vélez y Barak Obama, como parte del Plan Colombia. Desde esta base, junto a las de Cartagena, Malambo, Palanquero, Apiay, Bahía Málaga y Tolemaida, operan tropas estadounidenses, en el marco de la "lucha contra el narcotráfco y el terrorismo".

15 Ficcional en cuanto la totalidad de las escenas no son en tempo real.

Que el máximo jefe del Estado comparara públicamente a un comandante guerrillero con Osama bin Laden tenía una carga simbólica potente relacionada con la transnacionalización del terrorismo y el respaldo al gobierno de Estados Unidos en su lucha por acabarlo.

Como ocurrió en este caso, es usual que cuando se asesinan insurgentes se produzca un intenso despliegue mediático donde la vida pierde su valor absoluto y se relativiza dependiendo de quién se trate. Si son soldados se habla de "asesinato" y "crimen", la patria se llena de indignación y coraje; si son guerrilleros se utilizan eufemismos como "dar de baja" y "neutralizar", el nacionalismo se alimenta de orgullo y triunfalismo. Las normas de censura pierden sus márgenes; la muerte del enemigo, como política de Estado, se convierte en espectáculo.

Otra serie de televisión que tuvo amplia circulación fue *Tres Caínes,* que proponía la idea del paramilitarismo como resultado del accionar de la guerrilla, omitiendo la responsabilidad directa del Estado en su nacimiento y perpetuación[16].

En la telenovela *El Estilista* los guerrilleros eran presentados como seres inhumanos, corruptos y sin ideología. Entre los personajes aparecieron varias mujeres que encarnaban los imaginarios preponderantes de la mujer guerrillera construidos en Colombia: las de origen rural son malhabladas, ignorantes, toscas; las de origen urbano provienen de universidades públicas, de la sociología u otras disciplinas de las ciencias sociales, son rudas y descuidadas. Si las organizaciones insurgentes son lo opuesto a lo "bueno", a lo "deseable", el imaginario sobre sus mujeres debe ser también opuesto al modelo deseable y adecuado de feminidad. En la televisión este imaginario se materializa llevado al extremo, haciendo aún más perversa la imagen de la mujer guerrillera, como masculinizada o antifemenina.

Las mujeres guerrilleras

En el contexto del proceso de paz de La Habana, el género adquirió una connotación especial, mostrando que éste no es un elemento neutral, y que por el contrario instituciones como el Estado, el ejército o las estructuras de comercio transnacionales "dependen de las diferencias en los roles sociales y económicos de hombres y mujeres, así como del uso de los símbolos de masculinidad y feminidad para movilizar la solidaridad con los objetivos de tales instituciones" (El-Bushra, 2000: 76).

"Alexandra Nariño" es una de las mujeres que formó parte de la Delegación de Paz de las FARC-EP que hizo presencia permanente en La Habana. Su nombre civil es Tanja Nijmeijer, es holandesa y se incorporó a la organización guerrillera en el año 2002. Su condición de extranjera y de mujer ha hecho que la llamada "opinión pública" le dedique un lugar importante en diferentes momentos.

Al iniciarse el proceso de paz con las FARC-EP, los medios desplegaron un discurso cargado de sexismo que, por un lado, hacía énfasis permanente en su belleza física y, por el otro, la presentaba como un ente pasivo puesto en su lugar como parte de lo que sería una estrategia mediática ingeniada por los hombres que integraban el equipo negociador para limpiar la imagen de la organización. Esto forma parte de la dinámica de construcción de dispositivos culturales y marcos morales (Alexander, 2003), que adquieren dimensiones transnacionales, sobre la imagen de "terrorista", que en este caso asume un carácter particular por tratarse de una mujer. Posiblemente si estuvieran refiriéndose a un hombre, los calificativos de "elemento de carácter simbólico", "factor propagandístico", "bonita", "joven", "niña buena", "mujer despiadada" "europea colonialista" no serían los más recurrentes[17].

Pocos medios mencionan, por ejemplo, que en un documental grabado por el periodista Jorge Enrique Botero y difundido por la cadena holandesa Radio Netherlands el 3 de noviembre de 2010, después de que se insistiera públicamente en que Tanja Nijmeijer estaba secuestrada a partir del hallazgo de su supuesto diario personal[18], desde el campamento donde se encontraba el comandante Jorge Briceño "la holandesa" decía con actitud tranquila y desafiante, vistiendo su uniforme de guerrillera y empuñado el fusil:

> Si el Ejército colombiano y el gobierno colombiano todavía creen y tratan de divulgar que yo estoy aquí secuestrada, pues yo diría que vengan también, que vengan a rescatarme. Y nosotros les recibimos acá, con AK47, con .50, con minas, con morteros… con de todo (minuto 3:11 a 3:32) Lo que yo le quiero decir al mundo es que yo soy guerrillera de las Fuerzas Armadas Revolucionarias de Colombia y que en eso no hay reversa.[19]

Aunque las referencias mencionadas aluden a una mujer en particular, dan cuenta de una retórica que aplica para las

16 Sobre el fenómeno paramilitar, vale decir que en sus orígenes el Estado tuvo participación directa. En febrero de 1962, unos años antes del Acta de Inmigración y Nacionalidad y del surgimiento oficial de las guerrillas colombianas, la Misión Yarborough del Ejército de los Estados Unidos visitó Colombia, dejando consignadas directrices secretas a raíz de las cuales el Estado adoptó una estrategia contrainsurgente paramilitar atravesada por una mirada de la población civil como vinculada a la guerra y como blanco principal de la guerra contrainsurgente.

17 Consultar los siguientes apartes: Clarín, noviembre 18 de 2012; Página 12, octubre 21 de 2012; El Tiempo, noviembre 18 de 2012; El País, octubre 19 de 2012.

18 En junio de 2007, en los límites de los municipios de La Macarena y La Uribe, en el marco de una operación contra un campamento de las FARC-EP, un comando de las Fuerzas Militares encontró el diario personal de Tanja Nijmeijer. Este episodio puso a "la holandesa" en la mira de medios de comunicación nacionales e internacionales.

19 Ver video en: https://www.youtube.com/watch?v=D9PU2Rwrg_E. Publicado 21/11/2010. Consultado 14/08/14.

mujeres guerrilleras en general[20], que intenta hacer el llamado a una suerte de regreso a la feminidad, quizá con una diferencia que condena con más fuerza a Tanja Nijmeijer, y es su condición de extranjera. Que una ciudadana del *primer mundo*, proveniente de una "familia de bien", se integrara a una organización insurgente en Colombia ponía sobre la mesa algunos cuestionamientos al intento del Estado por posicionar a nivel internacional su retórica sobre las fuerzas armadas y el terrorismo.

Los elementos particulares que configuran la retórica sobre las mujeres guerrilleras se expresan con fuerza también en las campañas dedicadas a la desmovilización[21]., muy en auge durante el último periodo de existencia de las FARC-EP como organización insurgente. En particular las campañas dirigidas a las mujeres, además de exaltar la feminidad estereotipada, ponen el énfasis en la maternidad, presentada como algo hermoso y deseable que se hará posible a través de la acción humanitaria asociada a la desmovilización. Esto se debe, entre otras cosas, a que uno de los puntos más álgidos en la retórica sobre las organizaciones insurgentes tiene que ver con una prohibición de reproducción al interior de las filas guerrilleras, que se hace valer con abortos obligatorios y otras prácticas. Así, en la retórica de la desmovilización existe una relación estrecha entre las categorías "maternidad" y "desmovilización" que materializa la sacralidad asignada a la vida y que conduce a que la invitación a las guerrilleras a ser madres signifique explícitamente la invitación a desmovilizarse.

Así, en un contexto de conflicto armado, persiste la percepción sobre las mujeres en su rol de madres, esposas y cuidadoras, mientras se espera de los hombres que sean agresores y soldados. En este sentido, suele alentarse la expectativa de que los hombres irán al campo de batalla y las mujeres los apoyarán desde el hogar. "Aunque mujeres y hombres a menudo sí asumen estas funciones tradicionales, existe en la literatura popular una tendencia a exagerar el grado al cual desempeñan los roles estereotípicos de género en un conflicto armado" (El Jack, 2003: 6) omitiendo que las mujeres también pueden desempeñarse como combatientes activas, tanto en los ejércitos estatales como en las organizaciones insurgentes.

3. Apuntes finales

Las marcadas diferencias en las retóricas sobre las mujeres en las fuerzas armadas y en las organizaciones insurgentes, muestran cómo pueden variar los discursos según las dinámicas de poder propias de una batalla que se libra también en los espacios simbólicos de las estructuras culturales, aunque estén refiriéndose a lo que podría considerarse un sujeto común: las mujeres.

Las retóricas sobre las fuerzas armadas, las organizaciones insurgentes y las mujeres que las integran son fundamentalmente políticas y son lo que permite decidir contra quiénes debe perpetuarse la persecución y el aniquilamiento, configurando un panorama donde la violencia en su forma política, estructural, simbólica y cotidiana se cuela en todas las dimensiones de la vida social del país. La configuración de la categoría "terrorista" no es solo una idea, se traduce en prácticas, sentimientos, emociones masivas producidas en la lucha por determinar lo hegemónico, como una herramienta para decretar qué es lo normal, lo aceptable, expulsar a los márgenes todo lo que no cumpla los parámetros de la normalidad creada y así asegurar el mantenimiento del orden social y simbólico, de las estructuras culturales.

Las retóricas sobre los "héroes de la patria" y los "terroristas" (y las mujeres en ambos) son reales aunque no siempre sean visibles. Ambas retóricas conviven e inciden en la configuración de las dinámicas de una sociedad atravesada por la guerra, se han instalado en los imaginarios sociales haciendo un uso acertado de las emociones y los sentimientos en la medida que logran una identificación de una parte importante de la población con los símbolos de producción de sentido.

En medio de la confrontación simbólica y cultural, se ha construido en Colombia una imagen específica de las mujeres guerrilleras, que las asocia a la victimización, al estereotipo de mala madre o madre frustrada, de masculinización. Esto en contraposición a la imagen de las mujeres en las fuerzas armadas, quienes supuestamente lograrían conservar su feminidad aunque actúen en contextos masculinizados, y ello sería el elemento que marca la distinción con el enemigo, es decir la insurgencia y las mujeres que la integran.

20 Otros ejemplos pueden verse en la serie El Estlista, la película Alias María y diferentes producciones periodísticas.

21 Ver videos en: https://youtu.be/yepDz8QOAFk. Publicado 22/06/2010. Consultado 31/07/2015.
https://www.youtube.com/watch?v=d5BkUWJzuGM. Publicado 10/09/2008. Consultado 31/07/2015.
https://www.youtube.com/watch?v=n9PQ_k9SkJI&list=PLZSSj30KdoFeS5bbah6sYsjEMDsM86UD3&index=35. Publicado 22/03/2013. Consultado 31/07/2015.
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Criminalistics specifics of methods of committing computer crimes and peculiarities of their prevention

Características de los métodos de criminalística para cometer delitos informáticos y peculiaridades de su prevención

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ABSTRACT

The article develops a new approach to computer crime, which consists in the forensic differentiation of methods of committing computer crimes by their complexity and danger level. We revealed the characteristic features of different types of computer crimes and classified the means and receptions of hi-tech ways of committing computer crimes, namely cyberterrorism, cyber-extremism and illegal influence on state critical information infrastructure. A new methodology for the forensic prevention of computer crimes has been proposed, based on the application of Honeypot technology. The results of the work allow to develop the modern criminalistic theory of crimes in the sphere of computer information, while data obtained during the research can be used as a scientific basis for conducting investigations of computer crimes.

Keywords: Method of committing crimes, forensic characterization, computer crimes, crime prevention.

RESUMEN

El artículo desarrolla un nuevo enfoque para el delito informático, que consiste en la diferenciación forense de los métodos para cometer delitos informáticos por su complejidad y nivel de peligro. Revelamos las características de los diferentes tipos de delitos informáticos y clasificamos los medios y las recepciones de las formas de alta tecnología para cometer delitos informáticos, a saber, el ciberterrorismo, el ciber-extremismo y la influencia ilegal en la infraestructura de información crítica del estado. Se ha propuesto una nueva metodología para la prevención forense de los delitos informáticos, basada en la aplicación de la tecnología Honeypot. Los resultados del trabajo permiten desarrollar la teoría criminalista moderna de los delitos en el ámbito de la información informática, mientras que los datos obtenidos durante la investigación pueden utilizarse como base científica para realizar investigaciones de delitos informáticos.

Palabras clave: Método de cometer delitos, caracterización forense, delitos informáticos, prevención del delito.

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Recibido: 17/06/2019 Aceptado: 19/10/2019

INTRODUCTION

Modern society increasingly depends on information stored and used in electronic form and disseminated through information networks. Such information has insufficient legal, technical and organizational protection against rapidly increasing quantitative and qualitative changes in computer crime that encroaches upon it. Such crimes pose a serious threat to individuals, organizations and institutions, to the State as a whole. Existing forensic knowledge has proved insufficient to combat a fundamentally new and specific type of crime (Diamon and Bachmann, 2015). As a result, the causes and conditions contributing to the commission of these crimes were not identified, no forensic characteristics for their main types were formed, no specific features and difficulties of proof were identified, and, in fact, no effective measures for the forensic prevention of these crimes were proposed. The difficulty of solving these problems is largely determined by the fact that traditional criminalistics methods proved to be inadequate to the rapid development of complex and dangerous methods of committing computer crimes related to the professional organized activities of criminal groups, using the latest advances in scientific and technological advances in the field of software and hardware capabilities of computer equipment and telecommunications systems. These circumstances determine the high relevance of the topic devoted to the study of patterns of committing and investigating crimes in the field of computer information.

In the article on the basis of the analysis and generalization of available investigatory and judicial practice the new approach to the given kind of crimes, consisting in criminalistic differentiation of ways of their fulfillment develops. A new type of classification of methods of committing computer crimes by their complexity and danger level is proposed. This creates an opportunity for scientific and practical purposes to introduce new concepts - relatively simple methods of committing these crimes and high-tech methods of committing computer crimes. The necessity of introduction of hi-tech methods of committing computer crimes into the Criminal Code of the Russian Federation with the purpose of aggravation of responsibility is substantiated. An important and new feature of modern criminalistics is the identification of the causes, conditions and circumstances that contribute to the commission of computer crimes and complicate their investigation. For the first time, a methodology has been developed for the forensic prevention of the main types of computer crimes that have been delineated by the method of committing them.

Author's positions develop the criminalistic theory, being a scientific base for struggle against computer crimes. These provisions contribute to the acquisition of new forensic knowledge, providing the formation of the initial part of the investigation methods of high-tech computer crimes. The results of the research will make it possible to develop the existing and create new and more effective methods and techniques of computer crime investigation.

Objectives of the study

The main purpose of this work is the forensic investigation of methods of committing computer crimes. Within the limits of this research the concrete problem of an establishment of the separate groups of the computer crimes divided on criminalistic complexity and public danger of ways of their fulfillment is solved. Specific proposals for the prevention of crimes committed by different means are developed for the selected groups. Central to the solution of this problem is the study of the peculiarities of committing the most dangerous high-tech crimes. An important task is also the development of a new methodology for the prevention of crimes in the area of computer information.

DEVELOPMENT

Methods

The research is based on a set of methods and techniques used in modern forensics. The research methodology included such general scientific methods as method, abstraction method, analogy method, generalization method, formal logic method and others. The method of collecting and analyzing empirical material and the statistical method for its processing and generalization were also used. A formal legal method was used to analyse the existing legal framework for computer-related crime, a specific sociological method to study the effectiveness of legal institutions in countering computer-related crime and an expert assessment method. The research was conducted on the basis of the principle of consistency (consideration of the phenomena under study as a set of elements ordered in space and time) and the principle of truthfulness (reliability of new knowledge).

In the course of the work, the materials of forensic research describing who, where, when, in what way, in what environment and by what means commit computer crimes were collected and summarized. The materials of judicial and investigative practice of investigating computer crimes, as well as some other crimes committed with the use of information technologies, were collected and analyzed. Original questionnaires were conducted among representatives of various categories of law enforcement agencies, experts and specialists in information technology and information security. The tools used included a set of specially prepared documents that were used to collect empirical information on computer crimes: questionnaires and questionnaires for law enforcement officials and professionals, and expert assessment matrices. The toolkit also included mathematical methods for processing digital (statistical) data. The questionnaires were statistically processed, analysed and synthesized.

On the basis of the collected data, a new approach to the study of computer crimes was proposed and justified, namely, the creation of a forensic classification of computer crimes by mode of commission. This approach made it possible to make a forensic distinction between crimes in the field of computer security by the level of their technological complexity and public danger, which ensured the creation of original forensic characteristics separately for each group of methods of committing them. The materials obtained were also used to develop a criminalistics framework for individual types of computer crimes, classified according to the modus operandi.

Results and discussion

The patterns of commission and classification of different types of computer crimes. Methods of committing crimes in the field of computer information have their own characteristics, which allows them to be classified according to technological complexity and social danger. The importance of this task is related to the fact that law enforcement practices in the investigation of different crimes in the field of computer information differ significantly. This fact confirms the need to identify subtypes or subgroups within one type of crime. Such differentiation will make it possible to improve the legislative regulation of these crimes, as well as to adjust the existing methods of detection, investigation and prevention of crimes.

All crimes involving the use of information technology can be classified as relatively simple and high-tech crimes.

Table 1. Classification of computer and communication equipment

1. By type of property	1.1. Personal
	1.2. Public
2. By type of mobility of means of committing crimes	2.1. Mobile
	2.2. Stationery
3. By the nature of construction of the communication channel	3.1. Direct connection channel
	3.2. Indirect connection channel
4. Computer information detection in the energy-dependent part of the device	4.1. Non-volatile devices
	4.2. Energy-dependent devices

Relatively simple methods cause less difficulties in practice, but they are investigated with many investigative errors. These errors have been analyzed and used to develop effective forensic recommendations (Polyakov, 2016). Relatively simple ways to access computer information remotely and unlawfully are typified into the following groups: gaining access by exploiting vulnerabilities and errors in software development; gaining access through the negligence or negligence of the victims themselves; and gaining access through the use of special malicious software.

High-tech techniques have a number of specific features that, taken together, create a new quality that makes such crimes virtually undetectable (latent) and, when they come to the attention of law enforcement authorities, do not give rise to criminal proceedings or will soon be discontinued.

When investigating high-tech computer crimes committed remotely through information networks, special attention should be paid to the detection of crime traces. These, in our opinion, can be divided into the following groups of indicators for forensic purposes (Polyakov, Kurakin, 2018):

- By type of property - personal and public. For example, public communication devices allow for their use under specific conditions and circumstances, and usually contain traces of communication between different individuals (identification features belonging to different individuals at different times) (Meshcheryakov, 2004);

- In terms of mobility, mobile and stationary. For example, mobile means of remotely committing crimes while in working order change their location, leaving traces of movement in space from one base station (BTS) to another;

- By the nature of the communication channel - a direct connection channel and an indirect connection channel). Thus, for example, an indirect connection channel differs in the presence of traces of network interaction not only in the connecting devices, but also on the computer equipment of connection intermediaries: routers, routers, gateways, servers and other network equipment;

- Energy dependence of the device in which the information is stored - non-volatile devices and energy-dependent devices. The collection of forensic computer information should begin with the energy-dependent part of the devices, which is explained by the risk of losing it due to possible actions to conceal the traces of crime and counteract the investigation by criminals who have established mechanisms of information destruction or send commands remotely.

Computer equipment and communication devices, which are important for the investigation, can be presented in the form of Table 1 for ease of use for forensic purposes.

Criminally significant features of high-tech methods of committing computer crimes. Let us consider in more detail the methods of committing the most dangerous types of crimes in which information technologies are actively used. These include high-technology crime, cyberterrorism, cyber-extremism and undue influence on the critical information infrastructure of a state.

Investigators face significant challenges in investigating crimes that are committed by technically sophisticated means using information technology. The prospect of such criminal cases being brought to trial is often low. The reason for this is largely due to the specific nature of the crimes, namely, the complexity of the methods of committing them

through the use of different methods of concealing the traces of crimes.

It should be noted that the number of effective software and hardware and computer crime concealment technologies increases every year, along with their availability, which increases the problem. The fight against this phenomenon remains ineffective today. For example, an attempt to block the popular messenger "Telegram", which can be used in criminal activities, due to the complexity of control over the information circulating through it, has led to the mass use of proxy servers that replace the IP-address of mobile devices and bypass the blocking of this messenger by Roskomnadzor.

The greatest difficulties arise in the investigation of crimes committed by professional criminals in technically and organizationally complex ways. Such crimes are often the most dangerous to society (Raed, Faqir, 2013). Analysis of forensic literature, judicial and investigative practices and questionnaires among law enforcement officials, experts and information technology specialists has allowed for the definition of these crimes and the introduction of a new concept - high-tech crimes.

Let's define the features and criminally significant features of high-tech crimes. Their main feature that is criminally significant is the fact that they have many similarities with computer crimes in their commission and investigation. The most important forensic indicators of high-tech crime are contained in the personality traits of criminals who are computer and information specialists, who are grouped together in criminal groups and communities to achieve their criminal goals (Broadhurst et al., 2014). It should be noted that the group may not have the technical expertise of all participants. The use of specially designed or modified software or hardware and software tools for criminal purposes is essential for high-tech methods of committing crimes. This requires criminals to have in-depth technical knowledge and practical programming skills. The complexity of these crimes is evident in the fact that the way in which they are committed, in terms of criminality, is fully structured. As already noted, the direct commission of crimes is preceded by a preparatory stage. However, in addition to the preparation and commission of the offence, a special role is given to the early identification of opportunities to conceal and destroy traces of criminal activity.

The commission of high-tech crimes involves the use of networked telecommunications technologies. These technologies are an integral part of the modus operandi of these crimes, making it possible to carry out unauthorized access to computer information, cyberterrorism, cyber-extremism and other crimes.

High-tech crimes have extremely negative consequences for society, which consist in causing significant harm to someone else's interests or in creating a real threat of such harm. In many cases, this is the purpose of the criminal intent, i.e., the criminals are cynical about the values of information society. These features or elements of the criminal characteristics of the crimes in question, which are not directly related to the method, but are dependent on it, show the increased public danger of such crimes. In our opinion, it is necessary to take into account at qualification, having fixed at legislative level as a separate crime or an aggravating attribute of crimes, for example, provided by article 272 of the Criminal Code of the Russian Federation "Illegal access to computer information".

High public danger of a part of computer crimes provoked the legislator to add a new composition provided by Article 274.1 of the Criminal Code of the Russian Federation "Unlawful influence on the critical information infrastructure of the Russian Federation". In our opinion, the appearance of Article 274.1 of the Criminal Code of the Russian Federation is one of the manifestations of an adequate response to high-tech crimes, but such a response is incomplete due to a fragmented approach to a broader phenomenon. We believe that it is more expedient to define high-tech crimes and to use this category in various existing elements of crimes, which may include its features. This also applies to new compositions that will appear in the future, for example, in connection with the emergence of information technologies (in particular, computer programs and devices) operating on the principle of artificial intelligence.

Crimes committed by high-tech methods are based on separate techniques, which in most cases are typical, but can also be quite rare or even unique. Depending on the peculiarities of such methods or their combinations, it is advisable to divide all high-tech methods into groups for scientific and practical purposes. The criterion for classification of these methods is the specificity of the methods used for their performance and concealment. On the basis of this criterion, the following types of high-tech crimes can be identified.

1. Using special programs for remote computer control. In this case, access to certain network resources is usually obtained. Thus access to the object of infringement is carried out from other network or the terminal which is not constantly connected with it physically or logically. The most popular programs for remote management: "Radmin", "TeamViewer", "AeroAdmin" (Polyakov, Lapin, 2014).

2. Techniques based on encryption of the processes performed and traces of impact on computer information left behind.

> 2.1 Encryption of any data or operations on computer equipment or remote service. This can be done, for example, by using an external storage device with a secure special operating system, which will store most of the traces of the operations performed.
>
> 2.2 Close to the previous reception is the encryption of traffic, which can be carried out with the help of different software and technologies. For this purpose anonymous networks are used, for example, "P2P", "Freenet" and others.

3. A technique based on other technology and software, but also used to hide network activity, is the use of a virtual private VPN network. Such a network is usually a geographically distributed private logical network based on existing networks with similar or similar parameters and services to the core network. VPN networks have a fairly high level of data protection.

4. use of so-called anonymizers, the task of which is to mask the IP-addresses of devices, the lack of information about them and the connections made by them on the Internet.

5. Use of "virtual machines" ("hypervisors"). The number of corresponding programs increases every year, and VirtualBox and VMWare virtual machines are popular among them today.

6. Use of dedicated servers (on the slang of "dedicators"). In this technique, the remote connection is made through a dedicated server, which can be located quite far away, including in another country, which allows you to hide the traces of crime by means of anonymization, building a specific routing from specific IP-addresses and on the counteragent ports when connecting to the server.

Summarizing all the above, we can formulate two concepts of high-tech crime. The first is necessary for the criminal law, as it allows us to propose a new set of crimes or to add an aggravating feature to the relevant crimes, for example, in Article 272 of the Criminal Code of the Russian Federation "Illegal access to computer information". The second concept corresponds to the tasks of criminalistics and contains significant features for this science, which will allow more effective investigation and prevention of such crimes.

In criminal law, crimes committed with the help of specially created or modified software, hardware and software or hardware using information networks should be considered as high-tech crimes, as a result of which significant damage to someone's interests is inflicted or there is a real threat of its occurrence.

In forensic science, high-tech crimes are crimes committed in a group form in a fully-structured manner by original means using information networks, which objectively predetermines the forensic complexity of their investigation.

Methods of committing cyberterrorism and cyber-extremism. It should be noted that, in recent years, forensic theory has made significant progress in the study of methods of committing crimes in the area of computer information. However, processes influenced by scientific and technological progress are constantly changing not only computer crime, but also traditional crime, introducing new techniques based on the use of computer equipment and technologies into the means of achieving criminal results. In this regard, in recent years, it has become relevant to study computer-based methods of committing dangerous crimes such as terrorism (Cameron, 2015) and extremism (Sunami, 2013).

A manifestation of these methods is the organization of the activities of a terrorist organization and participation in the activities of such an organization (Article 205.5 of the Criminal Code of the Russian Federation), which are carried out with the use of information and telecommunication technologies, for example, for communication between members of the organization, excluding visual and sound personification of a person. It can be argued that terrorism and extremism have now ceased to exist only in their usual form, with new manifestations - cyberterrorism and cyber-extremism.

Cyber terrorism, unlike traditional terrorism, is linked to the use of information and communications technology and is most often carried out by criminal groups, both for the purpose of organizing their activities and directly for the preparation and commission of acts of terrorism. The use of telecommunications networks offers criminals a number of advantages. For example, access to information resources is facilitated, regardless of the geographical location of the perpetrators and their victims; there is a significant audience of recipients of terrorist appeals; there is a high speed and volume of information transmitted; and information is transmitted through channels of communication that are virtually uncontrolled by law enforcement authorities.

The criminal manifestations of cyberterrorism can vary, most notably

1. The most dangerous manifestation of cyberterrorism is the terrorist act (article 205 of the Criminal Code) carried out against the critical information infrastructure of the State.

2. Cyberterrorism may be carried out through the use of information technologies to induce, recruit and otherwise involve persons in terrorist activities (article 205.1 of the Criminal Code).

3. Another manifestation of cyberterrorism may be a call for terrorist activities, a public justification of terrorism or its propaganda (article 205.2 of the Criminal Code), carried out in the following ways

- Mass spam mailing, which is a non-personified and, as a rule, anonymous letter with a peculiar advertising and propaganda character;

- By sending out an e-mail with an invitation to join a terrorist organization to persons previously selected on certain principles who may adhere to antisocial views;

- Posting calls for terrorist activities in photo, audio, video and text file formats on various Internet

resources (social networks, blogs, forums and other publicly accessible websites);

- Hacking into popular websites and leaving propaganda messages there.

Information technologies are also used to maximize the "immersion" in the atmosphere of intolerance towards other people's views, in particular through distance learning for the purpose of carrying out terrorist activities (article 205.3 of the Criminal Code).

Cyber-extremism uses web-based information technologies to interact with members of extremist communities, propagandize and agitate their actions, recruit new participants, send out information about "white patrols", counter-system "flashmobs", finance the activities of banned organizations, etc. (Polyakov, 2016). Cyber-extremism uses web-based information technology in the following ways:

- Mailing (direct mail), which includes sending invitations to join extremist organizations to Internet users, or sending them propaganda information on extremist content, such as the time and place of extremist "flash mobs";

- Spamming differs from the previous method in that it involves anonymous, non-personalized mass emails, usually of an advertising nature;

- Dissemination on the Internet (on social networks, blogs, forums and other public websites) of extremist content in photographic, audio, video and text file formats with relevant appeals, inducements or endorsements of extremist activities.

Individuals committing extremist crimes using the Internet usually use the following techniques to conceal the electronic digital traces of their participation in them and to otherwise counteract them (Osipenko, 2010) to law enforcement agencies:

1) Specify someone else's or fictitious registration, identification and record data;

2) Delete data files that contain information on criminal activity, such as social networking user accounts, created or modified programs that produced extremist materials, logs of changes in the operating system, etc;

3) Use anonymous proxy servers, firewalls, specialized software that allows to substitute information about IP-address, MAC-address, geopositioning (Semenov, 2004);

4) Remailers and anonymizers (e.g. TorBrowser) are used to forward e-mails from another computer, to change the sender's return address and e-mail service.

Ways of improperly influencing critical information infrastructure. At present, the issues of preparation, commission and concealment of crimes under Art. 274.1. The Criminal Code of the Russian Federation (improper influence on critical information infrastructure).

Methods of committing crimes for each of the three traditional forms of criminal attacks on the security of computer data and systems under domestic law are delineated as follows

1) Creation, use and distribution of malicious software;

2) Illegal access to computer information;

3) Violation of rules of operation of means of storage, processing or transfer of computer information.

Examples may be given for each form of criminal offence against the security of computer data and systems. For example, malware may be distributed either through the distribution of computer media containing such media (floppy diskettes, CDs, flash cards) or in ways unrelated to the circulation of media, such as e-mail, the Internet, the local area network and remote access to the system (Holt. Th.J. et al., 2012). Methods of obtaining illegal access to information on crimes under Article 274.1 of the Criminal Code of the Russian Federation are subdivided into access through the use of vulnerabilities and mistakes made in the development of software (by launching malicious software from packers that bypass the protection of anti-virus systems; access as a result of negligence or negligence of the victims themselves accessed through the use of special, including malicious, software.

In the process of concealment, the groups of actions of the offender in relation to computer information on crimes provided for by Article 274.1 of the Criminal Code of the Russian Federation can be divided into concealment by concealing information, concealment by destroying information, concealment by masking information and concealment by falsification of information. It should be noted that the study of crimes provided for by Article VI of the Criminal Code of the Russian Federation, as well as the investigation of crimes provided for by Article VI of the Criminal Code of the Russian Federation, are carried out by the Ministry of Internal Affairs of the Russian Federation. 274.1. The Criminal Code of the Russian Federation is one of the topical tasks of modern forensics.

Fundamentals of methodology of prevention of computer crimes. The specific task of forensic crime prevention is to improve scientific and technical means, tactical methods and methods of investigation, which increase the efficiency

and scientific and methodological level of investigation as a whole. The development of measures to suppress the crime that has begun and is being prepared is one of the private tasks of forensic prevention. In criminal science, the possible commission of crimes may be hindered by legal measures, such as acts of prosecutorial response, or by technical methods and means that can be used to suppress the crime. The notion of "suppression of crime" in some ways reflects the results of prevention and implies that law enforcement agencies are directly involved in practical activities to eliminate existing events with socially dangerous consequences (Conradt, 2012). Crimes that are usually of a continuous or episodic nature are suppressed in criminal terms.

At present, computer crimes are practically not countered by means of forensic prevention. This makes it important to develop a system of measures to counter computer crime that takes into account its structure, trends and different criminal situations. All measures of criminalistic prevention of computer crimes should be divided into legal, technical, organizational and methodological measures. To increase their effectiveness, these measures should be implemented in combination, i.e. (Parkhomenko and Evdokimov, 2015).

An important aspect of the system of prevention measures is the division of these measures into two large groups, namely, those related to crimes committed by relatively simple methods and the most dangerous high-tech methods. The group of legal measures includes changes and improvements to the existing legislation, while improvement of both substantive and procedural law is equally important. In our view, it is necessary to include increased liability for crimes committed by high-tech methods as compared to relatively simple crimes. It is necessary to exercise more control over the developers of computer programs, encryption tools, software and hardware information security devices.

Organizational measures can be divided into two groups: improving the work of law enforcement agencies (Pastukhov, Losavio, 2017) and protection from computer crimes organizations. Organizational measures aimed at improving the work of law enforcement agencies should include addressing the problems of interaction between the structures providing for the investigation of computer crimes. Such interaction should involve not only state and public bodies and organizations of Russia, but also work with organizations of other states.

In the area of methodological measures, an original methodology could be proposed based on the use of Honeypot technology to gather forensic information, including for the preventive search for potential criminals and targets, new and complex methods and means of committing crimes (Howell, C.J., et al., 2017; Polyakov, 2017). The use of this technology makes it possible to identify previously unknown features of high-tech crimes committed with the use of modern technologies, in particular, by means of the TOR system, anonymous proxy servers, VPN services and other technologies for concealing traces of criminal activity.

We also believe that at present, the introduction of artificial intelligence technology into criminal activities to counter the most dangerous crimes in which information technology is used is becoming increasingly popular. The main directions of research and application of artificial intelligence technologies in forensics are the following: forensic analysis of crimes committed by means of artificial intelligence technologies; development of technical, tactical, methodological recommendations for investigation of crimes committed by means of artificial intelligence technologies; development of new methodological approaches to the investigation of crimes; increasing the potential of traditional expert studies; prevention of adversaries.

In forensics, the issue of whether the subject of crime prevention through legal education and information of citizens is included in its subject matter is debatable. Until recently, the issues of education in criminalistics were absent even in the staging, the subjects and object of this activity were not defined, there were no studies of the forms, techniques and methods of its implementation. We believe that education and information of citizens can take a relatively independent place in criminalistics (Garmaev, Popova, 2016) and, therefore, can be used as a component of methodological measures to prevent computer crimes.

Technical prevention measures relate to the development and use of software and hardware and information protection methods and tools. It should also be noted that the comprehensive application of the system of criminalistic prevention of computer crime should first of all help to reduce the number of the most dangerous types of computer crime.

CONCLUSIONS

The paper proposes a new approach to forensic investigation of computer crimes, based on the identification of characteristic methods of their commission. On the basis of the collected and generalized judicial practice, as well as the conducted survey of law enforcement officers and specialists, the characteristic features of committing crimes in the field of computer information are revealed. A new classification of the crimes under study has been developed, based on the consideration of their technological complexity and social danger.

The division of computer crimes into two groups is justified: relatively simple crimes and crimes committed by high-tech methods.

Criminalistics features of high-tech methods of committing computer crimes are determined. It is shown that the most important of them are the use of specially created or modified for criminal purposes software and hardware and software, remote committing of crimes with the use of network technologies, specific preparation for the crime, which consists in concealment of electronic digital traces. The means and methods used in high-tech methods of committing crimes are classified.

Methods of committing such dangerous types of computer crimes as cyberterrorism, cyber-extremism and undue influence on the critical information infrastructure of the state have been studied.

A new methodology for the forensic prevention of computer crimes, including legal, organizational, methodological and technical measures and adapted to the specifics of different methods of committing crimes, is considered. The method of collection of criminally significant information and preventive search of potential criminals and objects of their encroachments based on the application of Honeypot technology is proposed.

The positions developed in the article develop the forensic theory and can be used as a scientific basis for investigation of computer crimes. The results of the research can also be used to create a comprehensive methodology for the forensic prevention of computer crimes committed in different ways.

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Inflexiones del Estado moderno a partir de las implicaciones ético-laborales, generadas por la disrupción de la cuarta revolución tecnológica

Inflections of the modern state from the ethical-labor implications, generated by the disruption of the fourth technological revolution

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RESUMEN

La tecnología ha sido un motor importante en la configuración económico-social del Estado debido a la centralización o descentralización social del trabajo. El objetivo de este artículo es realizar un análisis teórico desde las visiones de posmodernidad (Zygmund Bauman), sociedad cosmopolita y teoría del contenedor social (Ulrich Beck) y la teoría social pragmática (Richard Sennett); respecto a la conceptualización sociológica de la ética del trabajo y sus implicaciones en la construcción, perpetuación o extinción del Estado moderno. Atravesado éste, por las implicaciones de los avances tecnológicos de la llamada cuarta revolución tecnológica, o industria 4.0. Lo anterior, con el propósito de explicar las inflexiones de la composición política del Estado ante los desafíos éticos de la flexibilidad laboral y la precarización del trabajo.

Palabras clave: Ética del trabajo, Estado moderno, posmodernidad, cuarta revolución tecnológica.

ABSTRACT

Technology has been an important engine in the economic-social configuration of the State due to the centralization or social decentralization of work. The aim of this article is to perform a theoretical analysis from the visions of postmodernity (Zygmund Bauman), cosmopolitan society and social container theory (Ulrich Beck) and pragmatic social theory (Richard Sennett); regarding the sociological conceptualization of work ethics and its implications in the construction, perpetuation or extinction of the modern state. Through this one, due to the implications of the technological advances of the so-called fourth technological revolution, or industry 4.0. The foregoing, with the purpose of explaining the inflections of the political composition of the State before the ethical challenges of labor flexibility and job insecurity.

Keywords: Work ethic, modern state, postmodernity, fourth technological revolution.

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Recibido: 04/07/2019 Aceptado: 19/11/2019

Introducción

Fue la disciplina del trabajo esforzado y constante orientado hacia el futuro, de bases protestantes-calvinistas, donde se privilegiaba el ahorro y la acumulación de riqueza como valor moral la que dio vida al Estado nacional en la modernidad. "La ética del trabajo es la palestra en la cual la profundidad de la experiencia se ve más desafiada hoy día. La ética del trabajo, tal como la entendemos corrientemente, reafirma el uso auto disciplinado del tiempo y el valor de la gratificación postergada". (Sennett, 2006)

En la primera etapa de la modernidad, la centralización del trabajo sentó las bases de las instituciones estatales y económicas de las naciones occidentales. Lo ordinario era que las personas que estaban en condiciones de trabajar se sometieran al horario e instrucción de producción de la fábrica. Lo contingente, el desempleo.

> El problema central que enfrentaban los pioneros de la modernidad era la necesidad de obligar a la gente -acostumbrada a darle sentido al trabajo a través de sus propias metas, mientras retenía el control de las tareas necesarias para hacerlo- a volver su habilidad y esfuerzo a tareas que otros le imponían y controlaban y carecían de sentido para ella. La imposición de la ética del trabajo implicaba renuncia a la libertad, implicaba imponer el control y la subordinación. (Bauman, 2000)

Es decir, fue la ética del trabajo la que empujó la vida de la sociedad premoderna a separar su actividad económica o de sustento fuera del lugar donde vivía, para instalarse en la fábrica. El proceso de la centralización del trabajo se gesta en los siglos XVIII y XIX, gracias a los avances tecnológicos de las primeras dos revoluciones industriales que proveyeron el motor de vapor y la construcción del ferrocarril; la electricidad y la producción en masa generada a partir de la cadena de montaje. Emerge la subordinación de las personas a la fábrica a cambio de una retribución económica que permita su subsistencia material; esta subordinación, va a ser perpetuada por la apropiación de la llamada ética del trabajo. Siendo los frutos de este trabajo, lo que va a permitir la consolidación del Estado moderno, mediante la acumulación de la riqueza que la actividad laboral le provee bajo estas primeras formas de producción masificadas y localizadas dentro del imperio geográfico del Estado y sus fronteras.

A decir de Klaus Schwab, la primera revolución industrial abarcó desde aproximadamente 1760 hasta más o menos 1840, desencadenada por la construcción del ferrocarril y la invención del motor de vapor, que marcó el comienzo de la producción mecánica. La segunda revolución industrial, entre finales del siglo XIX y principios del XX, hizo posible la producción en masa, fomentada por el advenimiento de la electricidad y la cadena de montaje. (Schwab, 2016).

Con la llamada tercera revolución industrial, configurada a partir de la revolución digital generada por la computadora, la informática personal y la internet iniciada en la década de 1960 y que terminó a finales de la década de 1990; se reconfiguró la estructura del trabajo, pues éste ya pudo ser deslocalizado, la fábrica ya no sería su hábitat, y las personas ahí alojadas ya no serían su único recurso humano. El trabajo se diversifica a través de la economía de escala, se tienen trabajadores y fábricas con procesos de producción segmentados asentados en diversos espacios geográficos pertenecientes a diversos Estados.

Hoy estamos en los albores de una cuarta revolución industrial. Esta comenzó a principios de este siglo y se basa en la revolución digital, la robótica, la inteligencia artificial, entre otros. (Schwab, 2016). Las nuevas tecnologías cambiaron de manera abrupta la manera en la que trabajamos, consumimos y nos relacionamos socialmente. El tiempo empujado por la tecnología, se expandió fuera de la fábrica y se deslocalizó a la vez que se abrevió su contenido en la vida y pulso de las personas. Ya no hay tiempo que postergar, el tiempo es mañana y el mañana es hoy.

> La economía bajo demanda está fundamentalmente alterando nuestra relación con el trabajo y el tejido social en el que está inserto. Cada vez más empleadores recurren a la «nube humana» para hacer las cosas. Las actividades profesionales se dividen en tareas precisas y proyectos discretos, y son entonces lanzadas a una nube virtual de aspirantes a trabajador ubicados en cualquier parte del mundo. Se trata de la nueva economía bajo demanda, en la cual los proveedores de mano de obra ya no son empleados en el sentido tradicional, sino más bien trabajadores independientes que realizan tareas específicas. (Schwab, 2016)

El poder político del Estado se ve enfrentado ante el poder económico del mercado que ahora genera capital y riqueza a través de la tecnología inteligente con una disminuida participación de trabajadores y sin un asiento geográfico determinado, pues se sumerge en el espacio abstracto y global de la red de redes.

La sociedad posmoderna digitalizada y de consumo, ya no genera trabajadores ni empleos. Cada vez es más frecuente que la producción sea realizada por robots que automatizan la fábrica, eliminando puestos de trabajo, ofertando empleos flexibles en cuanto horario e insignificantes en cuanto a salarios. La subordinación como el elemento clásico del trabajo en la configuración moderna del Estado, es ya un enfermo terminal; cuyos signos vitales se van apagando con las expresiones de flexibilidad laboral y empleo precario.

Surgen uevas formas de crear valor económico a partir de la organización colaborativa de ciertos agentes autónomos deslocalizados e interconectados. Corren flujos de nuevas identidades comunitarias, nuevas y diferentes tribus y nichos, exentos de límites geográficos y temporales, que ven en la tecnología una manera de simplificar el mundo físico, pero, sobre todo de interconexión, creación y acumulación de riqueza, mediante instrumentos virtuales que se extrapolan al espacio físico. ¿Qué papel juega entonces el Estado moderno, en esta era donde la tecnología disrumpe sus cimientos? Se

propone esta discusión teórica, como un ejercicio reflexivo que permita entender las inflexiones del Estado ante los retos ético-sociales de la descentralización del trabajo.

I. La ética del trabajo en el Estado moderno.

El cambio de la política europea de las antiguas estructuras medievales a la conformación de las llamadas monarquías absolutas durante los siglos XVI y XVII, transformó la vida social y económica no solo de sus habitantes, pues como su nombre lo dice, concentró el poder eclesiástico, político, económico y social en el rey o soberano absoluto. Este poder totalitario, se fue expandiendo hacia el resto de los continentes, mediante la colonización primero de manera rudimentaria por las potencias navales España y Portugal, posteriormente en el siglo XVIII dominado por las potencias: Inglaterra y Francia. En 1648 con la llamada Paz de Westfalia, se instaura el concepto de soberanía nacional, como una forma de limitación territorial de los incipientes Estados; se va dibujando así, el contenedor[1] de la sociedad en la modernidad.

> En el mundo moderno, el Estado se forma en el final del feudalismo y la formación de la sociedad civil. La idea del Estado no carece ni de biografía propia ni trayectoria definida. Sin duda, formas de asociación política han existido en diversas etapas de la humanidad. Pero es con el Renacimiento humanista, cuando la idea del Estado adquiere sustantividad y rostro propio. Desde Maquiavelo, Bodino, Hobbes y Rousseau, el Estado es caracterizado de manera disímbola, pero coincidente en cuanto atributos, objetivos y tareas. (Aguilera Hintelholher, 1999)

Durante el siglo XVII, esta concentración de poder en todas sus aristas en un monarca, por designio natural y de la divinidad católica; propuesta estamental de los iusnaturalistas[2], es confrontada fuertemente en Europa por los pensadores renacentistas e ilustrados; quienes sostenían que el pensamiento racional del hombre es la base de la estructuración del Estado, su poder y sus instituciones.

> La conformación de los Estados Nacionales tuvo su origen durante la transición del feudalismo al capitalismo. No puede ser explicada sino dando cuenta de la multiplicidad de factores que intervinieron y que se retroalimentaron en un proceso que llevó varios siglos. Los cambios políticos, económicos, sociales y culturales por sí mismos no pueden dar cuenta completamente del proceso de consolidación de los estados nacionales, que comenzaron constituyéndose en la Europa occidental entre los siglos XVI a XVIII. No obstante, las transformaciones en el plano del poder fueron fundamentales: el pasaje del poder político feudal disperso y relativamente limitado por la Iglesia y los señores feudales locales a un poder centralizado en la figura del monarca. La concentración del poder de los reyes por encima de la Iglesia, así como la pérdida de poder de los señores feudales locales a raíz de la desaparición gradual de la servidumbre, permitió el surgimiento en el siglo XVII de los denominados Estados absolutistas. La coerción pasó del ámbito del señorío feudal al plano "nacional", creándose un aparato reforzado de poder para controlar y reprimir a las masas campesinas. La nobleza mantenía su dominio mientras "toleraba" o se adaptaba al surgimiento de un nuevo antagonista, las burguesías comerciales de las ciudades medievales. (Miguez, 2009)

Nace entonces el Estado moderno, que cuestiona el poder absoluto y propone la transformación del Estado a través de la división de poderes que proclama el acuerdo social por encima de decretos divinos, y que por otro lado va a impulsar las matemáticas, la física y la astronomía, de donde emergieran innovaciones tecnológicas como la máquina de vapor que revolucionará el comercio y con ello el cambio de poder y la política de su tiempo con la llamada primer revolución industrial. El movimiento económico cultural que trajo consigo la revolución industrial, marcó el inicio de lo nombrado por Bauman (2000) como sociedad de productores.

A la par del cambio político y social, el trabajo pasa de ser una mera transformación artesanal de recursos naturales para la satisfacción de necesidades individuales y colectivas, a convertirse en el centro de la vida económica, social y política durante los siglos XVIII, XIX y XX. El trabajo se centraliza y geolocaliza en la fábrica, se sujeta al reloj que marca jornadas continuas de actividades repetitivas y especializadas, divide a las personas por segmento de ese todo que representa el producto final y atribuye identidad y jerarquías a quienes lo realizan. El proceso social y condicional del trabajo es impulsado fuertemente por la llamada ética del trabajo.

> En la obra: *Trabajo, consumismo y nuevos pobres*, Bauman describe el trabajo como una forma de dominación, de apropiación de las conciencias humanas, para someter sus cuerpos a los designios de la fábrica y la acumulación de riqueza. Podría decirse, que el espíritu y la razón de las personas fue controlado con planes educativos y morales, que ensalzaron el trabajo como un valor ético y moral. "Se otorgó al trabajo un papel decisivo en lo que los políticos presentaban como una cuestión de supervivencia y prosperidad para la sociedad y que entró en el discurso

1 Contenedor social, expresión utlizada por el autor Ulrich Beck para definir el elemento territorial del Estado moderno. Véase al respecto Beck, U., Moreno, B., & Borrás, M. R. (1998). ¿Qué es la globalización?

2 Definición de Julieta Marcone sobre Iusnaturalismo: Para el iusnaturalismo la naturaleza es algo que existe per se, independientemente de nuestra voluntad y de nuestra fuerza. Por eso, este derecho natural, que se supone supremo y trascendente, no depende en lo más mínimo de las consideraciones ni de las formulaciones humanas o estatales. Esta naturaleza (divina o racional) es lo que determina la existencia y el contenido de esos derechos, los cuales, independientemente del reconocimiento que tengan en el derecho positivo (estatal), existen y resultan universalmente válidos y necesarios. Marcone, J. Hobbes: entre el iusnaturalismo y el iusposit vismo. (2005).

> sociológico con el nombre de 'reproducción sistémica". (Bauman, 2000)

En la nueva modernidad o posmodernidad en la que nos encontramos, el trinomio sociedad de trabajo, Estado y empresa ya no existe. Pues si bien durante la etapa de la primera modernidad como lo hemos referido, la ética del trabajo era el cimiento de la producción que generaba la acumulación de riqueza, en la actualidad el crecimiento económico ya no conlleva a la supresión del desempleo, por el contrario, hoy crecimiento económico, significa desaparecer los puestos de trabajo. Nos dirigimos a una sociedad sin trabajo, a una economía que acumula riqueza a partir de la tecnología y conocimiento sin trabajo. (Beck, 1998)

El trabajo concebido como sometimiento a la fábrica, como actividad subordinada a otro, dependiente de instrucciones, imaginario de materialización de años de estudios especializados en la universidad, pareciera un mito. Es una creencia tan incierta, como pensar que el Estado nacional sigue teniendo el poder sobre la construcción social y económica de su territorio, de cara al resto de los actores internacionales: empresas transnacionales, organismos internacionales no gubernamentales como el Bando Internacional o el Fondo Monetario Internacional; el internet, el comercio virtual, entre otros.

II. Implicaciones ético-laborales de la cuarta revolución tecnológica.

Hoy en día, México, Latinoamérica y el mundo entero, nos encontramos en la vorágine del cambio social a consecuencia de la rapidez con que la tecnología avanza, se transforma y diluye todos los espacios y ámbitos en que las personas interactuamos, a partir de la centralidad del trabajo. Esta nueva revolución tecnológica exige flexibilidad y cooperación, transformando las relaciones económico-sociales, creando nuevos modelos de operación y de reacción social.

> Un escenario desafiante para los países de bajos ingresos es si la cuarta revolución industrial conducirá a importantes relocalizaciones de la fabricación global hacia las economías avanzadas, algo muy verosímil si el acceso de mano de obra de bajo costo ya no guía la competitividad de las empresas. La capacidad para desarrollar sectores manufactureros fuertes al servicio de la economía global basados en ventajas de costos es un camino bien conocido hacia el desarrollo, que permite que los países acumulen capital, se beneficien de la transferencia de tecnología y aumenten los ingresos. (Schwab, 2016)

La ciencia y la nueva tecnología digital, al modificar las formas en que se produce y acumula la riqueza, ha permitido que la sociedad moderna denominada de productores haya transitado a la sociedad posmoderna de consumidores, Bauman (2000). El mercado abastecido de capital tecnológico ya no requiere de personas que trabajen, sino que consuman. La sociedad posmoderna descrita por Bauman, ha transitado de una sociedad regida por la ética del trabajo, que, durante las tres primeras revoluciones industriales, posicionó a la economía de mercado, a través de la producción en masa que proveían trabajadores y fabrica; a una sociedad regida por el deseo y la elección, que desprecia el valor ético y moral del trabajo, salvo cuando este, le provee de experiencias para la satisfacción de sus deseos.

Este posicionamiento es compartido por el también sociólogo Richard Sennett, quien refiere que:

> El nuevo orden no tiene en cuenta que el mero paso del tiempo necesario para acumular experiencia le da a una persona posición y derechos; valor en un sentido material. El nuevo orden considera que estas reivindicaciones basadas en el paso del tiempo representan otra cara del mal del viejo sistema burocrático en el que los derechos de antigüedad paralizan las instituciones. El régimen se centra en la capacidad inmediata. (Sennett, 2006)

Para Richard Sennett, la nueva composición ética laboral de la posmodernidad, de ésta nuestra era sin tiempo, donde todo cambia deprisa; se erige el trabajo en equipo, como nueva valoración ética-laboral mediata, flexible y de grupo, opuesta al individuo. El trabajo en equipo como ética hace hincapié en la receptividad mutua más que en la validación personal. El tiempo de los equipos es flexible y orientado hacia tareas específicas a corto plazo más que al cálculo de décadas marcadas por la contención y la espera. En la posmodernidad en que nos encontramos, se da mucha importancia a las capacidades básicas (verbales y matemáticas), así como a la capacidad de manejar tecnología; se hace hincapié en escuchar bien, en enseñar a los demás y en el arte de la facilitación dentro de un equipo, más que a la especialización diferenciadora y exclusiva de la vieja división del trabajo y las antiguas estructuras de sociedades diferenciadas.

Si bien la tecnología hizo posible la centralidad del trabajo en la era moderna de la industrialización, con la fábrica y sus primeros inventos, que requería de la fuerza física e intelectual de las personas para impulsar la economía de mercado y la acumulación de riqueza del Estado. Rosa Ehrenreich Brookst en su artículo Estados fallidos o el Estado como fracaso (2005), escribe: "Lo mejor que puede decirse del Estado es que demostró ser una forma de organización social bien adecuado para la era de la industrialización".

> Ahora ante una combinación de aumento de la complejidad e hiperespecialización, estamos en el punto en que el deseo de compromiso útil se está convirtiendo en un problema importante. Este es en particular, el caso de las generaciones jóvenes que sienten a menudo que los trabajos corporativos limitan su capacidad de encontrar significado y propósito en la vida. En un mundo donde los

> límites desaparecen y las aspiraciones están cambiando, la gente quiere no solo un equilibrio entre trabajo y vida privada, sino también una integración armoniosa entre la vida privada y el empleo. Me preocupa que el futuro del trabajo permita que sólo una minoría de individuos alcancen dicho logro. (Schwab, 2016)

Esta preocupación respecto al trabajo, vida privada y riqueza es en gran medida el complejo problema de la tecnología disruptiva en la sociedad posmoderna, pues a partir de ella se genera la problemática de desigualdad social en que vivimos, y que se acrecienta en el mundo con la precarización y flexibilización del trabajo. La inteligencia artificial, la digitalización y la robotización globalizante, han ido desplazando el protagonismo del trabajo subordinado y remunerado como valor y motor de la sociedad. "Por que es la estética, no la ética, el elemento integrador en la nueva comunidad de consumidores, el que mantiene su curso y de cuando en cuando, la rescata de sus crisis. Si la ética asignaba valor supremo al trabajo bien realizado, la estética premia las más intensas experiencias" (Bauman, 2000)

Podría decirse que, en la sociedad actual, de compleja globalidad, tecnología y transformación ética, por un lado, el mercado de trabajo exige cambio constante, nuevo conocimiento, innovación, flexibilidad en cuanto a jornadas y contratación; y por otro lado, en las generaciones más jóvenes se pondera el valor significativo de la experiencia individual que produce el desempeñar la actividad laboral, lo que les alienta o desalienta a incorporarse a alguna actividad económica y permanecer en ella:

> El trabajo se somete ahora al escrutinio de la estética. Se lo juzga según su capacidad de generar experiencias placenteras. El trabajo que no tiene esa capacidad, que no ofrece satisfacciones intrínsecas, carece de valor. Otros criterios, (entre ellos, su vieja influencia moralizadora) no soportan la competencia de la estética ni pueden salvar al trabajo de ser condenado por inútil, y hasta degradante para el coleccionista de sensaciones estéticas. (Bauman, 2000)

Se dice que la red virtual global, que ofrece trabajos o actividades económicas a través de plataformas digitales, otorgan mayor libertad y satisfacción; no obstante, esta nueva flexibilidad, también genera trabajadores que van de puesto en puesto buscando la composición de un salario suficiente para sufragar el costo de su supervivencia y necesidades de consumo; rompiendo con ello la aspiración estética del trabajo, y emergiendo con ello el subempleo.[3]

III. Inflexiones del Estado: retos ético-sociales de la flexibilidad laboral y la precarización del trabajo.

Ulrich Beck, en su libro *¿Qué es la globalización?*, define la globalización, como la perceptible pérdida de fronteras del quehacer cotidiano en las distintas dimensiones de la economía, la información, la ecología, la técnica, los conflictos transculturales y la sociedad civil. Para este autor, la globalización cuestiona un presupuesto fundamental de la primera modernidad, la idea de nacionalismo. Menciona que con la globalización surge una multiplicidad de conexiones y relaciones entre Estados y sociedades, y además se desarraiga con mayor fuerza la estructura de los presupuestos fundamentales según los cuales se ideaban, organizaban y vivían hasta ahora las sociedades y los Estados en cuanto unidades territoriales recíprocamente delimitadas. La globalidad quiere decir que se rompe la unidad del Estado nacional y de la sociedad nacional, y se establecen unas relaciones nuevas de poder y competitividad, unos conflictos y entrecruzamientos entre, por una parte, unidades y actores del mismo Estado nacional y, por la otra, actores, identidades, espacios y procesos sociales transnacionales. Para Beck: "La globalización produce ataduras, produce comunidades trasnacionales y transcontinentales, que separan: la vida y el trabajo en común, en un mismo marco geográfico y social, fundando al mismo tiempo una nueva realidad social".

He aquí las inflexiones del Estado nacional, ante las diversas interconexiones de la globalización, en particular en su ámbito económico laboral, debido a la disrupción tecnológica de las grandes empresas trasnacionales, y el comercio o trabajo digital a través de plataformas; que flexibilizan las fronteras espaciales del Estado ofertando vacantes u oportunidades a trabajadores autónomos o independientes de manera virtual, sin someterse a las imposiciones normativas del Estado donde ejercen su influencia, incluso sin pagar impuestos tributarios al ejercer su influencia de manera tecno-digital. Es decir, el elemento territorial del Estado nacional se decanta y su población ya no trabaja para éste, sino se extiende de manera global ante los agentes económicos trasnacionales.

Y aquí la teoría del contenedor social de Beck, que menciona que:

> Las sociedades presuponen política y teóricamente el dominio estatal del espacio. Las sociedades modernas se convierten en sociedades individuales y delimitadas las unas respecto de las otras. Sin embargo, se recogen, como en un contenedor, dentro del espacio de poder de los Estados nacionales. Por otro lado, las sociedades modernas son, según esta concepción, no políticas, toda vez que el quehacer político se desplaza hacia, y sólo hacia el espacio del Estado. (Beck, 1998)

Por otro lado, Zygmund Bauman apud Ulrich Beck, dice que:

3 El subempleo trata de iden t f car a aquellas personas que, debido a la reducción o modi f cación de la demanda de mano de obra o a la insu f ciente creación de empleo en relación con determinados o f cios, se ven obligadas, para no encontrarse sin trabajo, a trabajar con horarios más reducidos, en empleos con niveles de cali f cación inferior o en unidades económicas menos produc t vas, reduciendo de este modo sus ingresos por debajo del nivel que serían capaces de alcanzar en condiciones normales (W.A. Borgen et al., 1988; D.E. Hecker, 1992). Citado por la Organización Internacional del Trabajo OIT 2014

> La globalización y la glocalización no solo son dos momentos o caras de la misma moneda; son al mismo tiempo fuerzas impulsoras y formas de expresión de una nueva polarización y estratificación de la población mundial en ricos globalizados y pobres localizados… Se ha perdido el nexo entre pobreza y riqueza, esto es, a causa de la globalización que divide a la población mundial en ricos globalizados, que dominan el espacio y no tienen tiempo, y pobres localizados, que están pegados al espacio y tienen que matar su tiempo, con el que no tienen nada que hacer. (Beck, 1998)

En este sentido, Bauman ve en las inflexiones territoriales del Estado, no un rompimiento, sino una consecuencia ineludible del Estado posmoderno, de la transformación social de la ética del trabajo al relativismo ético actual y que se expresa a través de lo que denomina la estética del trabajo, que perpetúa y acrecienta las desigualdades sociales, a consecuencia de la economía de consumo voraz y la pérdida de poder del Estado.

En su libro *Trabajo, consumismo y nuevos pobres*, Zygmun Bauman, refiere la globalización como: "el divorcio entre el poder y la política". Define el Poder, como la habilidad de conseguir que las cosas se hagan realidad; y Política, como la "habilidad de decidir qué cosas se deben hacer". Infiere que los poderes están exentos del control político, pues ahora el control reside en el "espacio global", y no hay posibilidad real de que la política cambie nuestras condiciones y perspectivas de vida. (Bauman, Z. 1998)

Según el informe Perspectivas de Empleo 2019[4] de la Organización para la Cooperación y el Desarrollo Económicos OCDE[5], se puede constatar que la transformación digital, la globalización y los cambios demográficos ya están reformulando el mundo del trabajo. Con vistas al futuro, el 14% de los puestos de trabajo que existen en la actualidad podrían desaparecer durante los próximos 15-20 años como consecuencia de la automatización, mientras que otro 32% están destinados a cambiar de forma radical.

De acuerdo con el informe 2018, de la Comisión Mundial sobre el Futuro del Trabajo perteneciente a la Organización Internacional del Trabajo OIT, la transición de la escuela al trabajo es cada vez más difícil, la tasa mundial de desempleo juvenil ascendió al 13.1% en 2017. Al mismo tiempo, el grado de instrucción está aumentando. Más de dos tercios de los jóvenes de hoy en día son trabajadores asalariados. No obstante, su situación en el mercado laboral no conlleva necesariamente que gocen de seguridad y estabilidad en el empleo. Es decir, son empleos precarios.

En el mismo sentido, la nota informativa número 6: La influencia de la tecnología en la calidad y la cantidad del empleo, publicada por la OIT el 20 de febrero de 2018, expone que, al no haber políticas de transición efectivas que incluyan la oferta de oportunidades adecuadas para adquirir nuevas competencias laborales pertinentes, muchas de las personas que corren el riesgo de perder su empleo pueden verse obligadas a aceptar trabajos menos calificados y peor remunerados, intensificando así la presión que se ejerce sobre los salarios en el segmento peor remunerado. De hecho, la mayoría de los trabajos rutinarios de calificación media que estaban comprendidos en los contratos de trabajo estándar con horarios de trabajo regulares han sido reemplazados por formas de empleo atípicas, en ocupaciones no rutinarias tanto de carácter intelectual como manual (OCDE, 2015). Aquí entra el contexto de flexibilidad laboral, esos trabajos atípicos a los que se refiere la OCDE, son aquellos temporales, inestables, dotados de autonomía y control digital.

También, el crecimiento de la economía de plataformas permite que los países en desarrollo se incluyan en este comercio de servicios y puedan así obtener una mayor participación en el valor agregado global de los mismos. Sin embargo, las plataformas se desarrollan principalmente en las economías avanzadas, y los mercados pueden ser rápidamente dominados por quienes se incorporan al principio del proceso. Por lo tanto, existe el riesgo de que los países en desarrollo dependan cada vez más de las empresas ubicadas en los países desarrollados (OIT, 2018).

Todos estos datos, nos permiten visibilizar la problematización mundial de los Estados y el mercado, frente al reto que presuponen las nuevas configuraciones económico-laborales gestadas a partir de la tecnología de la cuarta revolución industrial, de gran impacto social. Antony Atkinson, *apud* Rudy Gnutti, señala que la evolución tecnológica determina que el factor trabajo pierda peso respecto al factor capital y esta tendencia será más evidente en el futuro. Serge Latouche, *apud* Rudy Gnutti, menciona: "el esfuerzo del Estado en invertir para que el motor vuelva a funcionar podrá crear riqueza, pero no significa que automáticamente cree trabajo o que éste sea digno para el trabajador. De hecho, esto esta pasando en muchos países, y parece estar vinculado directamente a la robotización y al automatismo". (Gnutti, 2018)

Dentro de la paradoja de la globalización y su impacto en la ética del trabajo, Ulrich Beck, distingue dos conceptos: globalidad y globalismo. Define globalidad como el conjunto de relaciones de poder y sociales políticamente organizadas de manera no nacional-estatal y del otro, la experiencia de actuar por encina y más allá de las fronteras. Destaca la presencia en nuestra era de la sociedad mundial como una sociedad no estatal, es decir un conglomerado social para el cual las garantías de orden territorial-estatal, pero también las reglas de la política públicamente legitimada pierden su carácter obligatorio.

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4 El informe Perspectivas de Empleo 2019 de la OCDE forma parte de la iniciativa de la OCDE sobre el Futuro del Trabajo y de la campaña "Yo soy el futuro del trabajo", cuyo objetivo es mejorar el futuro del empleo para todos, ayudando a transformar los sistemas de formación y de protección social, así como a reducir las desigualdades entre las personas y entre las regiones.

5 La Organización para la Cooperación y el Desarrollo Económicos es un organismo de cooperación internacional, compuesto por 36 estados, cuyo objetivo es coordinar sus políticas económicas y sociales. La OCDE fue fundada en 1961 y su sede central se encuentra en el Château de la Muette en París. Ver más en: http://www.oecd.org

Es decir, el elemento vital del Estado nacional, su población se ha desbordado del contenedor, se ha flexibilizado a la par que lo ha hecho el mercado de trabajo, y la fuerza del globalismo. Beck conceptualiza el globalismo como el dominio que ejerce el mercado mundial que impregna todos los aspectos y lo transforma todo. Por lo tanto, considera que el globalismo neoliberal es una acción altamente política que se manifiesta de manera apolítica; es decir, como una ideología de la no intervención del Estado.

Como ya lo mencionábamos, el mercado altamente influenciado por las revoluciones industriales y sus estatutos liberales, ahora globalizados neoliberales, pareciera que empujan y deconstruyen las estructuras de los Estados Nacionales, al ejercer a través de su ética y estética su influencia en las sociedades estamentales, siendo la fuerza dinámica de su conformación.

Conclusiones

Las implicaciones tecnológicas de la cuarta revolución tecnológica en la reconfiguración del trabajo y la economía neoliberal globalizada, ha tenido un fuerte impacto en los tres elementos vitales de la composición de los Estados nacionales: territorio, población y gobierno.

Territorialmente, las nuevas estructuras económicas que utilizan la robótica y la inteligencia artificial han ido eliminando puestos de trabajo, pues el trabajo es suplido por las nuevas tecnologías. De la misma forma, estas empresas trasnacionales rompen los muros fronterizos de los Estados, para ofertar puestos de trabajo atípicos vía plataformas y nubes digitales, utilizando una conexión de internet, sin considerar en la mayoría de los casos los estamentos jurídicos y tributarios de los Estados donde estas personas se encuentran localizadas.

Esto a su vez, erosiona la potestad gubernamental de los Estados territorialmente delimitados, el Estado se mercadea ofertando menos impuestos y restricciones, intentando retener la fábrica y la riqueza por ella producida, debilitando su poder político cuando es ineficaz para regular la influencia de los poderes económicos de mercado arropados por las nuevas tecnologías.

La composición social del Estado, su población, al igual que el resto de los elementos, se ha transformado. La cuarta revolución tecnológica ha permitido la interconexión digital y la sustitución de muchas de sus tareas por la llamada inteligencia artificial. Todas estas acciones han ido diluyendo la vieja composición ética centralista del trabajo, hoy se destaca el valor del tiempo libre, el valor del tiempo de convivencia y recreación familiar y personal, ya no sólo se le asigna ese valor único y universal al trabajo. El trabajo a su vez ya no demanda de mano de obra o de personas, la fábrica y los mercados financieros hoy se bastan a sí mismos tecnológicamente para seguir produciendo y acumular riqueza. Hoy el mercado demanda consumidores, y la sociedad responde al mercado con una necesidad imparable de satisfacer anhelos, deseos mediante el consumo; pero el consumo tiene un precio, hay que pagar por consumir, y para pagar habrá que tener un trabajo, pero el trabajo que hoy se ofrece es flexible, precario y escaso. Entonces voltea la sociedad a ver al Estado, y exige a éste le suministre lo necesario para consumir. El Estado desquebrajado y minimizado, no puede dar respuesta a lo que su pueblo le demanda, pues su dimensión jurídica, económica y política ha sido minimizada.

La configuración rígida del Estado moderno parece no poder contener más la afluencia de las nuevas integraciones sociales y sus implicaciones éticas, pues los antiguos cánones universalistas, rígidos y totalitarios, abanderados por la ética del trabajo, disfrazados de libertad democrática, hoy se agrietan. Las personas interactúan en el contexto social, cultural y laboral no sólo con sus pares territoriales, sino que la tecnología digital, permite que la interconexión sea global y se corrompa la composición ética de sus sociedades. De ahí, la vigencia del debate entre quienes apoyan el resurgimiento del Estado protector que vuelva a unir el poder político y de mercado, a través de una nueva configuración ética del trabajo bajo los acentos: decente y digno e innovador; y quienes pugnan por la extinción de las instituciones políticas del Estado rígido y parasitario, para dar lugar a nuevas formas de organización comunitaria, sin restricciones fronterizas ni normativas estatales.

No obstante, parece muy complicado el planteamiento de ir hacia atrás, el tiempo ni la historia funciona así, entonces habrá más bien, que buscar nuevas pautas estamentales, que de manera urgente que permitan la reconstrucción del estado incorporando los nuevos elementos tecnológicos disruptivos y las necesidades sociales que demanda su población.

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Peculiarities of the Russian ballet in the end of the XIX th century - beginning of the XX th century

Peculiaridades del ballet ruso a finales del siglo XIX - principios del siglo XX

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ABSTRACT

The topic of Russian ballet poetics in the short plays plastic of the late XIX till first third of the XX centuries is relevant because of the rise of the ballet theater. There is an interest in it from people of art who wanted to remember the dance in all genres and types of artistic creation. Turning to this less well-known side of the research, we have to say, that the ballet topic in art is sometimes affected by theater researchers, illustrating their story with works of art and placing them in publications along with photographs. Engravings, paintings and sculptures are one of the truly invaluable sources for studying the history of ballet for them. Nevertheless, it is not by chance that most of these works are kept in the collections of the country's historical and theatrical museums. Ballet iconography is one of the most important branches of theater science, the science dealing with graphic material that reflects certain aspects of dance performance.

Keywords: plastic forms, figurative dance aesthetics, porcelain, decorativeness, images of ballet, integration.

RESUMEN

El tema de la poética del ballet ruso en los cortos de plástico de finales del siglo XIX hasta el primer tercio del siglo XX es relevante debido al surgimiento del teatro de ballet. Hay un interés por parte de personas de arte que querían recordar la danza en todos los géneros y tipos de creación artística. En cuanto a este lado menos conocido de la investigación, tenemos que decir que el tema del ballet en el arte a veces se ve afectado por los investigadores teatrales, ilustrando su historia con obras de arte y colocándolas en publicaciones junto con fotografías. Grabados, pinturas y esculturas son una de las fuentes verdaderamente invaluables para estudiar la historia del ballet para ellos. Sin embargo, no es casualidad que la mayoría de estas obras se mantengan en las colecciones de los museos históricos y teatrales del país. La iconografía del ballet es una de las ramas más importantes de la ciencia teatral, la ciencia que se ocupa del material gráfico que refleja ciertos aspectos del espectáculo de danza.

Palabras clave: formas plásticas, estética de danza figurativa, porcelana, decoraciones, imágenes de ballet, integración.

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Recibido: 14/08/2019 Aceptado: 05/11/2019

INTRODUCTION

Activization of the art interaction process is one of the essential aspects of Russian artistic life at the beginning of the 20th century. Leading both to the enrichment of each individual area of artistic creativity, and to the emergence of new aesthetic phenomena. The article is an experience of a problem-based approach to the analysis of complex artistic phenomena associated with the ballet theater of the early 20th century since the formation of a new art and dance aesthetics (Valukin, 2010; Vasilyeva, 2014; Vishnyakova, 1998). Due to this, many aspects of stage design, seeming at first glance rather local, acquire an important general theoretical and practical significance (Vorobieva, 2013; Krasovskaya & Karsavina, 1971; Kudryavtseva, 2003). Interesting stage reincarnation and transformation is a special state of artistic otherness of the image included in the system of poetic convention (Mark, 1983; Ovchinnikov, 1987; Petrov, 1982).

At the beginning of the 20th century, classical foundations were breaking up in Russian ballet schools. In the future, these reforms will determine the leading place of Russian ballet in world art (Agarkova et al, 1993; Khmelnitsky, 2011).

DISCUSSIONS

These changes would have been impossible without two talented reformers: Alexander Alekseevich Gorsky and Mikhail Mikhailovich Fokin.

They both converged in their desire for changes, in criticism of classical ballet, made qualitative changes in pantomime, dance and ballet choreography. But with all this, the activities of the two choreographers had significant differences: each of them chose an independent path and tried to follow it.

The reforms within the framework of the academic tradition began with a revision of the scenario drama. The old ballets did not have the integrity that could convey the content and the main idea of the performance.

Gorsky A.A. created a strict screenwriting drama with orderly semantic action.

Its main task was the exact transfer:

- Features of the era,
- Folk style
- National color.

The new dramaturgy shifted the accents in the ballet performance. It became impossible to convey all the features of the epochs and nations embodied on the stage without the participation of the visual arts.

Painting began to play a special role in the ballet performance, giving new meanings to music and dance. The painting inspired the creative imagination of the master, prompted new ways of script and direction development.

Gorsky's reforms left the Russian ballet a magnificent stage setting, striking in its taste, grace, originality and fidelity.

The severity and accuracy of the script, the spectacular design of the staging led to a re-arrangement of scores in a ballet performance.

Corps-de-Ballet by the rules of Drama

Painting defined the staged dances as well. A new role began to play a corps-de-ballet. In "Don Quixote", the corps-de-ballet lost its usual regularity and orderliness for the first time, turning from a symmetrical action into a triumph of asymmetry. Each dancer performed his unique dance, which created a chaotic crowd movement. And it is this crowd that rules on the stage, determining the development of the plot, intrigue and the fate of the main characters.

However, following the path of colossal reforms, Gorsky did not reject the values of the old ballet school. The basis of his corps-de-ballet was nevertheless a classical dance, notwithstanding an unconventional treatment.

Gap between dance and pantomime. Divertissement

Only pantomime could fully convey the whole drama of the action in his opinion. The pantomime in the performance reached a new, dominant level, while the dance served only as an accomplice. But such an eclecticism of action led to a semantic gap between dance and pantomime. As a result of the break in dance and pantomime, in "Giselle" the romantic component of the plot, the general poetics of the action, were disturbed. The dance of the play was aimed at elevation, smoothness, and the pantomime brought dissonance into it with sharp pictures of groups and transitions, which, by the way, created a completely new drama of the play.

The experiences of Gorsky with divertissement were successful. In the "Golden Fish", "The Humpbacked Horse" edition, the choreographer gave special meaning to the actions of individual episodes and tried to express the content of the music in this new form of ballet.

Gorsky was the first to turn to a new form of ballet - Mimedrama. Mimedrama could convey the characteristics of the national and historical epoch; reflect the logical nature of the actions and actions of the characters. Mimedrama is "The daughter of Gudula" - one of the most famous performances of Gorsky and an example of his original work.

The forms of virtuosic dance in mimedrama could even be supplanted by pantomime. The ballet "Daughter of Gudula" was replete with genre and folk scenes that demanded believability and realism. It was necessary to show the inner world of the characters, their psychological characteristics, which was also beyond the power of the classical dance. Only pantomime dialogues and monologues could handle this.

So Russian ballet of the 20th century was:

- Reflect the feelings and experiences of the characters,
- Emphasize the tragedy of the situation and the deep psychologism of the production.

Another finding of the choreographer-reformer was the "storyboard mise en scene". This was demanded by the image of the masses, which often became the main character of the performance, concentrating on the details of the historical era and the environment.

Small forms of ballet performances and dramatization of symphonies

In small ballet performances, A.A. Gorsky introduced the concept of a new choreography.

In contrast to multi-stage performances, their basis was symphonic music, which left an imprint on the composition of the ballet itself. Usually ballet music was divided into numbers. Symphonic music is continuous.

So in the Russian ballet there was a real plastic action, where it was impossible to determine where the pantomime was, and where was the dance. The boundaries were so fluid where the plastic of the actors was natural and alive.

In addition, the symphony has a large form, which means it was possible to do without an abundance of individual dances.

Later in the production of the Fifth Symphony of Glazunov, the master was the first in world culture to headline ballet by typing the word "symphony" in the title, than he took the most important step towards program ballet action. The ballet performance and the symphonic program played equally important roles on the stage.

The history of Russian ballet owes much to Gorsky.

His main achievements are:

- Creating a harmonious, coherently ballet action,
- Development of a unique dance drama of the play,
- New ballet direction,
- High psychology of action,
- Attention to the smallest details and characters of the characters.

A.A. Gorsky succeeded in overcoming many conventions of classical ballet: the lack of a harmonious plot, the canonical structure of a dance, and the neglect of pantomime.

Fokin considered the Russian ballet of the century hopelessly outdated, naive, and classical dances - ridiculous and unnatural. A great influence on his reforms had the work of Isadora Duncan, whom the master admired. The basis of the dance, he believed it was the naturalness of movements, live poses. The choreographer removed the classical movements of his arms and legs from his actors, forcing them to move around the stage as they would have done in life.

With his reforms, M. Fokin forced a free dance out of the shadows and equated him with academic rights.

Like Gorsky, he saw the source of changes in the pictorial design of the play. The ballets of Fokin were precisely stylized under a certain epoch. He did not just put the picturesque on first place in the ballet - he gave her the main source of inspiration.

Above all, the choreographer appreciated antiquity. The scenery of his performances and chitons, in which actors often danced, had a great influence on the fashion of that time.

When creating ballet, he was given the role of background music, which could awaken creative imagination, convey the mood of the performance.

Pantomime psychology

The pantomime of Fokin's ballet was clearly aligned with the character of the actors. Mimicry traced the rejection of the traditions of the old ballet school. Plastic has become complex, refined, but at the same time preserved the naturalness and freedom. Each actor had his role in the motley picture of the action. But there was no chaos: the gestures and movements of the heroes were clearly worked out and looked quite symmetrical. Fokin managed to bridge the gap between pantomime and dance; pantomime organically flowed into a dance action and vice versa.

The sequence of dances and mimic movements became one.

Repertoire lines and opera dances

The Fokin repertoire clearly traced two lines:

- Line of plastic drama,
- Line stylization under the era of theatrical past.

Each character of the play received its own plastic role. Thanks to the second line, the ballet-master created the style of romantic choreography. It doesn't matter where the action took place - in any historical interpretation the dance embodied the elusive ideals and unsteady dreams of a particular era.

He created a new aesthetics of ballet scenes in opera productions. In his ballets, symphonic music, underlined by the nature of plastics, acquired a new sound. The choreographer honed the techniques of classical dance, filling them with new living meaning. The smoothness of symphonic music emphasized the slimness and beauty of what is happening on the stage. M. Fokin is considered the founder of modern romantic ballet because of the reform.

The choreographer experimented with classical dance and based on populist characteristics. Dance was still the main means of expression of ballet. He took as a basis elements of folk dances and, combining them with classical ones, received a new vision of action, where the canons of the classics were combined with the natural freedom of movement and the expression of the author's intention.

The significance of M. Fokin's reforms

Choreographer Fokin made a genuine breakthrough in dance drama. Thanks to his reforms:

- Dance found the necessary consistency and consistency,
- Ballet act itself has become more verified and reliable,
- New stage design allowed to convey the style of past eras,
- Performance of symphonic works changed the role of music in ballet action, making it a full-fledged actor,
- Pantomime acquired in the ballet the function of disclosing the psychological image of the protagonist,
- Choreography reflected the place and role of the character in the author's world,
- Dance has become an authentic means for the image of national color.

It is also necessary to note, that the images of porcelain plastic of small forms and ballet. They helped to master the peculiar relationship in which lays the secret of the synthesis of these arts, and allowed to do this with the greatest subtlety and emotional conviction.

Ballet figurines created by masters of the Petersburg Porcelain Factory: N.Y. Danko, S.M. Sudbinin, D.I. Ivanov, O.A. Glebova-Sudeikina, A.Y. Bruschetti-Mitrokhinoy, live in space, expressively plastic, sound like a nocturne, therefore attractive and interesting. They possess valuable qualities peculiar to ballet - intimacy. An artist who works in porcelain on the image of dance can reduce the distance between the original and the perceiver to the limit. Such interaction with one-on-one, similar to what happens when one perceives a live ballet image on stage. And although the same communication happens with the ballet theme embodied in easel sculpture, but for artists working in small porcelain plastic, the ability of a ballet statue to be a sociable companion became not a feature, but the main principle on the basis of which the content of the image is revealed.

Porcelain plastic, approaching in the "large" works to the cabinet size and in small versions to elegant miniatures, is more diverse in typological and thematic respects compared with the easel and monumental sculpture of its time. In the form of a "statue" or "bust", it is present in the interior as an independent artistic object. In addition, plastic images from porcelain are often used to decorate household objects for various purposes: dishes, watches, lighting fixtures and vases, writing utensils, realizing their decorative possibilities more directly than easel forms. A special priority area of application is "sirloin instruments." All kinds of knobs for reeds, figured cutting, dressing-cases and snuff boxes belong to the category of porcelain "bagatelle" - the indispensable accessories of the secular life of the second half of the XVIII century.

Thus, the porcelain "doll", being a kind of plastic art, organically lives in a diverse subject-clothing context of the epoch, which leads to the conclusion about its "borderline" position between easel sculpture and decorative and applied crafts. This special place in the hierarchy of spatial arts of the 18th century predetermines the presence of figurative and stylistic parallels of porcelain plastics with other types of "notable arts" and "craftsmanship": bronze, engraving, painting, and theatrical stage-scene.

Porcelain sculpture is experiencing a genuine triumph thanks to the first in the history of the figures of the participants of the "Dyagilev seasons" created by S.N. Sudbinin commissioned by the Imperial Porcelain Factory. By right, the whole world spoke about them, and the porcelain plastic again demonstrated its ability to "feel" and react responsively to the historical and cultural needs of the time. The author cites the archive documents of the plant and unpublished personal papers of S.N. Sudbinin regarding the history of their creation, paying particular attention to technological aspects (figure of T. Karsavina).

The previously unknown bronze sculptures of famous ballet actors made by Sudbinin according to porcelain originals are introduced into the scientific revolution. The author cites the Parisian letters of Sudbinin and the archives of the Sevres Porcelain Manufactory, thereby reconstructing the history of the creation of previously unknown sculptural portraits of A. Pavlova and L. Sobinov, made in Sevres, and conducting a stylistic analysis of these works.(Tatuev, & et all,2018).

"Russian Seasons" became a sort of culmination in the exchange of cultures between Russia and Europe and a kind of "bridge" into the future for Russian art. Such names as Pavlova, Karsavina and many other participants and witnesses of "Dyagilev Seasons" symbolize the flourishing of Russian art at the beginning of the 20th century. Their work became the embodiment of moral and philosophical ideas of the renaissance of Russian culture. The images of the Great Russian actors captured in porcelain by S. Sudbinin perpetuated one of the brightest pages of Russian history.

Sudbinin was the first in Russia to reflect the art of the theater of the XX century in porcelain works. In the spring of 1913, he received an order from the Imperial Porcelain Factory to create models of artists of the Imperial Theaters F. Shalyapin, L. Sobinov, and the ballerinas of the Imperial Ballet A. Pavlova and T. Karsavina.

The Staging of reality was one of the characteristic phenomena of the time. However, the sculptor did not just give her a hobby, she ideally corresponded to the artist's attitude, his sincere love for the theater. The images created by the master go beyond the limits of the theatrical scene and exist in the context of the cultural space of their time. In the world of ballet and opera performances, Sudbinin was able to bring in a sense of contemporary perception of life, and in the images of Great Russian actors - to convey more complex life concepts.

According to the memoirs of M. Fokin, the idea of creating an artistic image in Russian ballet was only in its infancy; at the beginning of the 20th century they were just beginning to think about the need for a synthesis of arts in dance, where everything would be subordinate to one goal - the unity of the artistic image, the unity of the whole performance. Pavlova's dance served as graphic evidence that ballet can and should be viewed as a special kind of art in the highest sense of the word.

Probably, from the works ordered to him, Sudbinin first turned to Pavlova's work, the strength and charm of which lay not in this or that technical trick, not in the final pirouette, but in her ability to create a complete artistic image. Sudbinin performed the models of Pavlova's figurines in the ballet parties Swan, Bacchanalia and Giselle. Only the last of them was carried out in china. For the sculpture of Pavlova Sudbinin chose the image of Giselle from the scene of divination in the first act of this ballet. According to the performer, her artistic concept was to "...show a whole range of experiences, transitions from one feeling to another."

Pavlova's triumphal performance presented a new life to the image of the main character, "Giselle," which, in her interpretation, became the most important link in the dramatic art of ballet. The tendency to fix with the help of sounds the most subtle nuances of the movements of the soul became the main principle in Pavlova dance. Willis Pavlova contrasted the world with a harmonious world torn apart by passions. This moment in her game was conveyed by Sudbinin, who understood exactly where the dancer's highest skill was expressed: two or three abrupt hand gestures with a livid face — everything is said without words, with dumb expression concealing hopeless doom. Perhaps the sculptor can be reproached by the external wasting of the figure, which rests without "rushing" forward. But this moment, masterfully captured in china, conquered authenticity in the expression of feelings of love and despair. (Irani, & Rezaei, 2018)

At the same time, Sudbinin performed two sculptural portraits of Anna Pavlova in the choreographic composition "The Swan" and in the ballet "Bacchanalia". Creating portraits of Pavlova in the role of the Swan, Sudbinin originally approached the interpretation of the image of the dancer. He does not "build" a form, as in sculpture, but rather "treats" it as a kind of strange substance, in the unsteady, colorful haze of which the unforgettable profile of Pavlova in the "areola" of swan feathers is guessed. This is a kind of half-real and half-fairy-tale. In another portrait, Paul the sculptor gently processes the form, that there is a feeling of fusion of the sculpture with the environment, "dissolving" the silhouette in the surrounding space. The image of the White Swan arises from a misty haze, acquiring a special attraction because of its understatement.

In the image embodied by Pavlova in Mikhail Fokin's Bacchanalia ballet, Sudbinin conveyed the spirit of free rhythmoplasty, which the ballerina took from Isadora Duncan's art, making it an organic part of her dance. The variety and complexity of the rhythmic themes, combined with intense black and white contrasts, create in this composition an unusually acute sense of movement that lasts over time. In this statuette, Sudbinin conveyed Pavlova's "Soul Movement", which strongly objected to a dance that was not motivated by feeling, stating: "Why are you wasting your time trying to stand for half an hour on one leg? Until you feel, you will not be an artist!"

In the portraits of Pavlova, the sculptor's temperament, his fortitude, masculinity and admiration for the genius of the greatest Russian ballerina of the 20th century are felt sculptural portraits of Pavlova could not but remain unnoticed by art critics of Paris. Having received the best reviews, Sudbinin signed a contract with the Sevres Porcelain Manufactory, for their performance in biscuit, thus becoming almost the only Russian sculptor, whose works were produced in the famous French enterprise. Renewed every five years contracts for the execution of portraits of Pavlova lasted until the beginning of the 1940s, and the models for their molding are still kept in the archives of the Sevres manufactory.

According to archival documents, Sudbinin personally followed the process of execution of his work, especially at the initial stage of cooperation, and was present during firing. The figure of Pavlova the swan was estimated at 300 francs. In "the Bacchanalia" it cost 100 francs. He received 25% of the sale of each figurine, which were sold in the museum shop, and also were sent to sales offices in Europe, including in England, by prior order.

In the image embodied by Pavlova in Mikhail Fokin's "Bacchanalia ballet", Sudbinin conveyed the spirit of free rhythmoplasty, which the ballerina took from Isadora Duncan's art, making it an organic part of her dance. Pavlova loved to perform in the genre of choreographic recitation to music, combining classical dance with free plastic, thereby introducing some specificity and pantomime to the ballet art. Enriching the work with special dynamics, the sculptor gave the viewer the opportunity to "hear" the music of I. Glazunov, under which the ballerina moves.

The variety and complexity of the rhythmic themes, combined with intense black and white contrasts, create in this composition an unusually acute sense of movement that lasts over time. Fun excitement reigned in the dance, takes a truly Bacchic character. The impetuous impulse, the ballerina's selfless circling are filled with some kind of nervous

ecstasies; expression activity is enhanced by live facial expressions, as if addressed directly to the viewer.

The study of porcelain plastics in the context of the ballet images study has expanded the boundaries of a comprehensive view of the thematic quest for small-scale sculpture bordering on arts and crafts. The creative synthesis of sculpture and ballet was given a new impetus at the turn of the century. Porcelain and earthenware factories existed in many regions of Russia and Europe. They set the fashion for artistic style searches. Ballet themes have become a harmonious expression of modernity and symbolism of the Silver Age, formed as a complex synthetic style, even more likely a fusion of various styles with a principled openness to the cultural heritage of all times and peoples. The proposed method for studying porcelain plastics, which includes related types of art, can be considered as a significant addition to the approach to the study of small-scale sculpture monuments that are common in art history.

The study of the images of ballet in porcelain plastic with the main information about the subjects, allowed seeing and understanding the topic as a form of thinking, an inexhaustible source of inspiration, to get an idea of the trends of its development in the art culture of the late XIX till first third of XX centuries.

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Title security: means of securing the obligation

Título de seguridad: medios para asegurar la obligación

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ABSTRACT

The article is devoted to the review of the effectiveness of the security mechanism of titles. In current research the performance of the obligation with the use of dialectical method, analysis and synthesis, the essence, content and types of title security are considered. The study summarizes the experience of applying the provisions of foreign title security legislation, analyzes the characteristic features of fiduciary in Roman law, and attempts to correlate the provisions of Roman law with the modern understanding of title security. The necessity of detailed contractual regulation of title security as an unnamed method of securing the obligation is revealed and substantiated. Special attention is paid to the practice (including foreign ones) of titular collateral application in bankruptcy cases. We suggested to consider the mechanism of security effect in title security through the prism of Roman fiduciary and secondary rights.

Keywords: Sales contract, methods of securing obligations, fiduciary property, title security.

RESUMEN

El artículo está dedicado a la revisión de la efectividad del mecanismo de seguridad de títulos. En la investigación actual se considera el cumplimiento de la obligación con el uso del método dialéctico, el análisis y la síntesis, la esencia, el contenido y los tipos de seguridad del título. El estudio resume la experiencia de aplicar las disposiciones de la legislación de seguridad de títulos extranjeros, analiza los rasgos característicos del fiduciario en el derecho romano e intenta correlacionar las disposiciones del derecho romano con la comprensión moderna de la seguridad de títulos. La necesidad de una regulación contractual detallada de la garantía de títulos como un método sin nombre para asegurar la obligación es revelada y comprobada. Se presta especial atención a la práctica (incluidas las extranjeras) de la solicitud de garantía titular en casos de quiebra. Sugerimos considerar el mecanismo del efecto de seguridad en la seguridad del título a través del prisma de los derechos fiduciarios y secundarios romanos.

Palabras clave: contrato de venta, métodos de obtención de obligaciones, propiedad fiduciaria, título de seguridad.

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Recibido: 17/06/2019 Aceptado: 19/09/2019

INTRODUCTION

The development of civil turnover, complication of economic relations and designs applied by market participants make it necessary to search for new legal forms aimed at protection of interests of participants of relations and obtaining effective economic results, as well as at transformation (transformation) of already known legal designs, their adaptation to the new formed realities of turnover and demands of its participants. Such institutions include the title support, the origins of which date back to the times of the Roman Empire and are now being developed in the conditions of formation of the digital economy. The use of title software has become widespread in recent years. As a way of ensuring the fulfillment of the obligation, title security is used in foreign countries. Recently, title software has also become more active in Russian practice.

Russian civil legislation in Article 329 of the Civil Code of the Russian Federation provides for an open list of ways to ensure the fulfillment of obligations, allowing the possibility of using both the methods of ensuring the fulfillment of obligations named in the Civil Code of the Russian Federation and other security measures. As noted by S.V. Sarbash, the creditor's desire to obtain a stronger right to guarantee its interests is one of the main drivers for its dissemination (Sarbash, 2008). At the same time, the attitude towards the institution under consideration is ambiguous both in science and jurisprudence.

While some allow for the use of title security as an effective way of securing the performance of an obligation aimed at the fullest and fastest satisfaction of the creditor's interests, others, on the contrary, see it as a defect that indicates the pretence of the transactions being made, their execution in order to circumvent the law. Thus, for example, in the decision of the Arbitration Court of the Novosibirsk Region dated 26.09.2013 in the case № A45-4756/2013, it is stated that the implementation of the previous execution with a condition precedent and the counter subsequent obligation - conditional - does not contradict any legislative provision, and therefore, by virtue of Art. 1, 421 Civil Code of the Russian Federation title security is admissible.

Whereas previously the courts proceeded from the inadmissibility of using the instrument in question in order to circumvent the rules on pledge. The need to qualify the emerging relations according to the rules on bail was later confirmed by the Judicial Collegium for Civil Cases of the Supreme Court of the Russian Federation.

A.V. Egorov, justifying such a provision, notes that in the modern legal order temporary transfer of property rights is simply impossible, as it is able to destabilize the civil turnover and lead to a number of fraudulent actions in the private sphere, which, in turn, is unacceptable (Egorov and Usmanova, 2004).

It would be fair to point out that the ambiguous attitude to title security is also characteristic of foreign legal orders. For example, German law and case law permit the existence of a security sale, while neighbouring Holland prohibits a fiduciary transfer of ownership (van Vliet et al., 2002). The reason for this, according to Dutch civil servants, is that a security transfer of ownership makes possible multiple credit frauds (Reich, 2006).

In Japan, fiduciary conduct is common as an unnamed method of securing obligations. It provides for the obligation of the creditor to transfer the ownership right back to the creditor to satisfy its claims under the principal obligation (Norton, 2000).

T.N. Ivanova and O.V. Monchenko indicate that: "In French civil law, a security transfer of ownership is based on the rules on fiduciary transactions. According to article 2011 of the French Civil Code (hereinafter referred to as the FGC), a fiduciary is a transaction whereby one or more founders transfer property, rights or security, or a combination of property, rights or security, cash or future, to one or more fiduciaries, which, while keeping the property transferred separate from their own, act for certain purposes in the interest of one or more beneficiaries" (Ivanova and Monchenko, 2008).

In Australia, title security is governed by the Personal Property Security Act (PPSA), which was adopted on 13 December 2009 (Federal, 2018).

In the United States, there are two theories regarding title security. Title theory assumes that the owner of the lender's property is the owner of the lender's property until the obligation is discharged in full. Lien theory assumes the borrower as title holder of the property for the duration of the collateral, and the lender will only be able to enforce the asset if it is overdue. The choice of theory varies from state to state (Been, Glashausser, 2009).

The purpose of this study is to examine and substantiate the applicability of title security in law enforcement as an undisclosed enforcement method. In order to achieve this goal, based on the materials of court practice, the results of scientific research of both Russian civil lawyers and leading foreign scientists, taking into account the methods of comparative jurisprudence, generalization, analysis and synthesis, it is necessary to study the circumstances that led to the use of title security as a way to ensure the fulfillment of obligations, analysis of its content, study of the conditions for the use of title security in accordance with the provisions of the current legal order.

DEVELOPMENT

The reason for the emergence of title security and its application at present (Wood, 2007) is the prohibition of the majority of the legal order of pledge of movable things without the transfer of possession of the thing to the creditor. I.A. Pokrovskiy noted that in ancient times the need for credit was met by the transfer of collateral (Pokrovskiy, 2001).

A.V. Egorov and E.R. Usmanova (2014) point out that one of the possible reasons for the application of title security

and preference for its pledge is the leveling out of administrative procedures related to registration and publicity. Other advantages of the security structure under consideration, including the avoidance of the prohibition of encumbrance, priority over unsecured senior creditors, leveling of secured debt requirements and tax benefits, among others, are the following

For a better understanding of these benefits and the possibility of using title security as an independent way to secure the performance of the obligation, it is worth paying attention to the essence of the institution under consideration.

Legal regulation of title security began to be formed by lawyers in ancient Rome. I.B. Novitsky pointed out that "the debtor transferred the mortgaged right to the property of the mortgaged creditor for the purpose of pledge" (Krasnokutskiy et al., 2004). The author also noted that the property was transferred to the creditor. I.A. Pokrovskiy wrote that in relation to fiduciary, there can be no mortgage right in the legal sense, because the creditor did not receive the mortgage right to the thing, but the real right of ownership (Pokrovskiy, 2001). Based on their relationship to the right of ownership and its privileged position in the legal system, it is possible to allow for such a highly unbalanced position of the parties to be valid.

I.B. Novitsky also drew attention to the fact that by transferring the pledged thing to the creditor, the debtor granted more rights to the creditor than required by the pledge; the debtor thus placed its trust in the creditor (fides), expecting that in case of timely payment of the debt the subject of the pledge would be returned to him (Krasnokutskiy et al., 2004). The trustworthiness of the legal relationship in question, the trust placed in it (fides) led to the name of the legal form under study, "fiduciary", and the transaction itself was classified as fiduciary, that is, trustworthy.

Two main types of title security were formed. The first is the transfer of ownership, the second is the retention of ownership. Each of these types can be mediated by different contractual forms. If the transfer of ownership involves the transfer of an asset of the debtor to the ownership of the financier as security for the proper performance of the obligation, another type involves retaining the title of the owner of the creditor until the debtor has fully performed the obligation.

The main differences are as follows. In the case of a transfer of ownership title, the creditor returns title to the duly discharged debtor and, in the case of improper performance of the secured obligation, the creditor has the right to enforce the security against the debtor, either by selling it and obtaining the cash equivalent or by appropriating the property to itself.

There may be two ways of transferring ownership. First of all, the conclusion of the contract on the transfer of the title with the condition of the return of the title in the performance of obligations by the debtor, or, conversely, the inclusion in the contract of the deferred condition on the transfer of the title (Dedkovskiy, 2012). This method of title security allows the lender to obtain compensation in the form of property transferred under the transaction without foreclosure and additional expenses (Ulezko, 2013).

In this regard, attention is drawn to the point of view of A.V. Nikitin, who believes that the transfer of title and retention of title have different legal nature and legal consequences, and therefore should not be considered as two types of the same method of securing the performance of the obligation. The author notes that title retention transactions are not treated as security transactions in English law (Nikitin, 2018). It should be noted that, under English law, a security right may be created by granting a security right but not by reservation (Beale et al., 2018).

The terms and conditions of the creditor's return of title to the debtor by virtue of Article 421 of the Civil Code of the Russian Federation should be regulated by the agreement of the parties. It should be taken into account that under civil law, a person who has voluntarily entered into a contractual relationship cannot arbitrarily destroy previously concluded contracts, even if they become unprofitable for them.

One of the questions that arises in the course of title security research is: what does the creditor receive within the framework of such a transfer? The thing? Obviously not. Title? And what does the title mean? Title ownership implies complete domination of the person over the thing and the implementation of any actual or legal actions not prohibited by law on the basis of the title. However, such an understanding of the title of the owner is true in the case of title security with only a few reservations. In the case of the application of the title security structure, the title is transferred only for a certain period of time, i.e. it is temporary in nature. In Dozhdev's opinion, within the framework of the emerging legal relations, a creditor and a debtor create a certain legal position when the parties to a fiduciary agreement, as members of an alliance, have their own set of powers of an owner, and at some point these powers will merge with one or the other party and an exclusive right of ownership will arise (Dozhdev, 2005).

For example, a fiduciary, depending on the agreement reached, may have a thing in actual possession, own it, derive income, and receive fruits. Accordingly, on the fiduciary side there is an additional economic benefit in the form of extraction of fruits and income from the use of the thing. In Rome, the fiduciary was required to offset the fruits and proceeds against the debt. In modern law, the contractual design of the fiduciary may not provide for such a rule as an imperative. Then the fruits and income from the possession and use of the encumbered item may act as an additional bonus to the fiduciary, who is not protected by the instruments of the security right, but has decided to fiduciate. The fiduciary, in turn, does not lose his right to the thing, but only limits it, filling this

restriction with the figure of the title owner - this is the meaning of the alliance, which was mentioned by D.V. Dozhdev (2005).

The fiduciary may even dispose of the thing, but when disposing of it, all the proceeds of the debtor (the fiduciary) must be transferred to the creditor as performance under the obligation to be secured. The fiduciary, on the other hand, cannot dispose of the thing, inherit it or otherwise determine its legal fate. Its administrative powers are concentrated in a separate secondary law, which allows the fiduciary to create, change or terminate a subjective right at the moment of non-fulfillment of the main obligation by the debtor's unilateral expression of will.

The mechanism resembles a feudal property model characterized by dominium directum and dominium utile, a separation inherent in the theory of split property rights that is constructed in Anglo-Saxon legal systems. While in Russia, as a country of civil law, the unitary ownership model prevails (Rybalov, 2017).

At the same time, it should be noted that the creditor is a more protected party in the legal structure under consideration, as the debtor, by providing title security, risks losing its property due to possible unfair behavior of the creditor, who in violation of the terms of the agreement may dispose of the property in favor of a third party.

Also, one should not forget about the risks associated with accidental death of the property transferred as title collateral, as well as with causing damage to the property by third parties. In case of damage or destruction of the property as a result of its accidental destruction, the main gravity of the loss falls on the fiduciary, as he will have to provide new collateral for the main obligation, and in addition, to incur losses associated with the loss of property provided under the title collateral. Therefore, in the event of the actual possession of the item being transferred to the fiduciary, it is advisable to transfer the corresponding risks of accidental death together with the title.

When assessing the effectiveness of a title security mechanism, one should not forget the legal fate of the subject of the security in the event of default (improper) performance of the obligation by the debtor. An agreement on title security may provide a creditor with an opportunity to keep the collateral instead of selling it. At the same time, as correctly noted by A.G. Karapetov (2019), it is possible that the property significantly exceeds the value of the secured obligation, and therefore, the creditor may receive additional benefit in the form of a difference between the amount of debt and the value of the collateral.

However, they are excluded by the rule on compensation to the debtor for the difference between the price of the outstanding obligation and the value of the collateral. It is believed that legal advantages in such a situation for the creditor creates the possibility of independent realization of the collateral. In this case, the title security to a large extent wins over the pledge, as the latter is used to enforce the sale of the collateral, often at a price lower than the market price, and therefore the creditor loses what he has the right to count on.

There is a lot of discussion on the issue of application of title security both in case of bankruptcy of the debtor who has provided title security and in case of bankruptcy of the creditor who has received such a temporary title as a measure of security for performance of the obligation from the debtor. In the event of bankruptcy of the debtor who has provided title security, the property is not included in the debtor's estate, as from the legal point of view the holder of the title is the creditor.

In the United States, for example, R. S. Bevzenko (2017) notes, that all security constructions, including both collateral and title security, are treated in the same way, that is, a group of creditors whose rights of claim are not secured by security measures granting priority to the claim at the expense of the subject matter of the security, and there is a group of creditors whose rights are secured and satisfied at the expense of the subject matter of the security. Both are equally constrained by "social" creditors, whose claims are met in the first place regardless of the existence of security measures. In Russia, however, there is a four-link chain of title security: social creditors - unsecured creditors - secured creditors - super-secured creditors. The latter include title security lenders, as their title to the collateral excludes the possibility of meeting the requirements of all others at the expense of the collateral (Beale et al., 2012).

As attractive as the design of the title security is, law and order cannot allow such an easy withdrawal of an asset from the bankruptcy estate and preference to one of the creditors. In this connection, it is thought that on the application of the insolvency administrator in bankruptcy proceedings, the title transfer transaction may be recognized by the court as invalid if there are grounds for that provided by the Federal Law of 26.10.2002 No. 127-FZ "On Insolvency (Bankruptcy)". In the case of retention of title, since the creditor initially had the right of ownership, there are no grounds for challenging the transaction.

Most foreign law enforcement agencies here try to follow the above approach, whereby all secured creditors satisfy their claims after the "social" creditors.

In Germany, for example, the security owner previously owned the right to sell the thing itself and the amount of the balance of the sale was returned to the bankruptcy estate. Currently, if the debtor goes bankrupt, the secured creditor has the same rights as the pledge creditor under section 51 of the German Insolvency Act (Gezetbuch, 2008).

T.N. Ivanova and O.V. Monchenko note: "This approach fully ensures that the rights of other creditors of the security provider are taken into account. By virtue of section 52 of the German Insolvency Law, if the transferee of a security transfer of ownership does not obtain full satisfaction of its claims after the sale of the pledged object, it

is entitled to bid as an unsecured creditor for the remainder of the claims" (Ivanova, Monchenko, 2018).

It is noteworthy that Poland had also previously followed the second approach and understood title security literally as a full right of the fiduciary owner and therefore granted him the right to take his property out of the bankruptcy estate. However, in May 2009, amendments to the legislation came into force, resulting in equalization of pledge and title creditors in bankruptcy (Bartowski, 2018).

These countries are not the only ones of their kind, and the practice of "equalization" is common in many foreign law enforcement agencies dealing with title security. German authors point out that ultimately there are very few differences between collateral and title collateral (Buechler, 2009).

In accordance with the legal position established by the Supreme Arbitration Court of the Russian Federation, the acquisition by the lessor of the ownership right to the leased asset serves as security for the lessee's obligations to pay contractual payments as well as a guarantee of return on the invested asset. Within the meaning of Article 329 of the Civil Code of the Russian Federation (hereinafter referred to as the "Civil Code of the Russian Federation"), the said security shall be terminated upon payment by the lessee of all contractual payments, including in cases where the lessor is in the process of bankruptcy or evades execution of the transfer deed, purchase and sale agreement and other documents. It appears that this legal algorithm may be applied in the event of bankruptcy of the debtor when providing title security. Thus, in the event of bankruptcy of the debtor, the title security should be terminated and the property should be included in the bankruptcy estate of the debtor.

Another matter is the bankruptcy of the creditor who received the title security. As the title owner of the collateral, the creditor bears the risk that the property that is the subject of the title collateral should fall into the bankruptcy estate of the creditor. At the same time, in the situation of bankruptcy of the creditor, the interests of the debtor who has properly fulfilled the obligation, but has lost the property in the abyss of the bankruptcy mass of the creditor become vulnerable.

In order to ensure the interests of the proper debtor, A.G. Karapetov (2019) proposes to apply the German model of fiduciary property, which assumes that the presence of formal property means that the bankruptcy of such property does not fall into the bankruptcy mass.

It would appear, however, that in the event of bankruptcy of a creditor, the debtor or other person could fulfil the secured obligation and exempt the object from encumbrances by the creditor's rights and the inclusion of the property in the bankruptcy estate. In Greek law, in the event of default, a bankruptcy trustee acting in the creditor's interest takes the property into the ownership of the bankrupt and realizes it according to the rules of pledge, which are applied by analogy. After that, the difference between the amount of the debt and the value of the property, if the latter is larger, will be paid to the security provider (Security, 2004).

The same is true of law enforcement in developed European legal systems. In the bankruptcy of a creditor, an item of title may be taken out of the debtor's insolvency estate primarily with respect to all other creditors, provided that the debtor pays to the creditor its own debt secured by the item. Thus, the problem is solved not only in Germany (Buechler, 2009), but also in Austria (Duursma-Kepplinger, 2009), the Czech Republic (Konopcik, 2010), Spain (Fries, Steonmertz, 2010) and Poland (Bartowski, 2010).

A.V. Egorov notes that in building a system of ways to secure obligations, the goal should be to balance the interests of the parties, i.e. to provide for regulation in such a way that neither party is exposed to undue risk and is adequately protected from unfair acts of the other party, as well as from loss of assets due to any defects and gaps made by the legislator (Egorov and Usmanova, 2014). The widespread use of title security in the absence of a clear doctrinal and judicial perspective on the mechanism in question suggests that economic operators have shaped their attitude towards non-public encumbrances by opting for title security as the most flexible mechanism to accommodate their interests.

CONCLUSIONS

Therefore, the main legal risk associated with title security now appeared to be the risk of reclassification of title security as collateral. In this case, retention of title becomes a non-possessory pledge, factoring becomes a pledge of rights of claim, repo becomes a pledge of the underlying asset for the purpose of securing a loan to the seller, and financial lease becomes a loan securing the purchase of property in the same way as for repurchase and sale with return lease. Such recharacterization, caused by the law enforcement efforts to prevent the formation of various fraudulent schemes by means of title support, which may upset the balance of interests of civil turnover participants, may entail various negative consequences, not always favorable both for the parties and for the stability of civil turnover in general: the transaction may be declared invalid due to the lack of public registration; the subject of collateral may be subject to onerous restrictions related to printings. However, the risks of these consequences are comparable to the risks that arise when using title collateral.

In conditions when participants of civil turnover use title collateral as another unnamed way to ensure the fulfillment of the obligation, attempts to prohibit recourse to title collateral at the legislative level, to exclude the possibility of its application by forming negative judicial practice, automatic re-training of it as a pledge can be assessed as an artificial restraint of economic turnover.

On the contrary, the market needs necessitate the assessment of possible risks of titular collateral application and normative fixation of the ways of their minimization while preserving the maximum freedom of discretion for the participants of the civil turnover.

In this regard, it seems that the legislator should be provided with an opportunity for participants of civil turnover to apply title collateral mechanisms as an unnamed way to ensure the fulfillment of the obligation, with the reservation that only in case of doubt as to whether the relations arising under the agreement are pledged, the subject of collateral will be the subject of pledge, unless it is proved otherwise. In practice, there is an increasing use of retention-of-title clauses in agreements, where the parties exclude, through contractual regulation, the application of restrictions and imperatives imposed on the pledge, as well as possible issues of misrepresentation or abuse of the right as to the nature of the collateral granted. This seems to be a working self-monitoring mechanism and an understandable criterion for regulation.

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Improving narrative writing in ESL Classroom using picture series

Mejorando la escritura narrativa en ESL Classroom usando imágenes seriales

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ABSTRACT

21st century learning creates a huge wave as more visual aids were added as teaching materials and one of it would be using picture series. This study was conducted to investigate the effectiveness of picture series on narrative writing. A total of 30 form one students from a secondary school were chosen as the participants. Pre-test and post-test were given to the students in order to accumulate the results. The results showed improvement in students' writing after the treatments were conducted. Picture series enhanced students' thinking and language skills. Picture series also helped students in developing a better storyline. Picture series can be manipulated suited to the conditions in the classrooms. Hence, this study shows the importance of using visual aids, such as picture series, manage to improve students' narrative writing skill. This study implied to all teachers as a suggested teaching material. Future studies can look into the students' perceptions of using picture series in an ESL classroom.

Keywords: Picture series, visual aids, narrative writing, creative thinking, Process Approach, motivation.

RESUMEN

El aprendizaje del siglo XXI crea una gran ola a medida que se agregan más ayudas visuales como materiales de enseñanza y una de ellas sería usar series de imágenes. Este estudio se realizó para investigar la efectividad de las series de imágenes en la escritura narrativa. Un total de 30 estudiantes de una escuela secundaria fueron elegidos como participantes. Se les dio a los estudiantes una prueba previa y una prueba posterior para acumular los resultados. Los resultados mostraron una mejora en la escritura de los estudiantes después de realizar los tratamientos. La serie de imágenes mejoró las habilidades de pensamiento y lenguaje de los estudiantes La serie de imágenes también ayudó a los estudiantes a desarrollar una mejor historia. Las series de imágenes se pueden manipular según las condiciones de las aulas. Por lo tanto, este estudio muestra la importancia de utilizar ayudas visuales, como series de imágenes, para mejorar la habilidad de escritura narrativa de los estudiantes. Este estudio implicó a todos los maestros como material didáctico sugerido. Los estudios futuros pueden analizar las percepciones de los estudiantes sobre el uso de series de imágenes en un aula de ESL.

Palabras clave: Serie de imágenes, ayudas visuales, escritura narrativa, pensamiento creativo, Enfoque de proceso, motivación.

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Recibido: 11/08/2019 Aceptado: 14/10/2019

1. INTRODUCTION

As we are entering into the 21st century world, having excellent English language skills is vital to all regardless of age, gender or race. English is used as a medium for communication, to further one's studies, travel, work and knowledge with people of diverse background (Singh, Tan, Abdullah, Othman, Mostafa 2017). The acquisition of English skills particularly in writing has gained tremendous prominence not only as an academic skill, but also for business purposes as well as culture globalization. It has also became an important skill that contributes to career (Alharbi, 2017).

Writing is a significant skill for language construction. However, it is considered as a difficult skill, particularly in English and students may face many challenges in writing (Farreed, Ashraf & Bilal, 2016). Thus, to master the skill is crucial, aligning with the demands that the government has set, particularly for students' narrative writing, as it is a requirement in Malaysian exams. Narrative is the main element of comprehension and expression of our experience over time which can be found in daily human interaction (Gutierrez, Puello, Galvis 2015). According to Abbott (2002) "narrative is present in our lives almost from the moment we begin putting words together" (p. 1).

Picture series as part of visual aids is one of the teaching materials that a teacher can use to teach English language classrooms. Pictures as stated by Raimes (1983, as cited by Gutierrez, Puello & Galvis, 2015) provide a mutual experience for students in the classroom, which leads to a variety of language activities. Using the old-fashioned way of teaching using whiteboard can be uninteresting for the students. Students may find it dull and they will have a hard time to maintain concentration in class. One of the ways that is considered effective in teaching writing is by using instructional media. If instructional media is implemented, students would be more engaged in learning. Wening, Cahyono, Iragiliati (2017) stated that there are many types of instructional media which include chalkboards, handouts, slides to the newer version such as videos and television. Hence, this will become the teachers' responsibilities to be able to grab the students' attention in class using visual aids such as picture series. Besides that, students nowadays are in need of imagination and original ideas to make sure that they will be able to write a good essay. Hence, this study shows the importance of using visual aids such as picture series manage to improve students' narrative writing skill.

Implementing Process Approach to Teach Narrative Writing.

There are a lot research done to find the most effective writing strategy as they realize the importance of having high proficiency in writing (Yunus, Hashim, Sulaiman, Sulaiman, Richmond, Jarail & Royal, 2018). A very common alternative in teaching writing would be through Process Approach (Gutierrez, Puello, Galvis 2015). The approach centralized in order to teach narrative writing using picture series is known as the process approach. According to Gangal (2011) as cited by Singh, Singh, Singh, Mostafa and Mohtar (2017) 'writing is a skill that people use to express themselves emotionally and creatively' (p.2). Hence making sure that the reader understands the storyline is crucial. The most effective way to teach writing is through process approach (Sun & Feng, 2009). This approach implements a proper progress in writing and steps by steps which includes pre-writing, writing, revising and editing, (Sun & Feng, 2009). According to Gutierrez et al (2015), process approach is the most suitable method that can be used to teach narrative writing. Process approach concentrates on the steps involved in creating a piece of a proper writing (Sun and Feng 2009). By using this approach, students will gradually learn how to create texts by mastering cognitive writing strategies like pre-writing, drafting, revising, editing, and publishing their own written work, (Gutierrez, Puello, Galvis, 2015) 'Process approach is also an approach that focuses on how a text is written and not the end product', (Nordin, 2017, p.2). Hence, process approach is an undeniably suitable approach to be used in teaching narrative writing. Hence, to make sure that the students can comprehend the skills, teachers should be able to teach them using the most fitting way possible. A study conducted by Gutierreez, Puello and Galvis (2015) showed that the students showed tremendous improvement with process approach being implemented in classroom. The students also showed improvement with process approach implemented. The study also showed that using picture series was able to improve the students' overall language particularly in writing. The students were also able to develop creativity and imagination through picture series.

Integrating Picture Series in an ESL Classroom

Visual aids has helped so many students in visualizing their work especially in writing. As stated by Godden, (2017), visual aids and arts can be expressed through writing. In this study, the importance of using picture series as a teaching material is crucial. Picture series is a group of pictures that are connected succession of similar or related things which are usually arranged in order. According to Apsari (2017), picture series is a type of media which belongs to picture category. Picture series is a kind of media which belongs to picture category (Madut & Yunus, 2017). In addition, Wright (1989) suggests the pictures series are pictures, which show some actions or events in chronological order. It is also one of the ways used to teach writing as it can develop the students' imagination and improve their quality in writing (Gutierrez, Puello & Galvis, 2015). According to Lindstromberg (2004) as cited by Apsari (2017) pictures series is known to be the great platform to teach the students writing skills. It can develop the students' creative thinking and be more imaginative in writing. Picture series as it contains picture, allows students to create ideas based on the pictures that they observe. Students would usually complain about not having ideas to write. Through picture series, students will be able to develop their visual memory. According to Binder, Hirokowa, & Windhorst, (2009) as cited by Sarica and Usluel (2016), visual memory is the ability to recall images, memory, scenes, word or other information presented visually. Hence, with the implementation of picture series, students will be able to gain ideas and narrate their stories based on the pictures.

Development of Thinking and Language Skills

The curriculum is evolving as the century is also evolving. 21st-century learning are adapting more critical and exciting learning sessions for the students. However, to match with the ever changing globalization, teachers are often face with a number of problems when conducting writing lessons (Rajendran, 1999). One of the mutual hitches is implementing higher order thinking skills questions when teaching writing (Singh et.al, 2018). Effective and efficient learning materials

should be developed, implemented, and continuously improved. Research should understand and recognize the effectiveness of those innovative tools and the implication to the education field (Madut & Yunus, 2017). One of the innovative tools that can be used in a teaching and learning session would be picture series. The role of visual aids is said to be highly engaging in the educational structure and to develop language skills (Halwani, 2017). Researchers found that picture series help the students enhance their cognitive process particularly in noticing logical connections between events and the story. In writing, students should be able to focus on how to generate ideas and how to organize them coherently (Apsari, 2017). Innovative materials such as picture series are created for native learners of a language and it is used in the classroom to help learners to perform well in learning the language. Using innovative material can also help students in acquiring effective language competency of the target language (Madut & Yunus, 2016). Using picture through various methods is also highly efficient in enhancing vocabulary among students (Lesniewska & Pichette, 2014). Lesniewska and Pichette (2014) continues by stating that pictures or any other visual aids will be able to improve the students' vocabulary acquisition as they are required to describe the nouns in the pictures. Grammar is not an easy element in learning English particularly in writing. Grammar learning is compulsory to ensure higher proficiency among ESL learners (Mart, 2013) and grammar learning should be fun (Hashim, M. Rafiq & Yunus, 2019). Picture series will be able to provide authentic and fun learning experience.

Authentic Learning Experience

It is crucial for teachers to make sure that the students have an authentic learning experience. The concept of authentic is no longer a new term. It was already being used during the middle ages (Burden & Kearney, 2016). According to Burden and Kearney (2016), only in recent years has interest in authentic learning and using cognitive apprenticeships. Authenticity by definition means 'new' or 'not a copy' (Burden & Kearney, 2016). When it comes to learning, authentic learning can be in association with mobile devices or technology (Burden & Kearney, 2016). Picture series can be used in multiple ways. Teachers often would collaborate the usage of visual aids with technology. Teachers would use visual aids in teaching writing to make it interesting and enjoyable and so it is becoming popular nowadays among language teachers. It attracts the learners' attention immediately. It motivates them to pay more attention in the class and they can relate their learning with real life (Çakir, 2006). The use of visual aids seems to benefit both the teachers and learners. The use of visual aids enables language learning to be interesting and classroom becomes lively (Macwan, 2015). The implementation of ICT in language learning also provide learners with a brand-new learning experience that contains rich digital, textual graphic, and other interactive features (Muehleisen, 1997 as cited by Sahin and Secer, 2016). In a research by Henry and Simpson (2001) stated the significance of books and the value of pictures in ESL learning. Picture books in social studies, language arts, reading, and science can be very useful. Using innovative materials such as picture series can also benefits in which it can bridge the gap between teachers and students (Madut & Yunus, 2017).

Source of Motivation

In learning a language, learners need to be well motivated. In other words, a person's attentiveness in learning English is part of a complex relationship (Roberts & Banegar, 2018). Visual aids play an important role in learning a language (Halwani, 2017). As stated by Wright (1990) as cited in Gutierrez et al (2015), pictures can definitely contribute to students' interest and motivation. Picture series have proven to help students in developing a sense of interest in language learning. Visual aids can help to boost up their motivation in ESL classroom. This study also implemented ICT in the utilization in picture series in teaching and learning session According to Yunus, Nordin, Salehi, Sun, & Embi (2013), there has been a growing interest in using computers and the internet to improve the effectiveness of teaching and learning session in all level both in educational and non-educational settings. Students are much more interested to learn if there is ICT involved. Aligning with 21st century learning, the usage of ICT is much encouraged in an ESL classroom. According to Ien, Yunus and Embi (2017), there are many students who find writing in English is difficult. Hence, an extreme measure should be taken into consideration in making sure that the students can comprehend all language skills especially writing skill. As stated by Harwati (2018), with the implementation of technology, the process of teaching and learning is no longer limited to the classroom. Teachers can have a virtual teacher's assistant to help them in making sure that the millennial can understand better. "Using innovation in teaching and learning is helpful in providing adequate information as well as knowledge" (Madut & Yunus, 2016, p.1). The pictures lead the students to focus directly on words. Apsari (2017) stated that the use of picture series gives 'positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning' (Apsari, 2017, p.51). Hence, this study shows the importance of using visual aids such as picture series manage to improve students' narrative writing skill.

2. METHODOLOGY

The method used for this study was pre-test and post-test. Pre-test was conducted on the second week of teaching and learning session, and post-test was conducted on the 12 weeks of teaching and learning session. The study was conducted for 14 weeks of school. The target participants were 30 secondary school students of age 13. The instruments used were picture series, flash cards, PowerPoint slides, and story books.

For this study, pictures acted as a tool to teach narrative writing. A series of pictures that connects and relates to each other used as a platform to teach narrative writing. The students used the pictures to get the rough ideas on narrative writing and narrate their own writing. Other than that, flash cards were used to teach narrative writing in order for the students to get the rough ideas and how the composition of the story should be. In the flash cards, there were plot of the stories but the students had to elaborate more by using their own ideas and opinions.

Next, is using PowerPoint slides. The use of technology was also centralized in a form of Power Point whereby the

series of pictures were displayed through the slides. Other than that, process approach was also taught using Power Point slides. This to ensure that the students can be exposed to 21st century learning. Last but not least would be using story books. Using story books can be a great platform to teach the students narrative writing. They can be more imaginative by looking at the picture in the story books and have their own opinions on how to narrate their story according to their own way of telling the story.

Students were given a test during the third week. They had to write a narrative essay about 'how I met my best friend'. The essay should not be more than 150 words. This test is to identify their proficiency level and their way of writing. This should help the teacher to identify the weakness of the students and their strengths. The instruments were distributed a week after the pre-test was done. Post-test was conducted after all the instruments were used. For post-test, students were given another test for narrative writing. The title was 'the most memorable holiday/trip with my family/friends'. This essay should not be more than 150 words. This was to identify whether the students improved and whether the treatments worked. The post-test was conducted in the final week after all the treatments had been done. The data were calculated using frequency count.

3. RESULT AND DISCUSSION

The result below shows great improvement between pre-test and post-test.

Table 1 Pre-test and Post-test result

Grades	Range of grades %	No of students	
		Pre-test	Post -test
A	80-100	0	3
B	65-79	2	5
C	50-64	8	10
D	40-49	10	9
E	0-39	10	3
TOTAL		30	30

Figure 1 Pre-test and post-test differences

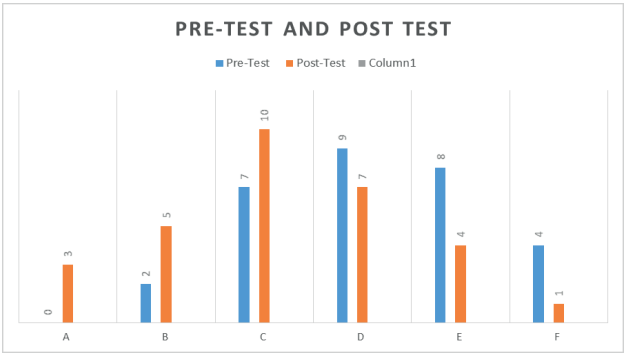

Table 1 and Figure 1 show the difference between pre-test and post-test. Students showed tremendous improvement after the instruments were conducted. Students showed consistency in their writing especially in paragraphing. The used of adjectives to describe their objects increased in their writing. This shows how students were adapting to the implementation of picture series in an ESL classroom. However, there was one student who failed for the post-test even after the instruments were being conducted. The student was a low proficiency student and need more time and help in English language especially in writing. Nevertheless, in terms of paragraphing, the learner showed incredible improvement.

The findings of this study depict that picture series is one of the most effective ways to teach narrative writing. Through using picture series, students will be able to develop their visual memory. As stated by Binder, Hirokowa, & Windhorst, (2009) as cited by Sarica and Usluel (2016), visual memory is the ability to recall images and using their imagination to deliver full description in writing. Narrative writing requires a lot of imagination and creativity in writing to ensure full delivery to the reader. Hence, picture series provide such elements towards learners. Picture series can be used in so many ways. Either in a Power Point slides form or comics strips. Not only that, the maximum usage of media aligning with the 21st century learning is also much centralized in teaching and learning session. Students were much more interested if media was used as a platform to teach. According to Yunus et.al (2013), students are much more interested to learn if there is ICT involved. The usage of media can be a great way to attract the students' attention. The study also showed that using picture series was able to improve the students' overall language particularly in writing. The students were also able to develop creativity and imagination through picture series.

Picture series may not be as modern as other new techniques, but it is a method that can be renewed and modernized according to the students' needs and proficiency levels. It is a very versatile method to be used in teaching as it can be varied according to the students' proficiency levels (Gutierrez, Puello & Galvis, 2015). In this study, the approach used was also well proven of its effectiveness. A study Gutierreez, Puello and Galvis (2015) proved that the students showed tremendous improvement with process approach being implemented in classroom. The students also showed improvement with process approach implemented. As according to Sun and Feng (2009), the most effective way to teach writing is through process approach. The writer needs to be writing in the most realistic and authentic way possible which includes pre-writing, writing, revising and editing, (Sun & Feng, 2009). As this research was conducted, students

showed remarkable improvement in paragraphing their essay after process approach was introduced. This proves that the students are in need of an approach that can be used to ensure that their writing can be organized and systematic. According to Gangal (2011, as cited by Charanjit et al., 2017) writing is a skill that people use to express themselves emotionally and creatively. Thus, students should be able to write with proper paragraphing in making sure that the reader would understand and acknowledge the storyline. The students showed not only a much more imaginative writing but also an organized essay was written. Students also showed a great improvement in the usage of new vocabulary. Picture series allow the students to develop and enhance vocabulary among students (Lesniewska & Pichette, 2014).

4. CONCLUSION

To conclude, picture series is a great platform to teach English writing. Picture series is a versatile method that can be used to align with the 21st-century learning. It can be modernized and can be used in a very traditional way depending on the students' preference and the school environment. This study also succeeded in promoting a more enjoyable way of learning for the students. The presence of pictures attracts the students' attention and allow them to be more creative in their writing. Picture series improved the students' participation in class and they are more interactive than before. They are also more open towards a new way of learning and accepting that there are ways to learn and having fun at the same time. The materials used are also among the contributing factors toward the students' participation. The more creative the media is, the more the students wants to participate in their essays and in classroom activities. The classroom environment was also more positive as the students develop a sense of enjoyment in participating in the activities conducted. Hence, picture series is crucial to learn narrative writing. This study implied to all teachers as a suggested teaching material. Future studies can look into the students' perceptions of using picture series in an ESL classroom.

ACKNOWLEDGMENT

This research was supported by the grant from the Faculty of Education, Universiti Kebangsaan Malaysia; GG-2019-017 and PP-FPEND-2019.

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El linaje tolteca en la formación de los Estados mesoamericanos del Posclásico

Toltec lineage in the formation of the mesoamerican Postclassic States.

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RESUMEN

Durante los últimos años del siglo XX y lo que ha transcurrido del siglo XXI, los estudios mesoamericanistas muestran gran interés en analizar las estructuras de poder en Mesoamérica así como sus cambios durante el Preclásico, Clásico y Posclásico, haciendo énfasis en el carácter militarista que los Estados poseían desde el periodo Clásico, los medios por los cuales, los pueblos indígenas legitimaban su poder y sus conquistas, el papel fundamental que fungía la religión, la deificación de los gobernantes y la Serpiente Emplumada. Partiendo del análisis de documentos y testimonios arqueológicos, el presente texto postula la importancia que tenía el linaje tolteca para los indígenas del centro de Mesoamérica para la creación de un Estado militarista y expansionista durante el Posclásico.

Palabras clave: Mesoamérica, Posclasico, Serpiente Emplumada, Zuyuanismo, Tolteca

ABSTRACT

During the last years of the 20th century and during the 21st century, mesoamerican studies show great interest in analyzing the power structures in Mesoamerica as well as their changes during the Preclassic, Classic and Postclassic periods, emphasizing the militarist character that the States had, since Classic period, the means by which indigenous peoples legitimized their power and conquests, the fundamental role played by religion, the deification of rulers and the Feathered Serpent. Starting from the analysis of documents and archaeological testimonies, the present text postulates the importance that the Toltec lineage had for the natives from Center of Mesoamerica for the creation of a militaristic and expansionist state during the Postclassic.

Keywords: Mesoameric, Postclassic, Feathered Serpent, Zuyuanism, Toltec

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Recibido: 04/07/2019 Aceptado: 19/11/2019

Las sociedades preestatales de Mesoamérica, es decir, aquellas que se caracterizaron por ser grupos reducidos, unidos por vinculaciones familiares; por no producir excedentes materiales y carecer de clases sociales, comenzaron a cambiar su estilo de vida durante los años 5200 y 3400 a.C. (Fase Coxcatlán que se desarrolló en el valle de Tehuacán) donde "no sólo se recolectaron las plantas, sino que también se sembraron. Parece que las primeras plantas fueron el chile y la calabaza, así como el aguacate. […] A ellas siguió el maíz". (Haberland, 1995: 17). Tras la domesticación de las plantas, a finales de la Fase Coxcatlán y comienzos de la Fase Abejas (valle de Tehuacán), se han datado las evidencias más antiguas de construcciones habitacionales hechas de paredes tejidas, esto significó el comienzo de sedentarismo y con ello cambios progresivos, milenarios, en la estructura social y el estilo de vida. No obstante, el indicativo factico del sedentarismo es la cerámica, pues su tamaño y fragilidad no son características propias de una vida nómada por lo que el periodo de 2500-2400 a.C. se considera el comienzo del sedentarismo agrícola pues la cerámica más antigua es correspondiente a esta fecha. Sin embargo durante los primeros 1300 años de este periodo (2500-1200 a.C.) "tan solo existieron comunidades tribales igualitarias" (López Austin y López Lujan, 2014: 85) y el pensamiento religioso pareció inclinarse al homenaje de los antepasados pues se enterraba a los muertos bajo las habitaciones, los hallazgos funerarios muestran características que denotan la existencia del culto al antepasado –que posteriormente fue indispensable para legitimar la ocupación de las tierras- y el pensamiento de la vida después de la muerte, ya que las tumbas se preparaban cubriendo las paredes con hierba y depositando ofrendas alimenticias en el lecho mortuorio.

En el Preclásico medio, se comenzaron a aglutinar personas en grandes colonias alrededor de los años 900 y 750 a.C. formando extensos asentamientos con un sistema político más complejo, en donde se configuraron las sociedades Estatales de la súper-área. En este estudio, asumo como *Estado mesoamericano* a la organización social compleja que cumple con los requerimientos estipulados por Florescano en su libro *Los orígenes del poder en Mesoamérica* con base en las tesis planteadas por Carneiro, Gary M. Feinman y Joyce Marcus, cuyos principales rasgos son el desarrollo de la organización política a tres niveles: local, distrital y estatal; los gobernantes poseían un origen sobrenatural; los gobernantes poseen palacios, la evolución de las estrategias de guerra a gran escala y el monopolio de la producción artesanal de la región dominada (Florescano, 2009: 481-482).

Por lo tanto, la aparición de estados arcaicos es notable en las relaciones de producción y especializaciones de trabajo en el periodo Preclásico, respecto a ello Haberland mencionó el descubrimiento de un dique de riego que data de los años 900-200 a.C. en un asentamiento de aproximadamente 3000 personas en la región de Tehuacán.

> Naturalmente un solo hombre o una sola familia o los habitantes de uno de los pequeños poblados que continuaban viviendo en sus casas de paredes tejidas, no pueden haber realizado solos esta obra. Más bien era necesario el esfuerzo común y organizado de un grupo mayor, lo que indica que existía alguna unidad, tal vez política, dirigida por una hegemonía de príncipes o sacerdotes. […] Este impulso hacia la formación de grupos mayores y relacionados con éste, la erección de centros ceremoniales, parece haber existido en toda la zona que más tarde formaría la región mesoamericana. (Haberland, 1995: 32).

Haberland, no logró explicar cómo se dio el ascenso de un grupo sobre otros, la división de poderes, la apropiación de las riquezas por parte de unos cuantos, ni cómo se legitimaba la entonces estratificación social, más bien se inclina ante las explicaciones reduccionistas. La aparición de clases sociales es evidente en la "complejidad de las tumbas, en la riqueza de las ofrendas funerarias, en las representaciones iconográficas y en la importancia que adquieren los bienes de prestigio" (López Austin y López Lujan, 2014: 85).

La planificación urbanística de los asentamientos de las sociedades complejas de este periodo muestran un patrón que se repite, el núcleo de todo poblado es un complejo urbano donde se exhibe un lugar sagrado, en torno al que gira la vida y desde donde se exhibe y ejerce el poder, en la periferia de se encuentran restos de casas y tumbas simples, por lo tanto se puede hablar de una autoridad legitimada en la religiosidad y expresada en el simbolismo que ornamenta la infraestructura central donde se exalta el linaje de una familia gobernante, es decir, la clase social dominante se adueña de la historia, emerge del tiempo dejando escrito su antiguo derecho al poder.

El prestigio del linaje y su legitimidad para gobernar universalmente deriva de los actos de valentía en la guerra, conquistas militares, manifestaciones religiosas, o sacrificios para con la comunidad hechos por un ancestro apical y cuyos eventos fueron formadores y transcendentes en la historia de la sociedad. Gaspar Melchor de Jovellanos define la nobleza del linaje como "una parte honorifica de la sociedad" (Jovellanos Gaspar, 1914: 5), que se convierte en institución del Estado.

El culto a los ancestros en Mesoamérica se manifestó en la ornamentación de las tumbas, de esta forma se recordaba y mantenía una conexión simbólica con los ancestros, al mismo tiempo se certificaba de forma material la ocupación de la familia en esas tierras y su derecho a la explotación de la misma.

Debido al linaje se legitimó la división entre poseedores de la tierra y desposeídos, esta dicotomía se impregnó en el colectivo mediante la escritura, la imposición o aceptación de ceremonias que rememoraban y mitificaban el linaje de los gobernantes, vinculándolos incluso con astros o con mitos creadores; siendo entonces la religiosidad el factor de cohesión, aceptación de la desigualdad y promotor de la repetición de este modelo, es normal que la medula infraestructural de la comunidad sea un centro religioso desde donde se ejerce el poder.

> Esta costumbre, a la vez que fortaleció los lazos de descendencia entre los antepasados y las nuevas generaciones, acendró el culto a los muertos y proveyó a sus descendientes de un argumento recio para reclamar como propios el área de cultivo y la residencia que habían ocupado antes sus padres y abuelos.

> […] Así entre más hundida en las profundidades del pasado se presentaba una genealogía, más prestigiosa y noble parecía, pues estaba ornada por los blasones de la antigüedad y la duración (Florescano, 2015: 21).

La antigüedad del linaje proporcionaba a los descendientes del mismo, una ascendencia cuasi divina, pues debido a la mitificación de los ancestros se les situó en los orígenes mismos de la humanidad; por otro lado a los linajes cuya historia no se remontaba más allá de unas cuantas generaciones, se les consideraba terrenales.

En el Preclásico, los olmecas, dueños de una agricultura desarrollada, heredaron una cosmovisión que giraba en torno a los ciclos del maíz y de la lluvia, por lo tanto su interpretación del mundo los hizo crear deidades que regían tales ciclos y vinculaciones entre animales y elementos naturales.

Al jaguar, por vivir en lo alto de la montaña, donde las nubes -llevadoras del agua- tocan la tierra, se le relacionó con la lluvia y fueron consagrados como dadores del maíz, sustento de la vida; de esta forma, la deidad del maíz está representada con una cabeza en forma de grano de maíz y un rostro de jaguar, dado que el labio superior de la deidad simula al felino gruñendo y sus colmillos que se curvan hacia afuera. "Al sumar estos variados significados el dios del maíz se convirtió en símbolo de los más valioso: era el compendio de las virtudes terrestres y sobrenaturales" (Florescano, 2017: 44).

Una vez identificados cuales eran los rasgos de la divinidad dentro del pensamiento olmeca, es impresionante ver tallas de los gobernantes representados con estas mismas facciones, lo que alude a una creencia de la divinidad de la elite. Los mitos que se formaron en torno a los mandatarios olmecas, indica también que se les consideraba la encarnación misma del dios del maíz y de la lluvia, es decir, de ellos dependía la vida, ser representados como jaguar también les otorga las cualidades anímicas del animal.

> La relación simbólica entre los poderosos felinos y los gobernantes y dioses de la sociedad olmeca parece haber sido el inicio de una tradición muy persistente en México. Se trata de antiguas concepciones derivadas de las creencias chamánicas de las sociedades cazadoras-recolectoras, en las que humanos y animales podían compartir una misma esencia espiritual y cambiar la apariencia externa a voluntad (Saunders, 2005: 20).

Las vinculaciones míticas humano-animal, cuando se tratan de depredadores imponentes siempre tienen características bélicas, no obstante, asociar al gobernante con el jaguar no sólo carga al ser humano de una cualidad guerrera y destructiva, sino también, como ya se ha dicho antes, debido a que el jaguar estaba estrechamente emparentado con las lluvias y al mismo tiempo considerado como dador del maíz, los mandatarios así como el jaguar eran la manifestación terrenal de la dualidad entre las fuerzas que traen la vida y la muerte, es decir, el gobernante representaba al cosmos, en el habitaba la dualidad, el caos dador de orden, idea que perduro en la tradición mesoamericana.

La relación entre el jaguar y el poder, conformó parte de lo que Alfredo López Austin ha nombrado *núcleo duro* para referirse al conjunto de elementos de una cosmovisión que resisten el paso de la historia y los cambios políticos de un determinado entorno geográfico, es por ello que la asociación antes mencionada entre el jaguar y el gobernante se replicó en la tradición mesoamericana; en el periodo Clásico, en la ciudad de Teotihuacán, abundan las representaciones gráficas y escultóricas de los jaguares; en el mural de los animales mitológicos se pueden apreciar varias representaciones de este felino vinculado a elementos acuíferos; las lapidas de las personalidades teotihuacanas están decoradas con representaciones del animal. Ruiz Gallut explica que el jaguar no pertenece a la fauna local del Altiplano, por lo que su culto y su interpretación como símbolo de poder debieron provenir de herencia intelectual. Asimismo la mitificación de los ancestros también está presente en Teotihuacán, ya que la estirpe de gobernantes de la ciudad, justificó su estatus en el mito de la Serpiente Emplumada que se repite en todas las ciudades que surgieron tras la caída de Teotihuacán y que posteriormente sirvieron para dar continuidad al linaje de la elite.

> Sugiero que el edificio de la Serpiente Emplumada fue el mausoleo del fundador del linaje o dinastía de la Serpiente Emplumada. Baso esta presunción en el hecho de que a partir de la erección de este monumento (150-210 d.C.), la imagen de la Serpiente Emplumada se convirtió en el emblema de los gobernantes de estirpe tolteca y por esa razón éstos fueron siempre llamados Serpiente Emplumada (Florescano, 2015: 183).

Los argumentos de Florescano que apelan a la construcción de un linaje de gobernadores es congruente a medida que las ciudades herederas de Tollan: Xochicalco, Cacaxtla, Tajín, Chichén Itzá, Cholula, Culhuacán y Tula consagraban monumentos a sus fundadores quienes eran reconocidos como la Serpiente Emplumada.

Pese a ser fundadora de un linaje de gobernantes, Teotihuacán representó una discontinuidad en la forma de gobierno que se manejaba desde el preclásico ya que el Estado extendió sus dominios más allá de sus propias fronteras e impuso un sistema de tributación a gran escala, López Austin propuso que en Teotihuacán, el poder se ejercía sobre un territorio y no sólo sobre un linaje, modelo que se replicó por las hegemonías mesoamericanas de influencia zuyuana, sin embargo, la legitimación del poder se mantuvo vinculada al ámbito religioso y a la relación entre el gobernante y lo divino, las construcciones monumentales dedicadas al culto de los dioses muestran una vez más que es desde esos espacios donde se exhibía el poder dentro de la población.

Tras la caída de Teotihuacán, se da pie al periodo Epiclásico, un lapso de tiempo de 350 años (650-1000 d.C.) que se refiere al proceso de balcanización derivado de las incursiones chichimecas al centro de México y donde surgen las ciudades de herencia teotihuacana como Xochicalco, Cacaxtla, Tajín, Tollan Xicocotitlan, Chicén Itzá y Culhuacán; en esta última es donde se refugiaron los dirigentes de Xicocotitlan tras su abandono. La desestabilidad política que dejó consigo el ocaso de Teotihuacán provocó una lucha por la obtención del poder; Xochicalco fue una de las ciudades que se levantó para reclamar dicha autoridad, no obstante, debido a las invasiones chichimecas, Xochicalco se irguió amurallada y en lo alto de una colina, lo que la hacía poseedora de una clara ventaja en caso de asedio.

Como heredera de Teotihuacán, Xochicalco exalta las representaciones de la Serpiente Emplumada, el linaje de los gobernantes toltecas del centro de Mesoamérica. En el basamento piramidal donde se representa el numen, también se encuentra un gobernante con un suntuoso tocado quizás hecho de papel o madera, decorado con incrustaciones de piedras preciosas que representa la cabeza de la Serpiente Emplumada y de la cual se desprenden plumas de quetzal lo que le otorga los poderes y la autoridad de la criatura.

Cien años antes de que surgiera Xochicalco, se levantó la ciudad amurallada de Tollan Xicocotitlan sobre una colina, sin embargo, Tollan Xicocotitlan además fue custodiada por los enormes atlantes -representaciones de guerreros sucesores de la tradición militar teotihuacana- que estaban dispuestos en los límites de la ciudad, no obstante, las reconstrucciones arqueológicas del siglo pasado los situaron erróneamente sobre el basamento piramidal B. Es importante destacar que, en Teotihuacán el arte está evocado en representaciones teogónicas mientras que en Tollan Xicocotitlan se exalta el militarismo. El estilo artístico de las ciudades de herencia teotihuacana intenta emular el estilo de Tollan con el fin de transmitir por medio de manifestaciones materiales, el legado del prestigio político, militar y económico, lo cual no es raro en el resto del mundo, pues una analogía son los estilos arquitectónicos y de indumentaria militar que Roma tomó de Grecia, posteriormente, en el siglo IX, Bizancio, reclamaba su ascendencia romana en su arte y los atuendos de la milicia de Constantinopla; en el siglo XVI el Sacro Imperio Romano Germánico, hacia énfasis en su legado emulando por igual el atavió militar en armaduras de carácter ceremonial, las cuales tenían un estilo romanizado.

Dicho esto queda en claro que el sistema de gobierno de los herederos de Tollan y la admiración que desprendían se debió a que eran quienes mantenían el bagaje cultural, poderío político y militar que había representado Teotihuacán. El linaje de la Serpiente Emplumada de los gobernantes de las ciudades antes mencionadas les otorgaba el derecho de ejercer poder sobre las distintas regiones de Mesoamérica, a esto López Austin y López Lujan le llamaron *zuyuanismo*, lo cual es:

> Una forma de organización política, multiétnica, basada en la estructura del cosmos y establecida por los dioses, proponía de forma arquetípica el reino ecuménico de Tollan, que había sido el origen común de la humanidad antes de la salida de los pueblos del mundo. Se consideraba que todos los pueblos de la región debían pertenecer al sistema. Por ello, la resistencia de un pueblo a ser incluido era justificación de guerra (López Austin y López Lujan, 2013: 45).

Según la cosmovisión mesoamericana, cada pueblo tenía un dios tutelar el cual estaba estrechamente emparentado con su gobernante, por lo tanto, Teotihuacán y los nacientes gobiernos toltecas del Epiclásico debieron establecer como factor de cohesión social y medio de legitimación un dios tutelar territorial el cual no reemplazara al resto de deidades tutelares, sino que se situara en una esfera superior, dicho numen fue la Serpiente Emplumada. "El nuevo culto, con un intenso contenido político, se ajustaba a las inestables relaciones mesoamericanas, y los seguidores imponían sus principios e instituciones con el auxilio de las armas y el predominio mercantil" (López Austin y López Lujan, 2004: 40).

La equiparación de los gobernantes con la Serpiente Emplumada se puede destacar con la estela 31 de Tikal, la estela narra que el 16 de enero del año 378 llegaron hombres hostiles del centro de Mesoamérica. La pieza se refiere a una intervención militar, encabezada por Siyaj K'ahk, la cual trajo como resultado la muerte del gobernante maya Chak Tok Ich'akk I y la imposición Yax Un'n Ayiin hijo de Atlatl Cauac (posiblemente gobernante de Teotihuacán). "Yax Nu'n Ayiin no es el sucesor de Chak Tok Ich'aak I, de modo que para legitimar su ascenso se vale de la protección de fuerzas extrañas a Tikal y despliega en su persona el uniforme militar y los símbolos del poder propios de Teotihuacan" (Florescano, 2017: 110). Así pues, en la misma estela 13 de Tikal, se puede apreciar a Siyaj Chan K'awill, entre dos retratos de su padre Yax Nu'n Ayiin, quien viste atuendos de guerra y lo que parece ser un tocado o *cuatepoztli* de la Serpiente de Guerra y la Serpiente Emplumada que en Teotihuacán yacen adornando el templo viejo del basamento piramidal de Quetzalcóatl. Después de la intervención de las tropas de Siyaj K'ahk y la imposición de Yax Nu'n Ayiin destaca por varias regiones del mundo maya, en especial en Copán, el arte arquitectónico y escultórico teotihuacano que en gran parte hace énfasis al militarismo del imperio del centro de México, lo cual, señala Florescano que era "el afán de los gobernantes [teotihuacanos] de Copán por convertir a esta ciudad en una Tollan sureña" (Florescano, 2017: 113). Los herederos de Teotihuacán, replicaron sus estrategias políticas, construyendo así el zuyuanismo.

> Los zuyuanos construyeron un sistema cuya cohesión se basaba en dos principios aparentemente contradictorios. Por un lado, siguieron una vía ideológica que se esforzaba por mantener entre los pueblos una paz y armonía que supuestamente eran el reflejo del orden universal. Por el otro, los estados zuyuanos desarrollaron poderosos cuerpos militares de control y emprendieron agresivas campañas de expansión sobre los más débiles. La zuyuana era una empresa de armonía forzada (López Austin y López Lujan, 1999:45).

El zuyuanismo significó la capacidad política de gobernar extensos territorios ya que el culto a la Serpiente Emplumada se extiende desde Centro América hasta las fronteras septentrionales de Mesoamérica; de igual forma fomentó el desarrollo de la tradición militarista mesoamericana pues es en este periodo donde se emprendieron grandes campañas militares de conquista, practica de la que fueron herederos los pueblos del Posclásico emparentados con los toltecas, así pues, la Serpiente Emplumada se convirtió en un emblema de poder y conquista militar ya que:

> […] sorprende observar en las expresiones artísticas y simbólicas de esa época la desaparición de la figura del gobernante supremo, quien es sustituido por la representación de emblemas. La Serpiente Emplumada, la más difundida de las nuevas esfinges es símbolo del poder en Tula y en el área maya. Todo parece indicar que el emblema de la Serpiente Emplumada se había convertido en un título: Quetzalcóatl se refería a un cargo y oficio relacionado con las funciones públicas y militares (Florescano, 1996: 83-84).

Debido al sistema de gobierno zuyuano, los recientes pioneros chichimecas que migraban al centro de la región entendieron que debían establecer vínculos de sangre con los toltecas, de lo contrario, no podrían ejercer poder alguno ya que estos representaban no sólo el linaje gobernante, sino el linaje capaz de gobernar una región multiétnica.

Explicada la importancia del linaje de la herencia Teotihuacana y la discontinuidad que significó su dominio, se puede abordar con mayor claridad el proceso por el cual los mexicas tomaron el poder que ya se encontraba en Mesoamérica. Cuando llegaron a la cuenca de México, los mexicas establecieron vínculos de sangre con los toltecas culhuas, pues "al representar la cultura más elevada y más antigua es natural que Culhuacán haya gozado de gran prestigio entre los invasores y los recién llegados, tanto si se consideraban de raza chichimeca como tolteca-chichimeca" (Davies, 1973: 25), fueron los culhuas quienes les transmitieron el conocimiento de la agricultura, las artes y la escritura, sin embargo, Davies propone la posibilidad de que los mexicas ya fuesen agricultores a su llegada a la cuenca de México, además, hace una lectura hermenéutica de las fuentes novohispanas para discernir en la posibilidad de que los mexicas hayan sido naturales del centro de México y migrado al noroeste donde se mezclaron con los chichimecas.

> Los investigadores, con contadas excepciones, no solamente están de acuerdo en localizar Aztlan, donde los mexicas empezaron su largo viaje en el noroeste, sino que igualmente es aceptada, en general la idea de que eran indudablemente de habla náhuatl [toltecas] […] Los mexicas que habían pasado mayor tiempo que los demás pueblos su aventura colonizadora en las zonas fronterizas de Mesoamérica […] no es posible que pasaran tanto tiempo en zonas chichimecas sin que adquirieran también algo de sangre, así como algo de sus costumbres (Davies, 1973: 33).

Al emparentar con los toltecas culhuas, los mexicas legitimaron su dominio ante la colectividad de la cuenca de México (ver cuadro 1), aunque en el caso mexica se unificaron dos linajes, el de la Serpiente Emplumada y el de su propio dios y fundador del linaje: Huitzilopochtli (quien fue un hombre real elevado a numen), también llamado Mexi y es con esta deidad con la que se relaciona al *tlahtoani* (singular de *tlahtoqueh*), pues se le consideraba como encarnación del sol y el dios de la guerra.

En el tiempo que se había de realizar el nombramiento de un nuevo *tlahtoani*, relatan los informantes de Sahagún, se reunían los *tecutlatoque*, *achcacauhtin*, *yaotequiuaque* y los *tlenamacazque,* para buscar dentro de la familia del antiguo gobernante al que fuese más valiente y destacado en los asuntos tocantes a la guerra, humilde, ajeno a los vicios y entregado a los dioses, al mismo tiempo se elegían cuatro personalidades más quienes deberían estar siempre al lado del *huey tlahtoani*. Electos los cinco, eran llevados desnudos al recinto de Huitzilopochtli donde:

> Vestían al señor de las vestiduras con que los sátrapas solían ofrecer incienso a los dioses, que era un xaqueta de verde oscuro y pintada de huesos de muerto.
>
> […]
>
> Luego ponían a cuestas colgada de las espaldas una calabazuela llena de *picíetl*, con unas borlas verdes oscuras, y poníanle delante de la cara una manta verde oscura, atada a la cabeza, pintada de huesos de muertos y poníanle en la mano izquierda una talega con copal o incienso blanco; era también de lienzo verde oscuro y pintada de huesos de muertos; y calzábanle unas cotaras también verdes, oscuras, y poníanle en la mano derecha un incensario de los que ellos usaban, pintado de cabezas de muertos, y en el cabo del astil llevaba colgados unos papeles como borlas (Sahagún, 2013: 455).

Ornamentado de esta forma, el nuevo *tlahtoani* era llevado al frente de Huitzilopochtli donde arrojaba el incienso, a continuación se les llevaba al jardín del mismo templo donde ayunaban durante cuatro días. Posteriormente, el nuevo *tlahtoani* debía hacer exhibición de su riqueza y poder organizando un festín para los gobernantes de los señoríos sometidos y rivales, al cabo del evento, el *huey tlahtoani* emprendía una campaña de conquista en donde hacía alarde del poderío militar mexica. Así pues, "Desde Acamapichtli hasta el último *tlahtoani*, se dice que éste es figura y semejanza de Huitzilopochtli. Es el dios quien lo elige, quien hace de él su envoltura, su piel".[1] (Graulich, 1998: 15).

1 Graulich Michel, "El rey solar en Mesoamérica", Arqueología Mexicana, núm. 32, 1998, p. 15.

A pesar de que los mexicas no consideraban a su *tlahtoani* como encarnación de la Serpiente Emplumada como sucedía con los toltecas -lo que podría explicar en cierta medida el recelo de la elite por el mito del retorno de Quetzalcoatl-, los *pilli* hacían alarde de su linaje, la *Casa de las águilas*; el recinto de meditación, sacrificio y oración de los nobles mexica, posee flores de cuatro pétalos en las entradas, lo cual alude a la convergencia de los cuatro rumbos cósmicos, estatuas de más de un metro y medio de guerreros águila, lo cual alude a la élite militar y banquetas decoradas con relieves policromados que representan guerreros en procesión, estas ornamentaciones en las banquetas emulan el estilo artístico tolteca, lo cual es una exaltación y manifestación del linaje de quienes tenían acceso a este espacio consagrado.

Adorar a los dioses mediante auto sacrificio y dentro de un recinto cuya entrada y salida son correspondientes al alba y al crepúsculo, respectivamente, es un privilegio que sólo los lazos sanguíneos podían otorgar.

Al igual que los privilegios de culto, los *pilli* recibían educación distinta al resto de la población, asistían al *calmecac* donde se les enseñaba historia, artes, astrología, religión, la forma noble de hablar el náhuatl y se les adiestraba en estrategias de guerra y diplomacia, pues de estas instituciones, similares a monasterios, egresaban los altos mandos militares, sacerdotales y políticos. La alcurnia de los *pilli* se manifestaba ante la sociedad por medio del código visual intersubjetivo de la vestimenta cotidiana y ritual, siendo esta última la más exuberante.

> Usaban los señores en los areitos [fiestas, rituales, danzas] […], *quetzalilpiloni*, y eran dos borlas hechas de plumas ricas guarnecidas con oro, muy curiosas; y traianlas atadas a los cabellos de la coronilla de la cabeza […], llevaban también en los brazos unas ajorcas de oro […], y unas orejeras de oro […], traían también atada a las muñecas una correa gruesa negra sobada en bálsamo, y en ella una cuenta gruesa de *chalchíhuitl* u otra piedra preciosa […], también traían un barbote de *chalchihuitl* engastado en oro, metido en la barba […], también traían barbotes hechos de cristal, largos y dentro de ellos unas plumas azules metidas, que les hacen parecer zafiros. (Sahagún, 2013: 439).

Lo descrito por Sahagún denota lo fantástico y lujoso de la vestimenta de los *pilli*, a la par, devela lo necesario que era marcar la diferencia entre linajes y exaltar la toltequidad, es decir, la civilización, acervo cultural y superioridad intelectual de los dominantes en todos los aspectos de la vida diaria.

Por lo explicado anteriormente se concluye reconociendo que linaje es el fundamento legitimador para ejercer poder; los mexicas certificaron su dominio mediante su parentesco con los toltecas de Culhuacán, lo cual exaltaban; les dio la soberbia de considerarse sucesores de la tradición tolteca y colaboradores de los dioses, pues según sus mitos de origen chichimeca, eran el pueblo elegido por Huitzilopochtli para dominar al resto de los hombres. El vínculo sanguíneo con los culhuas los hacia el pueblo que heredaba el derecho a gobernar, su linaje mexica, relacionado con Huitzilopochtli, justificaba su belicosidad y las estrategias de terror que el Estado mexica uso después de la rebelión de Tlacaélel, Itzcoatl, Nezahualcoyotl y Totoquihuatzin para mantener su entonces frágil *in statu quo ante*.

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Children with Disabilities in Education and their Parents' Participation Preparation

Niños con discapacidades en la educación y preparación de la participación de sus padres

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ABSTRACT

The article provides an overview of philosophical and humanitarian approaches to training parents in an inclusive education and the training system itself. The study purpose is to substantiate, develop and test a system for preparing parents of children with disabilities for assistance in the education, based on the humanistic approach and the axiological concept of philosophy. These approaches in the parent training system lead society to the fact that parental competencies should be based on the special education methods, techniques and technologies for educating children with special needs; to predict the result of education and manage the correctional and pedagogical process based on an individual approach to the child. The implementation of the developed system resulted in a high level of parents' readiness to participate in inclusive children education.

Keywords: axiological approach in philosophy; parent-training system; children with disabilities; education of children with disabilities.

RESUMEN

El artículo proporciona una visión general de los enfoques filosóficos y humanitarios para capacitar a los padres en una educación inclusiva y el sistema de capacitación en sí. El propósito del estudio es corroborar, desarrollar y probar un sistema para preparar a los padres de niños con discapacidades para la asistencia en la educación, basado en el enfoque humanista y el concepto axiológico de la filosofía. Estos enfoques en el sistema de capacitación para padres llevan a la sociedad al hecho de que las competencias de los padres deben basarse en los métodos, técnicas y tecnologías de educación especial para educar a los niños con necesidades especiales; predecir el resultado de la educación y gestionar el proceso correccional y pedagógico basado en un enfoque individual del niño. La implementación del sistema desarrollado resultó en un alto nivel de preparación de los padres para participar en la educación inclusiva de los niños.

Palabras clave: enfoque axiológico en filosofía; sistema de entrenamiento para padres; niños con discapacidades; educación de niños con discapacidad.

* The study is funded by Kurgan State University
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Recibido: 20/09/2019 Aceptado: 10/11/2019

Introduction

The relevance of preparing parents for promoting the education of children with disabilities is determined by the fact that this problem went beyond the framework of the correctional process only, and the search for pedagogical foundations for assisting parents who are able to solve it together with specialists brings us into the field of educational training for parents and specialists organizing this training.

There is a need for a conceptual justification for the construction and functioning of a system for preparing parents for accompanying children with disabilities, aimed at integrating the theoretical, practical and social aspects of preparing parents, developing the ability to master a set of key competencies during the educational process.

The axiological approach of this issue as well as the role of the family rehabilitation and social potential are highlighted in the works of Tren N., Winsler A. and Spilfogel D.E. Among domestic authors, there are the works by Malofeev N.N., Mamaichuk I.I., Morozova T.Y., Palmova O.I., Rudakova L.A., Strebeleva E.A., Schipitsyna L.M. and others. The need is substantiated for a special study of families with special children in order to develop social and pedagogical measures designed to help parents (Martynova, 2012; Spielfogel et al, 2011; Tran & Winsler, 2011; Vinnerljung & Hjern, 2011).

Asmolov A.G., Bekhtereva V.M., Vygotsky L.S., Komensky Y.A., Leontyev A. N., Likhachev B.T. and Uznadze D.N. discuss the issues of individual psychophysiological characteristics of children with disabilities, as well as some questions of accompanying parents in Russian research works. There are some studies among foreign authors like Murray G.A., Murphy G., Merton P.K., Brady S., Kovar L.K. and others (Bredy, 2016; Kovar, 2017; Merton, 2016; Spielfogel et al, 2011). The works by Mastyukova E.M., Denisova E.N. and Raku A.I. are devoted to the interaction of educational organizations and families of children with disabilities. (Aronfreed, 2018).

In the 1970s, after the national laws adoption on compulsory education for children with disabilities, it became possible for the family to choose the educational institution abroad, as evidenced by a review of foreign experience on the issue of parental training, based on the work of Raceveck K., Ruth S. D. and others.

At the same time, parents received the right to create public associations and committees, to be included in the board of trustees of educational institutions. Only in the last third of the 20th century did parents become able to influence state educational policy (Kovar, 2017).

The social maturity issue of a child with disabilities is widely researched in the works by Abulkhanova-Slavskaya K.A., V.S. Mukhina, Petrovsky V.A., Feldstein D.I., etc. Largely, the problem of social maturity, the social experience development in special children, belongs to this category (Merton, 2016).

There is a need to solve the problem of training parents at the scientific and methodological level, the need to eliminate the contradictions between theory and practice. A modern parent should be ready to engage in practical, research, innovation, methodological activity in the real conditions of educational practice, which often poses difficult problems to them. Educational institutions should improve scientific, professional, research, innovative, methodological training for working with parents of children with disabilities, the importance of which is increasing in connection with the integration processes in the general education system.

Therefore, the urgent goal of our study was the need to develop a methodological justification for this problem; its philosophical level, to build and test a scientifically based system for preparing parents to promote the education of children with disabilities.

Philosophical understanding of preparing parents of children with disabilities for education

Let us analyze the philosophical level of this issue's methodological substantiation in an inclusive education.

In modern methodology and science, the following scheme of methodological levels is distinguished, i.e. the philosophical methodology level, the level of general research scientific principles, the specific scientific methodology level and the level of research methods and techniques (Asmolov A.G., Blauberg I.V., Sadovsky V.N., Yudin E.G.) (Vinnerljung & Hjern, 2011).

For philosophy, as one of the forms of public consciousness, the development of methodological foundations for understanding the laws governing the introduction and development of inclusive processes, and therefore the urgent issues of preparing parents for participation in this process, is significant. This is possible in such philosophical and methodological aspects as axiological, philosophical and anthropological, historical and philosophical, ontological, social and philosophical.

Some domestic researchers like Razumova O.Y., Kobrina L.M. and others in the theory study and practice of integrated education and support of parents rely on the ideas of Marxist philosophy as the methodological basis of Soviet psychology (Vygotsky L., Blonsky P.P., Luria A.R., Rubinstein S.L., Leontiev A.N. et al.) And defectology (Vlasova T.A., Shif Z. I., Lubovsky V.I., Zykov S .A., Boskis R.M.), who consider development as the result of public influence, which determines the views of people and their value guidelines. In this regard, the support of parents becomes valuable in the inclusion system, as it brings awareness of the enormous role of teaching and socializing children with disabilities (Kovar, 2017).

The foreign studies and the concepts of accompanying parents in the process of teaching children with disabilities are based on the philosophical ideas of existentialism, pragmatism, postmodernism, phenomenology, which in theory and methodology of specific sciences, like psychology, pedagogy, sociology, are refracted into an interactive approach, which in its own development gave the same directions, as personalistic, socio-phenomenological and socio-ecological, which are the theoretical foundations of inclusive education and parents preparation (Robertson, 1999; Oksuz, 2016; Martynova, 2012; Aronfreed, 2018).

The existentialism philosophy has offered a new look at the child with disabilities, their individual and social being, putting forward the central idea of individuality. This idea helped to point out that each person stands out as a one-of-a-kind, unique and free person, who chooses and makes themselves, their life, who is responsible for their actions in relation to themselves and to the world around them (Bredy, 2016). These views undoubtedly emphasize the adoption for a philosophical basis of accompanying parents in inclusion as an approach.

The independent lifestyle concept of people with disabilities also defines a value-based approach to setting goals and content for preparing parents in an inclusive education environment (Tran & Winsler, 2011).

As a philosophical basis for the parents' preparation, a modern personalistic approach is considered, presented by foreign educational integration theoreticians. It combines several areas such as the position of humanistic psychology by Allport G., Murray G.A., Murphy G., Rogers K., Maslow A. et al.; the autopoiesis concept by Maturan U., and Varel F. (Kovar, 2017; Merton, 2016).

The theory of preparing parents for helping children with disabilities is reinforced by the ideas of a functional school in sociology by Parsons T. and psychological theories such as the ecological theory of human development by an American psychologist Bronfenbrenner U., and the theory of living space by Levin K. (Spielfogel et al, 2011).

The axiological approach represents the philosophical level of preparing parents for participation in the education of children with disabilities. The basis of axiological thinking is the concept of an interdependent and interacting world (Kovar, 2017). Therefore, by influencing parents, we help children.

The social attitude towards a person as the highest value of social being actualizes the problem of Russian education humanization, focusing on an individual and their personal development, especially in inclusive education, where it is simply necessary to introduce a support for parents (Vinnerljung & Hjern, 2011).

The humanistic ideas universality is to increase parental competence in education of children with disabilities. These ideas apply to all children and social systems, educational institutions and social protection (Kovar, 2017; Bredy, 2016).

Based on axiological ideas, they distinguish the cultural and humanistic functions of preparing parents, i.e. the spiritual strengths; abilities and skills that allow a child with various disabilities to overcome life obstacles; the moral responsibility in situations of adaptation to social and natural spheres; personal and professional growth; to achieve intellectual and moral freedom, personal autonomy and happiness; and to create conditions for self-development (Aronfreed, 2018).

Preparing parents to participate in the education of children with disabilities is aimed at the person and their development; it is based on the humanistic and theoretical prerequisites for the pedagogical transformation of reality. Humanistic pedagogy is aimed at a person as a subject of knowledge, communication and creativity (Bredy, 2016).

We examined some aspects of the problem's philosophical level of preparing parents for assisting children with disabilities in an inclusive education.

Training parents to assist children with disabilities in education

The experimental work's main goal was to verify the system's implementation effectiveness and the selected set of pedagogical conditions for parents' preparation. The experimental work was carried out in three stages, i.e. the ascertaining stage, the formative stage and the control stage.

The ascertaining stage was aimed at developing a program for diagnosing the levels of parents' readiness to assist the children with disabilities in education, namely criteria, indicators, diagnostic methods and mathematical development of results; and the substantiation of participants choice in the experimental work. Therefore, four groups were picked out. There were two experimental groups and two control ones. Experimental groups 1, 2 (EG – 1, EG – 2) and control groups 1, 2 (CG – 1, CG – 2) are the parents of children with disabilities.

For preparing parents, the main criteria were defined such as motivational, cognitive, active and effective. Analyzing the ascertaining stage, it can be noted that most parents of children with disabilities, feel the need to assist their children in education. This indicates a high motivational readiness of parents. However, parents have insufficient knowledge. Most do not have any ideas about the special children needs, about physical and (or) mental impairment in a child. It counts to 37%. From 26% to 35% of parents have pedagogical skills.

The parents' training was carried out with the partial use of the selected pedagogical conditions without the purposeful implementation of the whole complex. In the experimental groups, a set of pedagogical conditions was introduced to prepare parents for assisting the children with disabilities in education.

The system of differentiated parents' preparation of children with disabilities, provides the content implementation in two ways, i.e. the invariant one, which provides the basic foundation build-up of parental readiness and the varied one, which assumes the differentiated parents' readiness, based on a humanistic, systemic, nature-friendly, personality-oriented, activity-based approach. Taking into account the identified grounds for differentiation, it is implemented in the Kurgan region.

The integrated goal of this system is to increase the effectiveness of preparing parents for education of children with disabilities. The invariant block goal is to form the general readiness of parents. The variable block purpose is to form a differentiated readiness of parents. Mastering the content of the invariant block precedes the parents' mastery by the system variable block; its content is characterized by increased differentiation and individualization. Thus, the

invariant block is the basic basis for the full assimilation of the variable block content. Based on the main provisions of the systematic approach, we will reveal its structure and content.

The system procedural part is represented by a two-block combination of the following stages: the invariant block (i.e. motivational, cognitive, activity and productive stages); and the variative block (i.e. differentially cognitive, differentially active and differentially effective).

The invariant block is characterized by the motivational-value attitudes formation of parents aimed at pedagogical improvement, suggesting a positive attitude towards pedagogical and correctional activity; the basic skills formation like diagnostic, correctional, rehabilitation; positive experience: diagnostic, gnostic and corrective.

The motivational stage purpose is to create the general framework for parents' readiness, i.e. the motivation formation of children in the family, a value attitude to educational activities, awareness of pedagogical ethics norms, and the development of personally significant qualities.

It is important to apply organizational forms like the university of pedagogical knowledge, lectures, conferences, business games, round tables, consultations, parental readings, oral journals, questions and answers evenings, and lectures.

At the activity-practical stage, some skills are usually formed such as diagnostic, corrective, and rehabilitation. At this stage, the following organizational forms are used such as business games, parental trainings, practical exercises, workshops, open lessons and lessons, practical consultations, parent-teacher meetings, open days, competitions, exercises and assignments.

The active learning effective methods are business games, problem seminars, brainstorming and game design method, when a parent becomes a subject of educational activities, enters the dialogue with teachers, actively participates in cognitive processes, performing creative, search and problem tasks.

With the help of video contacts today professional education and self-education is organized. Specialists of vocational education in the Kurgan region consider video conferencing, webinars as an important tool to achieve high quality education of parents. Among the other electronic meetings used are video seminars, workshops, network projects and parents communities of children with disabilities, thereby reducing long distances, is a more efficient communication with all points of the Kurgan and Chelyabinsk regions.

The result of the developed system stage was a high level of formed skills in parents in the process of accompanying children.

At the productive stage, the experience of diagnostic, corrective, rehabilitation and gnostic activities is formed. At this stage, the following forms of work should be used such as round tables, workshops, parent conferences, open classes and lessons, parent rings, discussions, discussion club, disputes and quizzes. The methods used at this stage are observation, conversation, testing, questionnaires, rapid interviews, family visits, analysis of family experience, education and a personal example.

The variable block is represented by differentiated parents familiarization with the theoretical and practical foundations of educational children activities, the knowledge formation, the cooperation effectiveness awareness with teachers in the education process of children, the formation of skills and experience working in the family, taking into account the type and degree of physical restriction of children (i.e. low vision, hard of hearing, disorders of the musculoskeletal system and somatic diseases), forms of education (i.e. integrated or in special social classes, family and distance), the social status of parents, psychological and pedagogical literacy.

The pedagogical conditions for the implementation of the system that contribute to the effective preparation of parents are highlighted:

- The content of training is differentiated on the following grounds: the type and degree of physical restriction of children (low vision, hard of hearing, somatic diseases, etc.), the form of education (integrated or family, distance), the social status of parents and psychological and pedagogical literacy;

- Coordination of interaction between parents' training subjects (teachers, specialists from different departments: education, health, social protection, etc.).

Based on a variety of research methods, diagnostics and methods have been developed for a comprehensive assessment of the parents' readiness to promote the education of children with disabilities.

The pedagogical conditions for the system implementation that contribute to the effective preparation of parents are highlighted:

- The content of training is differentiated on the following grounds, i.e. the type and degree of children's physical restriction (i.e. low vision, hard of hearing, somatic diseases, etc.), the form of education (i.e. integrated, family or distance), the social status of parents, their psychological and pedagogical literacy;

- Interaction coordination between parents and teachers, experts from different departments like education, health and social protection, etc.

Based on a variety of research methods, diagnostics and methods have been developed for a comprehensive assessment of the parents' readiness to assist children with disabilities in education.

Parent training methodological support is implemented in institutions of the Kurgan region, i.e. in schools, in pedagogical universities, refresher courses and professional retraining. These are continuing education programs for teachers 'Theoretical and applied aspects of interaction between teachers of educational institutions and parents of children with disabilities, 'Psychological and pedagogical aspects of working with children at risk', and other electronic educational materials.

While mastering the individual program of the variable block, parents learn about the restriction manifestation features; about children with certain restrictions; about the features of psychological and pedagogical development, education and training of children, taking into account the identified grounds for differentiation. Differentiated skills, i.e. diagnosis of a child's development dynamics; correctional is the development of skills using special techniques and working methods to smooth out physical limitations; and rehabilitation skills in the process of personality formation, interpersonal relationships; prognostic. In addition, along with the program introduction, the activities of teachers, specialists and parents were corrected, and adjustment and concretization of the programs were carried out for preparing parents to assist the education of children with disabilities.

At the control stage of the work, an analysis and comparative assessment of qualitative and quantitative changes in the levels of parents' readiness to were given. The main criteria for preparing parents were motivational, cognitive, active and productive, each of which was evaluated on the basis of five levels (i.e. low, below average, average, above average, high), in accordance with which the general level of readiness was determined. The aggregate results of the used methods for each criterion were processed using the chi-square statistical criterion.

Table 1 – Comparative results of parents' readiness level to assist the children with disabilities according to the selected criteria (i.e. zero and final sections)

Levels	High level		Above average		Medium level		Below average		Low level	
Criteria	zero	final	zero	final	zero	final	zero	final	zero	final
M criterion	9,9	28,5	32,8	27,3	38,6	28,4	13,8	14,8	4,9	1,0
C Criterion	4,0	32,6	8,9	21,7	15,6	22,9	37,6	17,6	33,9	5,2
D criterion	4,0	22,8	4,0	29,8	16,7	20,7	37,5	17,5	37,8	6,8
P criterion	3,9	26,7	4,0	24,9	15,5	25,7	38,6	17,5	38	5,2

Note: M criterion is motivational, C criterion is cognitive, D criterion is activity, P criterion is an effective criterion for preparing parents to assist children with disabilities in education.

Results

The experimental groups, compared with the control groups, showed a significant increase in the number of parents with a high level of preparedness according to the 'motivational' criterion. According to the 'cognitive' criterion, the level of parental readiness in the experimental groups significantly exceeds the level of parental readiness of the control groups. There was a significant increase in the number of parents in experimental groups with a high level of preparedness according to the 'activity' criterion. Therefore, the experimental group 1 showed an increase of 29.6% (while in control group 1 the increase was just by 8%), in experimental group 2 the number grew up to 26.4% (while in control group 2 by 11.4%). The number of parents with a low level of preparedness according to this criterion decreased in experimental group 1 by 33.3% (while in control group 1 by 20%), in experimental group 2 by 44% (while in control group 2 by 26.3 %). The high level of preparedness by the 'effective' criterion significantly increased among parents of experimental groups, i.e. in in experimental group 1 by 37% (while in control group 1 by 16%), in experimental group 2 by 26.4% (while in control group 2 by 11.4%). Therefore, the changes in the levels of parents' readiness to assist children in the study group are not caused by random reasons, but are the result of the introduction of a parent training system and a set of pedagogical conditions for its implementation.

Countries like the UK, the USA and Spain run the same studies. However, our experiment showed greater efficiency by the criterion of 'motivational' results higher by 3.5%; by the criterion of 'activity', the results are higher by 2.4%; by the criterion of 'effective' the results are higher by 2.2%; by the criterion 'cognitive' by 1.3% (Merton, 2016; Spielfogel et al, 2011; Tran & Winsler, 2011). This testifies to the greater interest of Russian parents in obtaining quality education for children with disabilities, the value of family relations, and it indicates the great performing activity and mobility of parents in the preparation process. These results help to understand the need for a variable block system, which is absent in similar foreign technologies and the effectiveness of active learning forms use.

The results of this experiment, its methodological approaches were discussed at international and regional scientific and practical conferences and forums devoted to the problem of teaching children with disabilities from 2010 to 2019. This is the IX international scientific and practical conference 'Advanced Research - 2014' (Prague); XI international scientific-practical conference 'Scientific horizons - 2014' (Sheffield); X international scientific-practical conference 'Science and Innovations - 2014' (Poland); 'Inclusive education: problems and prospects' (Kurgan, 2017).

Thus, is study's scientific contribution is:

- Theoretical justification and application of the axiological concept and a set of scientific approaches, from the positions of which this topic was studied; identifying the leading pedagogical laws

- The correspondence forms and methods of the pedagogical process to the individual characteristics of parents and children with disabilities, specified as accounting and compensation for the psychological characteristics of parents and children;

- Parental training nature determination and comparing the content of teacher activities in the context of inclusion;

- The development of pedagogical foundations and a system for preparing parents to assist children in terms of education modernization requirements in a variety of relations and types of education systems;

- Organizing the training of parents as a system of interaction with educational structures of various types, taking into account the multilevel, multidimensional and multifunctional activities of parents;

- Solving the problem of providing comprehensive assistance to parents through the interaction of bodies of various directions, combining the efforts of specialists in implementing a comprehensive, scientifically based approach to a meaningful and organizational-methodological support of optimal conditions for training parents, taking into account the characteristics and children's level;

- Determining parents' competencies of children with disabilities;

- Gaining experience by parents in accompanying children with disabilities, transferred to the existing social and educational space;

- Development and implementation of software and methodological support for the preparation of parents to promote the education of children with disabilities;

- The system functioning effectiveness monitoring.

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Conclusion

The basis for construction and functioning of the parent training system are:

- the axiological concept as a reflection of its humanistic essence;
- the preparing parents approach as an integral pedagogical process, the leading pattern of which is the developmental constraints compensation;
- the integral pedagogical principle of training parents of children with disabilities, the conditions for the implementation of which are nature-friendly, continuous and personality-oriented education;
- the general methodology of the system approach, which considers it as a subsystem of education that functions to socialize children with disabilities.

In summary, the goal of the study has been achieved. The completeness of this study does not exclude further developments in this direction, which will contribute to the further development of inclusive education.

Acknowledgements

We are grateful to the teams of Kurgan State University and Chelyabinsk State University, who helped organize and conduct the study.

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Information Security of a Modern Democratic State: Axiological Context

Seguridad de la información de un Estado democrático moderno: contexto axiológico

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ABSTRACT

The authors of the research focus on the role and significance of values in forming the basis for the information security of a modern democratic state. In the course of the research, the authors applied general scientific methods (analysis, synthesis, analogy, etc.), philosophical methods (dialectical, hermeneutic), and special legal methods (normative-analytical). Information security includes not only the protection of information resources of the society, state and people, but also ensures the preservation of value aspects, historical memory, cultural traditions, and a particular people's specific national way of life. The most important objective of information society institutions is the protection of the country's information sovereignty. Information wars are the continuation of economic, political, as well as cultural and religious conflicts on our planet. In this research, the authors come to the conclusion that one of the aspects of information wars is value confrontation. That is why it is necessary to consider information security not only in the legal, communication-technical and political aspects but also in the axiological context.

Keywords: national security; information security; values; information sovereignty; information war.

RESUMEN

Los autores de la investigación se centran en el papel y la importancia de los valores para formar la base de la seguridad de la información de un estado democrático moderno. En el curso de la investigación, los autores aplicaron métodos científicos generales (análisis, síntesis, analogía, etc.), métodos filosóficos (dialécticos, hermenéuticos) y métodos legales especiales (normativo-analíticos). La seguridad de la información incluye no solo la protección de los recursos de información de la sociedad, el estado y las personas, sino que también garantiza la preservación de los aspectos de valor, la memoria histórica, las tradiciones culturales y la forma de vida nacional específica de un pueblo en particular. El objetivo más importante de las instituciones de la sociedad de la información es la protección de la soberanía de la información del país. Las guerras de información son la continuación de conflictos económicos, políticos, culturales y religiosos en nuestro planeta. En esta investigación, los autores llegan a la conclusión de que uno de los aspectos de las guerras de información es la confrontación de valores. Es por eso que es necesario considerar la seguridad de la información no solo en los aspectos legales, de comunicación, técnicos y políticos, sino también en el contexto axiológico.

Palabras clave: seguridad nacional; seguridad de información; valores; soberanía de la información; guerra de información

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Recibido: 08/09/2019 Aceptado: 06/11/2019

Introduction

In the conditions of wide dissemination of information wars at the local and global levels, the importance of strengthening the information security of a democratic state is beyond doubt. Information security has several basic dimensions, the axiological one being the most important one. The formation and development of the value basis for the information security of a democratic state is a required condition for resisting information aggression, preserving the national identity, as well as the cultural and information sphere of a particular country.

The importance of the axiological determinants of a democratic state's information security is, first of all, conditioned by the fact that one of the forms of information aggression is the active influence on the values of social and individual consciousness, namely the destruction, substitution, and deformation of values.

This research is aimed at comprehensively analyzing the role and place of values in the system of ensuring the information security of a democratic state, generalizing domestic and foreign experience in this field, studying the communication-technical, legal and other aspects of preserving the value potential of a democratic state.

The working hypothesis of this research is based on the fact that the phenomenon of information security incorporates cultural, national, legal, political, religious and other values that constitute the basis for the public consciousness of a particular people. In a democratic society, where value pluralism prevails, it is especially important to protect freedom on the one hand and to prevent the erosion of the existing moral, religious and cultural grounds on the other hand. According to the analysis of scientific literature on this issue, the consideration of the phenomenon of information security in the context of values was carried out fragmentarily and did not have a complex nature.

The Problem of Information Security in Modern Scientific Literature

In scientific literature, the problems of information security were touched upon from various methodological positions, which helped to reveal the numerous aspects of this phenomenon, including the legal, economic, political, technical, communication, as well as spiritual and value related aspects. In particular, the researchers O. Radchenko and O. Bukhtaty (2014) distinguish three aspects of modern information and communication relations: ideological, information, and technological, which make the basis for modelling the modern state communication policy (Radchenko, Bukhtaty, 2014, p. 82).

M. Zaytsev (2013), in his turn, examines the phenomenon of information security in the context of a unified national security system of a state and emphasizes the need to protect the information interests of citizens, the society and the sate.

In his research, T. Kravchenko (2014) analyzes the activity of networked communities in the context of values and highlights the positive and negative aspects of their influence on the information security of a state. According to Y. Dmyterko (2014), the legislatively unsettled communication and information relations have a negative impact on the information security of all actors involved in the process of ensuring information security. The negative impact is related to the gaps in legislation and the ambiguity of interpreting certain norms.

I. Bushman (2015) focuses on the need to develop and support the basic values of a democratic state's social development. Value consensus is the most important basis for the information security of a democratic political system. A. Oleinik (2015) substantiates the dialectical relationship of a state's information sovereignty to the information security system and reveals their interdependence and mutual influence.

Civil society institutions play an important role in ensuring the information security of a democratic state and its value component. Y. Liskovskaya interprets this idea in her scientific study, "Administrative and Legal Activities of Non-State Bodies and Organizations as Elements of the Information Security System" (2014). A. Golovka (2016) adheres to similar ideas and views the importance of civil society institutions in the context of ensuring the information security of the Ukrainian State. In his turn, Zakharenko (2016) argues that non-governmental analytical centers that develop and relay socially significant concepts, ideas, and values are the most influential non-state actors in the state's information security. At the same time, researchers V. Lysak and O. Ageyeva (2015) emphasize that the problem in the activity of analytical centers as subjects of information security is related to the unwillingness of state authorities to cooperate with external sources of information and different projects, which entails secrecy and non-transparency in the process of preparing and making decisions by the state's highest political leaders (Lysak, Ageyeva, 2015 p. 380).

It is necessary to point out that applied aspects related to specific countries dominate in some studies on information security. For example, analyzing a number of problems related to the information security of the Ukrainian State in its axiological dimension, V. Khimei (2014) argues that they are caused by deformations of the information space under the influence of various objective and subjective factors. Examining the problem of information security in Ghana, the researcher M. Evour points out that it is necessary to pay attention to the implementation of web portals, the creation of standards to maintain the interoperability of computer systems, the provision of a high-speed network for data exchange, the improvement of government employees' training engaged in information and communication technologies, as well as the enhancement of the security of government databases (Ewurah, 2017, p. 109-110).

According to S. Qadir and S. Quadri (2016), when ensuring information security the parties concerned should maintain the functioning of three main attributes, namely confidentiality, integrity, and accessibility. Accessibility is the most critical attribute as the other two directly depend on it. After all, it is impossible to use the methods of confidentiality and integrity without accessible information (Qadir, Quadri, 2016, p. 192).

In fact, the above specialists emphasize such important human rights (values) in the information sphere as protection of

personal data, freedom to receive information, and reliability of information. Researchers M. Islam, J. Watsonb, R. Iannella and S. Gueva (2017) demonstrate similar viewpoints on the problem of information security. In particular, they emphasize that confidentiality is not just concealment of information, but it also implies legal control over one's personal information. Thus, the value of protecting the personal space as a condition for ensuring a citizen's information security is the most important factor in the development of a democratic state.

Expanding the above hypotheses, A. Veiga and N. Martins (2017) point out that the leaders of various communities can influence the culture of citizens by using different approaches to creating an environment where information is fully protected. The successful management of information security depends on the authority of the leader and effective management practices in this field.

According to N. Safa and C. Maple, information (computer) literacy is a key element in ensuring information security. The improvement of the level of users' awareness requires high-quality training in information security. The use of official presentations, games, Internet pages, e-mail, meetings and posters for these purposes showed that they constitute the key methods of increasing people's awareness (Safa, Maple, 2017, p. 17). Accordingly, sharing knowledge plays an important role in the field of information security, which is related to the fact that it has a positive effect on people's awareness. It is generally accepted that awareness of the risks in the information sphere is the most important factor that reduces the level of violations of the information security of a citizen, society and state (Safa, Solms, Futcher, 2016). It is possible to argue that a high-level awareness of the information and communication field allows all subjects of information security to understand and maintain the value aspects of personal and social being.

According to a number of researchers (N. Safa, R. von Solms and others), information security is still a complex issue for private users and organizations, which is related to the fact that information security is multifaceted and includes the protection of information from unauthorized access, disclosure, use, modification, malfunction, verification and perusal (Safa, Solms, 2016). N. Safa, R. von Solms and S. Furnell rightly argue that although web technologies brought a number of benefits to different organizations and their clients, the problem of information security infringement still remains relevant. Antivirus, antispam, antiphishing, antispyware, firewalls, authentication and intrusion detection systems constitute the technological aspect aimed at information protection. However, they cannot guarantee a safe environment for information (Safa, Solms, Furnell, 2016.

F. Belanger, C. Collignon, K. Enget, E. Negangard (2017) come to the conclusion that information is one of the most valuable assets of any modern organization. That is why organizations focus on preserving security and improving their information systems due to the quantitative and qualitative intensification of security threats related to cyber-infection (p. 889).

It is quite obvious that the value-related aspect of information security directly correlates with the cognitive, communication and technical aspects of this phenomenon. The protection of the values and rights of people, the society and the state in the information sphere is a relevant problem for modern democratic states.

Thus, the analysis of the scientific literature on the problem of information security in the context of values gives grounds to assert that the studies conducted are fragmentary and there is a need to generalize and expand the existing viewpoints.

The Human Right to Information and Information Security

In the conditions of modern global processes, information is a powerful resource that promotes national progress. That is why the availability of high-quality (reliable) information, its storage, protection and processing speed constitute the required prerequisites for the stable existence of the state. At the same time, the realization of the human right to reliable information is a necessary component of a society's democratic development.

Obviously, the human right to information is the basic legal value that a democratic state should protect. According to experts, the right to information is the individual's right to communicate, i.e. the expression of his individuality in a society, which is one of the most important human rights. It is necessary to distinguish at least three aspects of modern information and communication relations, namely the ideological, technological, and information aspects (Радченко, Бухтатий, 2014, p. 82).

Proceeding from the foregoing, it is possible to state that providing the right to information and ensuring the information security of an individual, the society and the state is a most relevant task. Such actualization is greatly strengthened due to information wars on our planet.

According to a number of scientists, the goal of information wars that currently pose a threat to each country is the establishment of the dominant position of a single state (or a group of states) over another in the information sphere, as well as the direct or indirect influence on the state's opponents by using the available information resources with the aim of controlling their actions. As a rule, the elimination of the consequences of information attacks requires huge intellectual and material investments, as well as a large amount of time for the restoration of affected areas in information systems (Pernebekova, Beisenkulov, 2015, p. 271).

According to the authors of this research, in addition to being a manifestation of economic, political, cultural and religious confrontation, information wars reflect the value differences in cultures, civilizations, peoples, and political and legal systems. In this regard, the development and implementation of axiological determinants of information security is a necessary foundation for the existence of the phenomenon under study.

The researchers D. Ki-Owen and S. Faily rightfully assert that information security issues are now widespread problems for a lot of organizations and institutions, especially in cases when the quality of information protection directly affects the regulatory or reputational aspects of activities. Therefore, companies strive to prevent intrusion into their information systems and data loss. At the same time, business can no longer rely exclusively on technologies to reduce risks in information security issues and requires all stakeholders' integrated efforts in the process (Ki-Aries, Failyє, 2017, p. 664).

In connection with the main hypothesis of this research, it is necessary to point out that the problem of protecting various subjects' information rights as one of the key values of a democratic state requires an adequate solution (reformatting) at the legislative level, which is related to new threats in the communication and information sphere.

As a matter of fact, information security has become a decisive factor in the survival of different institutions. Experts developed several security solutions aimed at minimizing the risks that threaten the activities of institutions, as well as maintaining confidentiality, integrity and accessibility of information. These solutions mainly focus on analyzing the threats to information systems and the dangers of implementing countermeasures that reduce risks to an acceptable level (Gusmão et al., 2016, p. 25).

Consequently, information is a strategic resource of a state, and the protection of people's and the society's right to reliable information is the value imperative of a democratic state. With the development of the information society, the world faced the need to protect people's information rights, to counteract information attacks, and to form national security systems. In 1986, European countries jointly developed common "Information Technology Security Evaluation Criteria" that served as a basis for the formulation of objectives in the field of information security, namely protecting information resources from unauthorized access for the purpose of ensuring confidentiality, ensuring the integrity of information resources by protecting them against unauthorized modification or destruction, and ensuring the operability of systems by countering the threats of service denial (Чічановський, Старіш, 2010, p. 390).

Value Basis of Information Security

Reflecting on the nature of the axiological basis of information security, specialists distinguish a number of aspects for the examination of this problem. In particular, the researcher I. Zyazyun points out that the problem of axiological security, one of the important aspects of information security, is more relevant than ever. The author is convinced that very few people are actually aware of the real threat of axiological warfare. Structurally, values constitute the very citizenship and the very subjectivity of an individual. Therefore, the destruction of values affects all the areas of the life of an individual and the society (Зязюн, 2010, p.11).

Analyzing the viewpoints of I. Zyazyun, the authors of this research draw a conclusion about the persuasiveness of arguments related to the use of innovative terminology, namely "axiological security" and "axiological war". These concepts extremely accurately convey the essence of value confrontation in information wars taking place on our planet.

In modern conditions, networked communities and organizations play a special role in the formation of the value basis of social and state being and are accordingly considered the subjects of the state's information security.

T. Kravchenko summarizes various sources and points out that there already exists a network organization of social life that consists in attracting many people to networked communities, whose communicative basis is the Internet. Networked communities are characterized by features that affect an individual's and the society's world of values, which in turn is reflected in the quality indicators of a state's information security. According to specialists, the negative features include uncertainty in information security of personal data in the network and the right of state structures to view the information of social network accounts; the possibility of destroying the life world of people, their life priorities and values by information technologies, and the "inclusion" of people's consciousness in a virtual reality that is dangerous to the psyche while information acquires the status of a universal civilizational value and a significant and vital resource of the society and the state (Кравченко, 2014, p. 57).

Thus, there is an urgent need to disseminate and approve humanistic values among the users of the Internet by spreading educational, popular scientific, religious, literary, and moral content in forms that are acceptable and attractive for different groups of the population. The listed activities will undoubtedly strengthen the value basis of a democratic state's information security.

The next factor that negatively affects the axiosphere of information security is the attempt of certain subjects of the information space to put their own private interests above the national interests and their desire to use information technologies for manipulating the public consciousness.

In the strategic aspect, democratic states should strengthen the society's axiosphere by reproducing values through education and upbringing, taking care of information security and protecting the country's cultural-informational field from external influences. The information stability and embodiment of clear value priorities for the democratic development of a state will ensure its competitiveness in modern globalization processes.

Scientists believe that the stability of a society's information field involves the development and approval of a sustainable system of democratically-oriented priority values. It is necessary to define the basic values that serve as a basis for grouping other values and ideas and creating safe conditions for the existence of an individual and the society as a whole. The system of democratic values is aimed at uniting communities and citizens and ensuring decent and safe living conditions in a modern society. According to experts, the analysis of the value priorities of personal security forms the

basis for the formulation of a regulatory policy of the Ukrainian society's value system, primarily through political actions of citizens and social groups (Бушман, 2015, p. 203).

According to the authors of this research, the understanding of information security should include not only the protection of the information resources of the society, state and people, but also the preservation of the value aspects of historical memory, cultural traditions, and a particular people's specific national way of life. In this regard, researchers note the protection of a country's information sovereignty, which implies legal, political, value and cultural, as well as information processes in the state. It is quite logical that information security programs are first of all aimed at protecting the state's sovereignty.

A. Oleynik points out that the information security system directly affects the provision of information sovereignty and is an appropriate set of mechanisms for implementing the constitutional principles of Ukraine's sovereignty and independence. Information sovereignty is an important condition for ensuring information security, i.e. information sovereignty and information security are interrelated (Олійник, 2015, p. 58).

Expanding the hypothesis of their research, the authors note that the protection of the country's information sovereignty and the provision of an individual's information security should concern state bodies, private structures and subjects of civil society. In a democratic society, the latter actively participate in the formation and popularization of various values that form the basis for the formation of the institute of information security.

Practice shows that individual private companies – even those with powerful resources – cannot fully and effectively counteract cybercrime. Therefore, there is a need for fruitful cooperation between commercial and governmental structures to protect common information interests.

Proceeding from the foregoing, the increase in the computer literacy level of employees of both state and commercial structures acquires special importance. In this regard, M. Hickman emphasizes the importance of training. Although many IT managers believe that everything is alright, it is critical to consider whether employees are able to act in abnormal situations in addition to acting according to established rules. After all, all firewalls in the world cannot fully resist human error or criminal human intentions, which can cause significant harm and lead to information loss (for example, because of phishing attacks or malicious software) (Hickman, 2017, p. 15).

Thus, experts believe that it is necessary to have effective models of information systems that allow programmers and system administrators to successfully predict the risk of threats, plan and implement security measures, allocate corresponding resources and, accordingly, protect information systems (Rajasooriya, Tsokos, Kaluarachchi, 2017, p. 126).

Competence in working with information, as well as awareness of the methods of its storage and protection are an immutable value of a modern democratic state. That is why computer, information and communication literacy is the most important condition for ensuring the information security of all subjects involved in social relations.

Cybercrime and Cyber Security Issues

According to scientists, in recent years there has been a sharp increase in the activity of various types of organized criminal groups, as well as extremist and terrorist organizations that interfere in the information space to achieve their own dishonest goals. This includes crimes in various spheres of administration and management, hacking attacks on government websites and portals, as well as bank databases, and attempts to destabilize the activities of critical infrastructure facilities and the socio-political situation in a certain region or a state as a whole, etc. Cyber espionage keeps becoming more widespread (Гіда, 2012, p. 260).

As it is known, cybercrime is destructive to the axiological basis of the state's and society's information security and violates such basic values as fairness in the use of information resources, equality in access to information databases, legal protection of individual and authorial information, substitution of legal freedom with anarchy in the information space, etc.

Cybersecurity has become a major issue of concern in most areas of human life that are directly or indirectly related to cyber-physical systems. For example, industrial network systems used for automated production facilities and control processes have now become subject to the same threats and attacks of hackers as ordinary users do every day (Cheminod et al., 2017, p. 153).

Users of personal computers are especially unprotected and vulnerable to information threats since people who often have very little awareness of technologies and insufficient understanding of the consequences of their use have to decide independently how to protect themselves (Thompson et al., 2017, p. 390).

Thus, various manifestations of cyberterrorism are a potential threat that can undermine the foundations of national security aiming at the most important elements of the infrastructure. This threat is most evident in developed societies given the increasing role of technologies in most spheres of life (Alqahtani, 2014, p. 145).

Despite the importance of technological aspects in the information security system, it is possible to state that the value component is an indispensable element of various framework and normative documents that regulate the activity of entities in the information sphere and protect it from cybercrime. The major Foreign Policy Initiative of the United States about the perspectives for the development of cyberspace, which was promulgated on May 16, 2011, under the name of International Strategy for Cyberspace, contains a number of "basic principles" that reflect the value-ideological

orientation of the document. According to this Strategy, such basic principles include:

– "fundamental freedoms" (to right to seek, receive, and impart information and ideas through any media and regardless of frontiers);

– "privacy" (people should be aware of the threats of their personal information and the possibility of cybercrime against them);

– "free information flows" (the flow of information should not be limited to filters and firewalls as they create seeming security. Cyberspace should be a place for innovation and cooperation between the state and business for greater security) (Дубов, Ожеван, 2012, p. 4-5).

According to the authors of this research, strengthening of the axiological component of a state's information security and legislative consolidation of values is the most important step in the protection of a country's spiritual sphere and information sovereignty.

As noted above, civil society actors, namely analytical and scientific centers, public organizations and movements, play an important role in ensuring the information security of a state and the reproduction of its value component.

In this regard, Y. Liskovskaya argues that the inclusion of civil society institutions in the information security system gives a solution to a number of relevant problems. First of all, it ensures public participation in making decisions about information security issues. Secondly, the introduction of civil society institutions in the mechanism of the information security policy ensures the process of involving citizens in solving information security problems and their active position on relevant issues (Лісовська, 2014, p. 110).

By involving citizens in information security activities, public organizations perform axiological, instructive and educational functions by forming public opinion on important issues of protecting the information interests of the state and citizens.

Modern democratic countries demonstrate a stable practice of cooperation between state and non-state entities of information security, which found a reflection at the legislative level as well and contributed to the legal consolidation of various values. For example, on November 26, 2003, the US Congress introduced the Home Security Act. Accordingly, the Department of Homeland Security, which is responsible for coordinating the activities of state bodies and all private entities on information security issues, was established. This law provides for the development of the National Strategy to Secure Cyberspace and the National Strategy for the Physical Protection of Critical Infrastructures. The listed documents provide for the formation of a unified national system for countering cyberterrorism. Within the framework of this system, the creation of territorial, departmental and private centers of counteraction was initiated, and their functions and interaction procedure were determined (Алямкін, Федорін, 2013, p. 93-94).

European states are also moving in a similar direction. In February 2011, the Government of the Netherlands adopted the National Cybersecurty Strategy named "Strength through Cooperation", which provides for the formation of the National Council for Cybersecurity. The goal of this entity is to ensure the implementation of an approach based on cooperation between the public and private sectors, and scientific centers. In addition, it is planned to establish a National Center for Cybersecurity, which should be aimed at identifying trends and threats to information security, as well as contributing to the elimination of the consequences of incidents and crisis situations in this field (UN, 2012, p. 30-31).

The analysis of the regulatory and legal framework of the above democratic states, which regulates the participation of non-state entities as structural elements of the information security system, makes is possible to single out the following basic forms: participation in the work of consultative and advisory bodies in the field of public administrative in the information sphere; participation in public social discussions held by the government in the information sphere; participation in the examination of public opinion conducted by the government in the information sphere; sending inquiries and complaints to public authorities in the information sphere in the course of public control over compliance with the law, and sending applications (petitions) about the satisfaction of rights and legitimate interests in the information sphere to public administration bodies (Бурило, 2007, p. 34).

Non-state subjects of information security have the opportunity to widely and publicly discuss political, legal, moral and other values, to assert their importance in public life, to make an influence on the formation of value grounds for public consciousness and, consequently, directly and indirectly participate in the protection of the state's information sovereignty.

K. Zakharenko rightly asserts that non-state analytical centers are influential non-state subjects of a country's information security. The role of non-governmental analytical centers as generators of new ideas and alternative approaches is especially important in transitional societies, where profound internal transformations are inherent in all spheres of social life, in particular, in the sphere of information security. In addition, non-governmental analytical centers are an instrument for public control. They influence the definition of the society's goals and values and form public opinion, which is the main object of information attacks by other states (Захаренко, 2016, p. 59-60).

Thus, analytical centers (both governmental and non-governmental) can significantly strengthen the value-cognitive basis of information security of a democratic state. As a rule, they offer a scientifically grounded solution to complex problems in this sphere, as well as provide intellectual support to various actors in the information field. Unfortunately, the opportunities provided by these structures are not always rationally used by state bodies that are responsible for information security; in particular, their analytical developments are not practically implemented.

The above viewpoints on the problem of information security in the context of values helped clarify the authors' hypothesis, as well as its concretization in the legal and communication-information aspects.

Conclusion

Summarizing the foregoing, it is necessary to point out that a number of problems related to the information security of democratic states in its axiological dimension are due to deformations of the information space under the influence of various objective and subjective factors.

In a generalized form, the quintessence of mental, civilizational, political, legal, cultural and historical values and traditions that must ensure the stability of social development and the preservation of the national and cultural identity of a particular people constitute the axiological foundation of a democratic state's information security. An important component of protecting the information sovereignty of a democratic state is the re-creation of universal and national values both by state institutions and civil society actors. The state should stimulate the civil initiative to strengthen information security and create appropriate legal and economic conditions for the activities of civil society actors in this field.

In the conditions of global competition, information wars, cyberterrorism, cyber espionage, and information attacks on various communication and information systems have become widespread phenomena. In fact, information wars are a logical continuation of economic, political and cultural-religious conflicts on our planet. The authors of this research come to the conclusion that value confrontation is one of the aspects of information wars. Therefore, there is a need to consider information security not only in the legal, communication-technical and political aspects but also in the axiological context. Protecting their own cultural and information space, democratic states protect a number of important values, namely human rights, freedom, equality, security, nomocracy, and justice.

The results of this research can be used in further research in the field of information security in the anthropological, ontological and value-related dimensions. The research enhances the scientific and methodological potential for understanding the essence and trends in the field of information security in the modern world. From the practical point of view, the results of the research can serve as a basis for modernizing the existing approaches and concepts in the field of information security of democratic states and a theoretical basis for the preparation of law acts and by-laws in this field. The research foregrounds the problem of interaction between the state and civil society institutions in the process of ensuring the information sovereignty of a country, which, in turn, requires the introduction of integrated programs of interaction and reinforcement of their practical orientation.

In further studies on the problem of information security in the axiological context, it is necessary to focus on the consideration of various aspects of values and their correlation in the activity of modern democratic states. Thus, it is necessary to analyze the correlation of such value determinants of an information society as freedom and responsibility, equality and justice, security and human rights. The problem of the protection of the human right to information and its legislative consolidation requires a comprehensive consideration. The study of new norms, methods, and manifestations of information wars, cyberterrorism and cyber espionage is the most important direction for scientific and applied research in this field.

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Substantiation of economic effectiveness of investment projects

Sustanciación de la efectividad económica de los proyectos de inversión

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ABSTRACT

In this article results of scientific research of a complex estimation of economic efficiency of investment projects are submitted. The basic theoretical positions and methodological principles which realization allows to generate a structural control system of investment process at the enterprise are established and to construct economic-mathematical model of his realization. Development of theoretical-methodological base of realization of a complex estimation of economic efficiency of investment projects is reached on the basis of realization of the put forward hypothesis about dependence of the investment decision not only on economic efficiency of investments, but also on an economic condition of the managing subject. In research substantive provisions of the theory of systems and also general scientific methods of the analysis and synthesis for the qualitative and quantitative description of a complex estimation of economic efficiency of investment projects are used. For realization of a complex estimation of economic efficiency of investment projects it is offered to establish dependence between economic efficiency of investments and an economic condition of the managing subject.

Keywords: investment project, economic efficiency, methodological principles, model, hypercube, cluster.

RESUMEN

En este artículo se presentan los resultados de la investigación científica de una estimación compleja de la eficiencia económica de los proyectos de inversión. Se establecen las posiciones teóricas básicas y los principios metodológicos que la realización permite generar un sistema de control estructural del proceso de inversión en la empresa y construir el modelo económico-matemático de su realización. El desarrollo de la base teórico-metodológica de la realización de una estimación compleja de la eficiencia económica de los proyectos de inversión se alcanza sobre la base de la hipótesis planteada sobre la dependencia de la decisión de inversión no solo en la eficiencia económica de las inversiones, sino también en una condición económica. del tema de gestión. En la investigación se utilizan disposiciones sustantivas de la teoría de sistemas y también métodos científicos generales de análisis y síntesis para la descripción cualitativa y cuantitativa de una estimación compleja de la eficiencia económica de los proyectos de inversión. Para la realización de una estimación compleja de la eficiencia económica de los proyectos de inversión, se ofrece establecer una dependencia entre la eficiencia económica de las inversiones y la condición económica del sujeto de gestión.

Palabras clave: proyecto de inversión, eficiencia económica, principios metodológicos, modelo, hipercubo, cluster.

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Recibido: 02/07/2019 Aceptado: 05/11/2019

Improving approaches and methods of managing investment projects is one of the most important economic problems, which is currently receiving much attention, both at the level of the scientific community and by practical economists who make decisions about the possibility of making investments. It needs to intensify investment activity, its impact on the economic growth of managing entities and the economic progress of society in general.

Considering the management of investment projects, it should be pointed out that the evaluation of the investments economic efficiency, based on generally accepted methods, does not allow obtaining a consistent result. Therefore, investment decisions cannot be considered economically reasonable and expedient. Indeed, in theory and practice of economic management of investment projects, methods for estimating the economic efficiency of investments are usually implemented based on the analysis of the values of such economic indicators as net present value (NPV), simple or discounted payback period (PP, DPP), internal rate of return (IRR), rate of return (ARR), profitability index (PI), etc. However, analyzing the results of using such methods, it is necessary to state the fact that the values of economic Customers do not always make the right investment decision. The simultaneous use of several economic indicators to assess the economic efficiency of investment projects can lead to ambiguous results (Khlynin & Khoroshilova, 2011). Moreover, the well-known economic criteria for accepting investment projects for implementation that exist for the economic indicators under consideration are theoretically not sufficiently substantiated, and from a practical point of view, not feasible. I would like to draw attention to the fact that this is not related to the probabilistic mechanism underlying the calculation of the economic indicators under consideration, which involves the use of verified methods of forecasting cash flows in the future, but primarily with the insufficient development of the theoretical and methodological principles of assessing economic efficiency of investment projects.

For example, the well-known economic criterion of accepting investment projects for implementation is the positive value of the net present value. Formally, the criterion is undeniable. However, there are reasonable questions:

- Does every business entity adhere to this criterion when drawing up a decision on the implementation of an investment project?

- Are there any enterprises for which it would be acceptable to implement an investment project with a negative net present value?

- Are there enterprises that reject an investment project with a positive value of the net present value, and in this case, what value of the economic indicator will be critical?

Answering negatively the first question and positively the next two, we prejudice the existing criterion for net present value.

Another example is the assessment of the economic efficiency of investment projects on the basis of a simple or discounted payback period. There is no exact criterion for the economic indicator, but only recommended values. Therefore, the use of a method for assessing the economic efficiency of investment projects based on calculating the value of a simple or discounted payback period provides for certain subjectivity in the development of a management decision and requires practical experience.

Certain disadvantages are inherent in other methods for evaluating the economic efficiency of investment projects. As a result, decisions can be made on the implementation of those investment projects that are not economically feasible to implement, and deviate those that could ensure economic growth and development of economic entities.

Understanding the disadvantages inherent in various methods of evaluating the economic efficiency of investment projects, many scientists and practical economists who carry out research in this field of knowledge obtained results related to the justification of the economic feasibility of implementing a particular method, and also suggested using the integral criterion evaluation of the effectiveness of investments, providing for the integration of various economic indicators in one on certain principles (Brealey & Myers, 1997; Stoyanov, 2006; Byrman, 2003).

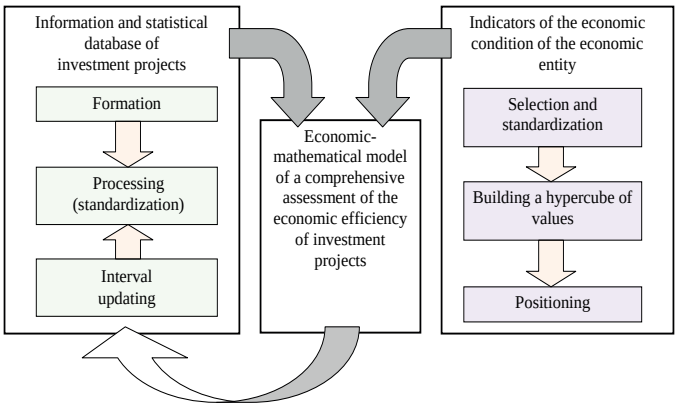
In our opinion, to achieve an objective assessment of the economic efficiency of investment projects is not enough to be guided only by cosmetic manipulations. It is necessary to change the methodological approach underlying the development of investment decisions. Any investments from the point of view of their economic efficiency should be considered not on their own, isolated and isolated from the business entity that implements them, but taking into account its real economic condition and development prospects, in context with the implemented strategy. The proposed methodological approach ensures the implementation of a comprehensive assessment of the economic efficiency of investment projects. To implement such a methodological approach, it is hypothesized that the assessment of the economic efficiency of investment projects is influenced not only by the characteristics generated by them, such as the period of implementation, the size of investments, the amount and distribution of cash flow over years, the discount rate, etc., but and the economic indicators inherent in the entity that intends to implement them.

The methodological approach of an integrated assessment of the economic efficiency of investment projects provides for the implementation of the following methodological principles: complexity; consistency; analyticity; economic efficiency; innovativeness.

Considering the basic methodological principles of a comprehensive assessment of the economic efficiency of investment projects, first of all, attention should be paid to such as complexity. The complexity of the assessment is justified by the fact that in order to determine the economic efficiency of investment projects, it is proposed to consider not only their effectiveness in the usual interpretation of this concept, as a relative excess of return on investment over the costs necessary for their implementation, but also the economic condition of the economic entity. The need for a comprehensive assessment of the economic efficiency of investment projects is indicated by many economists. For example, Drabenko V.A. notes that "the project should not be considered isolated from the enterprise implementing it. ...A project that is

effective for one enterprise may turn out to be ineffective for another due to objective and subjective reasons" (Drabenko, 2009).

Thus, only a comprehensive assessment of trends in indicators of investment efficiency and the economic condition of an economic entity allows us to justify the feasibility of implementing investment projects. The implementation of an integrated approach to assess the economic efficiency of investments involves the formation, processing and periodic updating of the information and statistical base of investment projects, as well as the selection and standardization of indicators of the economic condition of an economic entity, building a hypercube based on them and positioning an enterprise in it. The implementation of these actions allows you to build an economic-mathematical model for a comprehensive assessment of the economic efficiency of investment projects (Graphic. 1).



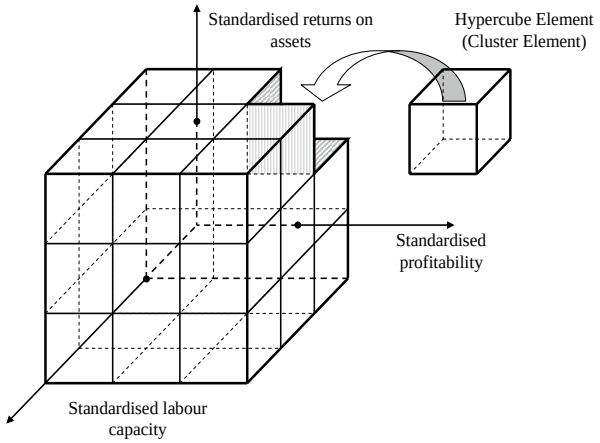
Graphic. 1 The structural system of interaction of the main elements, a comprehensive assessment of the economic efficiency of investment projects

The first element of a comprehensive assessment of the economic efficiency of investment projects is the information and statistical base. Formation of the information and statistical base is carried out by accumulating economic information about investment projects implemented previously in an enterprise or industry, such as, for example, net present value, simple and discounted payback period, internal rate of return, rate of return, profitability ratio, etc. economic information about investment projects, differing in size and direction of influence on the economic efficiency of investments, it is necessary to normalize. This will allow bringing heterogeneous economic information on the effectiveness of investments to a comparable form. Periodic updating of the information statistical database provides a dynamic account of changes occurring in the enterprise and in the external environment.

Indicators of the economic condition of an economic entity act as the second element of a comprehensive assessment of the economic efficiency of investment projects. The formation of this element involves the selection of indicators of the economic state of the enterprise and their standardization. The number and composition of indicators of the economic state of an enterprise should be determined, on the one hand, by the full coverage of the features of the business entity, and, on the other hand, by the practical importance of the comprehensive assessment model for the economic efficiency of investment projects. Our recommendation is to use two or three indicators of the economic condition of an enterprise, such as profitability, labor productivity, capital productivity, financial stability, solvency, etc. It should be noted that it is advisable to select the most significant of them as indicators of the economic condition of an economic entity. To assess the degree of implementation of the corporate strategy of the enterprise. To describe all possible economic positions of an enterprise in the space of selected indicators of the economic state of an economic entity, a hypercube of the values of the considered indicators is constructed (Pic. 2). The positioning of an enterprise in a hypercube of values of indicators of the economic status of an economic entity provides for determining its real and prospective position in the space of selected indicators.

The interaction of the two considered elements of a comprehensive assessment of the economic efficiency of investments allows us to establish which characteristics of investment projects need to be paid attention to when making management decisions about their implementation and what values they should take in the real economic situation of an enterprise in order to achieve a prospective position. Given this, the assessment of the economic efficiency of investment projects should be considered comprehensive.

To make management decisions about the economic feasibility of implementing investment projects based on the correspondence between the values of investment performance indicators and the economic condition of an economic entity, the necessary information should be provided in the form of a structural system consisting of three interrelated elements (Pic. 1). Such a presentation of information about the management of the investment process makes it possible to implement the principle of consistency, which is one of the main methodological principles of a comprehensive assessment of the economic efficiency of investment projects.



Graphic 2. Hypercube (cluster) of standardized values for the three indicators of the economic condition of the business entity

The structure of the system provides for a systematic presentation of individual elements of a comprehensive assessment of the economic efficiency of an economic entity. So, for example, indicators reflecting information about the economic status of an economic entity, as an element of the system, should be presented in the form of a cluster, which is a type of system (Pic. 2). Such a cluster has a certain dimension, depending on the number of indicators of the economic condition of an economic entity involved in the implementation of a comprehensive assessment of the economic efficiency of investment projects. An enterprise that establishes a set of indicators of economic status that are taken into account in the implementation of a comprehensive assessment of the economic efficiency of investment projects forms its own specific cluster. In cluster analysis, the structural system describing the corresponding cluster of indicators of the economic condition of an economic entity, which is formed to carry out a comprehensive assessment of the economic efficiency of investment projects, is called the n-dimensional hypercube (Mandel, 1988).

As with any system, a cluster of indicators of the economic condition of a host entity has a certain structure, including the corresponding number of cluster elements (hypercube elements). The number of cluster elements depends on the dimension of the formed cluster of indicators of the economic condition of the economic entity and the number of selected intervals of values. It should be noted that cluster elements are interconnected. These relationships are determined by the existing trajectories of strategic development, ensuring the achievement of various economic conditions of the economic entity, described by the formed cluster.

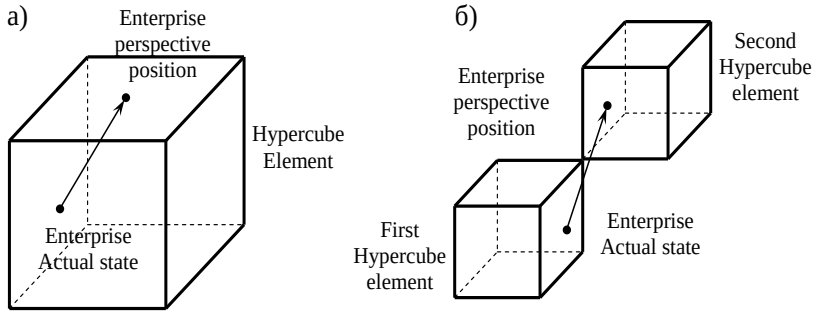
Thus, a cluster of indicators of the economic condition of an economic entity, represented as a system of cluster elements, describes the set of possible economic conditions of an enterprise in terms of the values of those indicators of financial and economic activities that form the basis for the formation of the cluster. At any given time, a certain cluster element corresponds to the economic condition of an economic entity. The implementation of management decisions for the implementation of certain investments leads to a change in the economic condition of the enterprise relative to the considered indicators of financial and economic activity and the corresponding change of the cluster element. The essence of a comprehensive assessment of the economic efficiency of investment lies in the implementation of those investment projects that allow you to form the required trajectory of strategic development, describing the dynamics of changes in the economic conditions of an enterprise. Investment projects that do not ensure the formation of the required trajectory of strategic development should be rejected. Therefore, a cluster of indicators of the economic condition of an economic entity should be considered as a dynamic system, the pace of development of which depends on previously adopted investment decisions.

It is necessary to pay attention to the fact that the implementation of the periodic updating of the information and statistical base of investment projects caused by changes occurring in the external environment ensures, first, the system is viewed as a structure open to external influences, and, second, availability of feedback in the system.(Atarzadeh & Seyedi,2018).

Any cluster formed by the considered indicators of the economic condition of the economic entity is inherent in the property of analyticity. This fact is confirmed by the analyticity of the indicators themselves of the economic condition of the economic entity. Justifying the observance of the principle of analyticity in the theoretical and methodological description of a comprehensive assessment of the economic efficiency of investment projects, it should be noted that the position of the enterprise in the relevant cluster is determined by the numerical values of the economic indicators of the economic entity.

The presence of analytical relationships for indicators of the economic condition of the economic entity allows establishing the real and promising position of the enterprise in the formed cluster, i.e. to carry out its positioning (Pic. 3).

Positioning an enterprise on the basis of determining its real and prospective position in the hypercube space of standardized values of indicators of the economic state of an economic entity allows one to define the trajectory of its strategic development. When considering the first option (Pic. 3 a), the trajectory of the strategic development of the enterprise is entirely located in one element of the hypercube of standardized values. Therefore, in order to make a decision on the economic efficiency of investments, it is necessary to use an economic-mathematical model corresponding to this element of the hypercube. In the second variant (Pic. 3 b)), the trajectory of the strategic development of an enterprise begins in one element of the hypercube, and ends in another. Consequently, the assessment of the economic efficiency of investments should be carried out on the basis of the use of an economic-mathematical model built for that element of the hypercube that corresponds to the perspective position of the economic entity.



Graphic 3. Variants of enterprise positioning in a hypercube of standardized values of indicators of the economic condition of an economic entity

As a result, the analyticity of a comprehensive assessment of the economic efficiency of investment projects is determined not only by the numerical values of indicators of the economic condition of the business entity, but also by the existing relationships between the cluster of economic status indicators of the business entity and investment performance indicators. It should be noted that between these groups of indicators there is a stochastic dependence, which allows the construction of an economic-mathematical model of a comprehensive assessment of the economic efficiency of investment projects, which has the form:

$$I = \sum_{j=1}^{m} k_j^c \cdot p_j > 0,$$

where m - the number of indicators of economic efficiency of the investment project; k_j^c - the standardized value of the j-indicator of the economic efficiency of the investment project; p_j - the weight coefficient of the j-indicator of the economic efficiency of the investment project.

Comprehensive assessment of the economic efficiency of investment projects provides for the implementation of the principle of economic efficiency in the theoretical and methodological substantiation of investment management.

The proof of achieving an effective result of a comprehensive assessment of investments is the structure of the economic-mathematical model. The structure of the economic-mathematical model is formed by various indicators of the economic efficiency of investments, which are combined into one weight coefficients. Proceeding from the statement that all indicators included in the structure of the economic-mathematical model make it possible to reflect various aspects of the economic efficiency of investment investments, it should be concluded that the result obtained on the basis of its use will also be effective.

It should be noted that the principle of economic efficiency can be implemented in the economic-mathematical model because its structure depends on the actual values of indicators of the economic condition of the economic entity. With insignificant changes in the economic state of an economic entity that do not extend the position of the enterprise beyond the borders of the cluster element under consideration, the structure formed by the economic-mathematical model does not change and makes it possible to evaluate the economic efficiency of investment projects. On the contrary, in order to adequately assess the economic efficiency of investments as a result of significant changes in the economic condition of an economic entity, taking the enterprise beyond the boundaries defined by the cluster element in question, the structure of the economic-mathematical model should be reconsidered. In such conditions, the new composition of indicators of the economic-mathematical model allows to evaluate the economic efficiency of investment projects.

Thus, an adequate assessment of the economic efficiency of investment projects is carried out through a corresponding modification of the structure of the economic-mathematical model in the event of a significant change in the economic condition of the economic entity.

Among the methodological principles inherent in a comprehensive assessment of the economic efficiency of investment projects, it is necessary to point out the principle of innovative development. The innovativeness of a comprehensive assessment of the economic efficiency of investment projects is formed as a result of the periodic updating of the economic and mathematical model, which occurs on the basis of clarifying the values of weighting factors or

changing the model structure.

Periodic actualization of the economic and mathematical model used for a comprehensive assessment of the economic efficiency of investment projects ensures its adaptation to a constant change in the external environment. From the point of view of the systems approach, this allows considering the economic-mathematical model as a system open to external influences. In addition, the periodic updating of the economic-mathematical model describing a comprehensive assessment of the economic efficiency of investments is carried out as a result of the specification of the parameters corresponding to the investment projects being implemented. Such actualization of the economic-mathematical model should be considered as a self-developing system or a system with feedback.

Thus, the use of the possibilities of taking into account external influences and components of self-development in the economic-mathematical model ensures the implementation of the innovation principle in the implementation of a comprehensive assessment of the economic efficiency of investment projects.

The implementation of the above theoretical and methodological foundations provides for the construction of one or several economic and mathematical models for a comprehensive assessment of the economic efficiency of investment projects, each of which corresponds to the actual values of indicators of the economic condition of an economic entity or the values that the company seeks to achieve. The investment project is accepted for implementation if the condition of the economic-mathematical model is met; otherwise the investment project is rejected. All completed investment projects, depending on the implemented economic and mathematical model, ensure the achievement of a lower or higher intensity improvement of indicators of the economic condition of an economic entity.

As a result of theoretical and methodological studies related to the implementation of a comprehensive assessment of the economic efficiency of investment projects, the following conclusions should be made:

1. Separately used indicators for assessing the economic efficiency of investments do not allow obtaining an unambiguous result for making the right investment decision. In this regard, those investment projects that should not be implemented can be carried out, and those that could improve the economic condition of the economic entity are rejected. To solve the problem of adequate investment appraisal, it is necessary to pay attention to the development of the theoretical and methodological basis for the implementation of a comprehensive assessment of the economic efficiency of investment projects;

2. On the basis of the hypothesis put forward about the dependence of the economic efficiency of investments on the economic condition of an economic entity, the development of a theoretical and methodological framework for the implementation of a comprehensive assessment of the economic efficiency of investment projects was carried out, which envisages the formulation of methodological principles, the formation of a structural system of interaction of its basic elements state of the enterprise, as well as the development of economic and mathematical model;

3. It has been established that in order to develop the theoretical and methodological foundations for the implementation of a comprehensive assessment of the economic efficiency of investment projects, a number of basic methodological principles should be followed to construct an economic-mathematical model. The main methodological principles of a comprehensive assessment of the economic efficiency of investment projects include such as complexity, consistency, analyticity, economic efficiency and innovativeness;

4. The theoretical and methodological approach to the comprehensive assessment of the economic efficiency of investment projects involves the formation of a system whose structure includes three main elements: the information and statistical base; indicators of the economic condition of the economic entity; economic and mathematical model. The structural system for a comprehensive assessment of the economic efficiency of investment projects is open, which allows it to adapt to changes in the external environment, and has a feedback that ensures its self-development;

5. The structure of the main elements of a comprehensive assessment of the economic efficiency of investment projects and their content was determined. It was proposed to form, process (standardize) and periodically update the information and statistical base of investment projects, and for indicators of the economic state of an economic entity to carry out selection and standardization, constructing a hypercube of values and positioning the enterprise;

6. For a reasonable choice of an element of a hypercube of standardized values of indicators of the economic condition of an economic entity, for which an economic-mathematical model of a comprehensive assessment of the economic efficiency of investment projects is being built, it has been proposed to form a cluster of indicators of the enterprise's economic status, ensuring the determination of its real and prospective position and building a strategic development trajectory;

7. Consideration of methodological principles made it possible to identify an analytical form of an economic-mathematical model for a comprehensive assessment of the economic efficiency of investment projects, including the most significant indicators for assessing the economic efficiency of investments for the corresponding element of the hypercube, and parameters that take into account the features of the data presented in the information and statistical database of investment projects. The use of the economic and mathematical model of a comprehensive assessment of the economic efficiency of investment projects provides a choice of such investment projects, the implementation of which allows improving the economic condition of the enterprise and realizing the intended trajectory of strategic development.

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Evaluation of factors related to reducing commodity control risk in the customs (Case Study: Shahid Rajaee Customs)

Evaluación de factores relacionados con la reducción del riesgo de control de productos en la aduana (Estudio de caso: Aduana Shahid Rajaee)

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ABSTRACT

The rapid rise of international trade on the one hand and limited resources of customs offices in risk identification and elimination are considered to be the main limitations of traditional control procedures in customs. So modern control systems in customs should be based on risk selection and management. This study was conducted aimed at evaluating the factors related to reducing commodity control risk in customs (Shahid Rajaee Customs) in the form of five hypotheses. For this purpose, five hypotheses regarding the commodity control risk in customs were first presented using the interviews with customs managers and experts. In this study, we intend to conduct a qualitative examination to confirm or reject the hypotheses. This is and applied and descriptive – survey study. To analyze the collected data, descriptive statistics including frequency, percentage of frequency, drawing related tables and graphs, mean, median, mode, standard deviation, variance and inferential statistics including univariate T test and to rank variables, the Friedman test were used. After analyzing the data using SPSS software, all hypotheses were confirmed.

Keywords: customs, risk, technical equipment, staff training.

RESUMEN

El rápido aumento del comercio internacional, por un lado, y los recursos limitados de las oficinas de aduanas para la identificación y eliminación de riesgos se consideran las principales limitaciones de los procedimientos de control tradicionales en aduanas. Por lo tanto, los sistemas modernos de control en aduanas deben basarse en la selección y gestión de riesgos. Este estudio se realizó con el objetivo de evaluar los factores relacionados con la reducción del riesgo de control de productos en las aduanas (Aduanas Shahid Rajaee) en forma de cinco hipótesis. Para este propósito, primero se presentaron cinco hipótesis con respecto al riesgo de control de productos en la aduana mediante entrevistas con gerentes y expertos de aduanas. En este estudio, pretendemos realizar un examen cualitativo para confirmar o rechazar las hipótesis. Este es un estudio de encuesta aplicado y descriptivo. Para analizar los datos recopilados, se utilizaron estadísticas descriptivas que incluyen frecuencia, porcentaje de frecuencia, dibujo de tablas y gráficos relacionados, media, mediana, modo, desviación estándar, varianza y estadísticas inferenciales, incluida la prueba T univariada y para clasificar las variables, la prueba de Friedman. Después de analizar los datos utilizando el software SPSS, se confirmaron todas las hipótesis.

Palabras clave: aduanas, riesgo, equipamiento técnico, capacitación del personal.

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Recibido: 02/03/2019 Aceptado: 18/09/2019

Introduction

Customs as a gateway to international trade plays an important role in the national economy and is regarded as an essential entity for the country to provide income, facilitate trade and protect the society. The organization manages the affairs related to the transportation of goods and passengers at the international level. Governments need an efficient and effective customs administration for proper implementation of their financial, economic and social programs and policies (Iran Customs Administration, 2006).

International trade is a prerequisite for economic growth and the welfare of the society. Many economists theoretically argue for close, strong, and positive relationships between international trade and economic growth. Among the main concerns of customs managers, particularly during the past two decades, creating a balance between the need to facilitate trade as a process of simplification, standardization and integration of documents and procedures in the international supply chain, on the one hand, and the amount of controls and interventions on the other hand can be mentioned. In dealing with this issue, the customs have significantly changed its role and position in the international supply chain. Mainly, Customs has replaced its role as a gatekeeper by a complex modern risk management approach. The main characteristic of the customs risk management approach is to determine which persons, goods, and means of transportation should be examined and to what extent the control should be extended. High-risk persons, goods and means of transportation are subject to strict controls and interventions, but low-risk persons benefit from very high trade facilities (Elahi et al., 2007).

Implementing a risk-based approach to compliance management is determined with the realization of a comprehensive list, such as political will, historical records, the appropriate information technology systems, trade facilities, goals, training and awareness. The process of creating a customs risk-management begins with the definition of risk management, acting at the strategic, operational and tactical level. Strategic risk management identifies risk areas, selects more important cases, and intervenes only where it considers judgments, experiences, or practices to be necessary. Operational risk management determines the level of control required to deal effectively with the assessed risk, and tactical risk management is used by the officers at their workplace for dealing with immediate situations to decide which cases need more control. In relation to the costs for the implementation of risk management in customs, two main costs generally can be emphasized. These two costs are related to the suitable level of technical equipment (ITC, computers, appropriate software packages and network connections) and training qualified staff (customs trained officers at different levels of risk management: strategic, operational, and tactical) that can create and develop the risk management process. Today, the world is shifting from an industrial era relying on natural resources to a knowledge, skills, education, research, and development-based era. The advent of new communication technologies has provided the possibility of shaping the global economy, so that one can affect the activities of other places in one place (Franco, 2004).

Since the development of trade is one of the main factors in the economic growth and development of each country, identifying and analyzing the technical and human factors affecting the advance of the goals of planners, managers and statesmen in order to grow the business can considered to be very vital. It is hoped that due to the applied results of this research, important steps will be taken to improve the international and domestic trade of the country, taking into account the current competitive situation of the world's major countries, especially the countries of the Persian Gulf, in the field of export and import through such ports. Risk and its related issues in any organization can be considered an opportunity or a threat. In this study, the researcher is seeking to use the risk in Shahid Rajaee Customs as an opportunity to improve the customs operational and administrative processes. This study was conducted aimed at evaluating the factors related to reducing commodity control risk in customs (case study: Shahid Rajaee Customs). After conducting a specialized interview with customs managers and experts and identifying hypotheses related to reducing commodity control risk in customs, the researcher seeks to determine whether there is a relationship between (ITC, computers, appropriate software packages and network connections), training qualified staff (customs trained officers at different levels of risk management: strategic, operational, and tactical), specialization of customs based on the type of goods, improving interactions between administrative agencies and identifying the challenges of changing customs rules and regulations with reducing the commodity control risk in Shahid Rajaee Customs.

2. Theoretical foundations and literature review

2.1 The definition of customs and risk

According to researchers and historians, the term Customs, the equivalent of which is in English is "Customs" and in French "Douana", is derived from the Latin root of "Commecum", which is "Commerce" in the French and English languages, meaning the commodity commerce, trade and exchange. This term is commonly used in the Greek language as "Cummercx", which refers to the duties from the goods (Gholami, 2002).

Risk means that any activity may be faced with one or more hazards so that the expected result is not achieved. In other words, risk is the uncertainty of the outcome of an incident that may occur. As a result, the risk is a set of activities, plus hazards that can provide the possibility and the background of the incident. The risk categorization is presented below.

Pure Risk: It is a risk, the results of which are in only two forms of damage and no damage. For example, in a building fire, either it is burned and damaged and its owner's condition is worse than the former or the owner's condition does not change due to non-occurrence of fire.

Dynamic risk: In this risk, a person expects a profit from his/her operations, and the state of profit and loss of profit and loss arising from sales operations can be imagined. For example, in commercial affairs in which a person buys a commodity and hopes to sell it with profit.

Particular Risk: It is a risk that affects a person or a small group of people if it occurs.

Fundamental risk: This risk, in the event of occurrence, has an adverse effect on a large group of people, such as the risk of war and earthquakes.

Systematic risk: This kind of risk is related to the entire market and economy, and cannot be diversified, such as economic recession, sanctions, etc.

Unsystematic risk: It relates to a particular asset or specific issues and can be reduced by diversifying, transferring or sharing.

Catastrophic risk: It is a risk that rarely happens, but in case of occurrence, it causes a lot of damage, such as floods and earthquakes.

Chain Risks: These types of risks are caused by the accumulation of small risks, and in the event of an accident for one of the risks, the range of damage is quickly transferred to other risks, such as fire in the market.

Rare risks: They are risks that cannot be evaluated using the law of large numbers (LLN). It is not possible to use this law to take the risks of large industrial units such as automakers and refineries all over the world. In these cases, analytical methods and risk analysis are often used; therefore, because of the lack of information and unknown risk, it may not be properly identified and the insurance company faces a high risk.

Long-term risks: Risk taking potential has a direct relationship with the risk coverage period, so the longer the risk coverage period is, the risk has a higher domain due to unpredictability of effective factors in long-term (Jahankhani and Parsaeian, 1996).

2.2 Customs history in the world and Iran

A) World Customs Organization (WCO)

The work of the World Customs Organization began in 1947 when the Committee on Economic Cooperation agreed to form a study group at the thirteenth meeting of European governments. This group examined the feasibility of the establishment of one or more European Unions based on the principles of the "General Agreement on Tariffs and Trade" (GATT). In 1948, the group formed two committees: the Economic Committee and the Customs Committee.

The Economic Committee turned into the "Organization for Economic Cooperation and Development" (OECD) and the Central Committee into the "Customs Cooperation Council" (CCC). In 1952, the Convention establishing a Customs Cooperation Council formally entered into force. Initially, 17 members of the council chose the name of the "World Customs Organization" as the work organization of the council to show that it really has become an international body. The customs of the 159 countries are now its members, which are operating and are at the stage of economic development. Today, the members of the WCO are responsible for processing more than 95% of international trade (Nouri, 2006).

B) Customs History in Iran

Customs in pre-Islamic Iran

If we want to start the study of customs history in Iran since the Achaemenid era, we do not have enough information, but there was definitely a customs duty, because the Parthian Dynasty had regular offices and customs duties after Achaemenian, the roots of which should be searched beforehand.

Customs in Iran after Islam

After the arrival of Islam, the same Sassanian laws were retained due to the lack of sufficient information on Iran's customs duties, and Iranian people were assigned to the offices of customs administrations. Subsequently, the Umayyad Caliphs found a series of rules related to customs. Then, the customs duties significantly raised during the Abbasid caliphs due to increased trade. During the Qajar period, the most important treaty concluded with one of the neighbors was the Treaty of Gulistan between Iran and Russia that undermined Iran's customs independence and the reason of which was the beginning of the war between Iran and the Soviet Union. Gulistan Peace Treaty was signed in October 1813 (Journal of Past, Present, and Future of Customs, 2005).

Customs in the present

The Islamic Republic of Iran customs logo is a symbol of the term customs and includes the concepts as follows:

In the above logo the concept of customs has been taken into account in the credit of the country's economic gateway.

The green bar means the free import and export of goods.

The red bar means banned and controlled imports and exports of goods.

The green and red bar with the white space between them represents the flag of the Islamic Republic of Iran. The two black bars in the two corners of the logo are the gateway frame and represent the customs control and law enforcement. The lines forming the logo are a symbol of the broken letters of the term customs (the customs site of the Islamic Republic of Iran).

3. Risk management in customs

In recent years, the international trade environment has been changed widely in terms of the volume of goods exchanged by traders, as well as the speed of transactions and commodities traded. This, along with the pressures by other organizations in international trade to minimize government intervention, has led customs officials to increasingly emphasize on facilitating trade. Customs offices have abandoned their ordinary and traditional "gate" controls in order to create a right balance between trade facilitation and legal controls, and currently apply risk management with various degrees of complexity. Organizational risk implies the feasibility of occurring events and activities that may not allow an organization to achieve its goals. Customs officials have been asked to follow two main objectives:

Achieving a good level of affairs facilitation for the business community.

Assuring collaboration to meet legal requirements.

The risks facing by customs are: are the smuggling of goods, the potential capacities for non-cooperation in accordance with customs regulations, such as compliance with requirements to obtain licenses, predictions and provision of assessment and valuation by customs, rules and regulations for the origin of goods, systems and procedures of customs duties, trade restrictions and trade-related regulations, and potential failures to facilitate international trade affairs.

Customs, like any other organization, needs risk management. This requires the systematic use of management instructions. These instructions are designed to reduce the risk and ensure that customs objectives are met as far as possible by implementing these procedures. Instructions include the identification, analysis, and evaluation of how to treat, inspect and review effective risks to achieve these goals. Rational and correct risk management is essential for customs operations. The fact is that all offices use some forms of risk management either formally or informally. The more traditional instructions include physical border controls of goods and people, involving inspection and control of documents and physical inspection aimed at tracing illegal trade. Such controls form a kind of risk management, but the existence of these procedures are not necessarily indicative of an effective or efficient risk management. In recent times, the speed and volume of international trade is becoming constantly complicated due to rapid technological advances, which has affected the fulfillment of duties and responsibilities of customs officials. As a result, customs administrations have adopted a more systematic and structured approach to risk management. This has helped them to increase the efficiency of their operations and implement their processes and instructions in such a way that the trade interference is minimizes and the pressure of law in the business sector is reduced (Dulff, Luke, Mclinden, et al.; a group of translators from the Customs Training and Research Center, 2005).

The researcher came the conclusion that at least 5 of the hypotheses related to reducing commodity control risk in the customs can be investigated, by conducting special interviews with top managers and experts in the customs as well as reputable representatives owning commercial goods, using the grounded theory and analyzing these interviews. In the following, while expressing these five hypotheses, they are analyzed quantitatively.

3.1 Related technical equipment and requirements for customs risks

As the electronic customs and its adoption actually require the adoption of new technology to reengineer all customs procedures, the technical requirements, which are considered as essential factors in the use of technology, are used as a technology representative. Indicators of the technical requirements for electronic customs can be categorized as Table 1:

Table 1. Indicators of technical requirements

Row	Indicator
1	Enabling the organization's IT section
2	The use of wireless communication in the organization

3	The high speed of information systems of the organization
4	Existence of organization's information standards and documentation
5	Existence of system analyst in the organization
6	Existence of URL (website)
7	The possibility of service provision through the website
8	Having access to e-mail in the organization
9	Internet connections
10	Enabled computer network
11	Uninterruptible power systems for the network
12	The possibility of exchanging audio and video data via network
13	Integration of various organizational units through the network
14	Technical factors related to network security
15	Ease of integrating current computer systems
16	The high level of network security
17	A sufficient number of computers
18	Appropriate network speed and Internet bandwidth
19	Technical infrastructure connections to other systems
20	The feasibility of pilot implementation of e-commerce in the organization
21	Improving the quality of ISPs services
22	Existence of knowledge management system

Source: (Rashidi, 2006)

3.2 Customs staff training

Training and improvement are among essential and continuous activities for adapting human resources to changing organizational and environmental conditions. Education is a tool that, through various techniques and methods, helps managers manage the organizations. In particular, in the use of electronic customs, the customs organization should necessarily train its staff regularly and continuously for better efficiency and the optimal use of the integrated comprehensive customs system (ICCS) and the new angles of this dynamic system. Creating a favorable and appropriate administrative system is, to a large extent, possible through the training and improving the capabilities of human resources. Human's increasing dominance of nature, knowledge of unknowns and research to find new techniques and tools to solve community problems, especially in developing countries, have made the human resource training important and effective more and more. Given that Iran has been working to achieve optimal growth and development for many years, one of the long-term strategic goals of its top managers is to release the country's economy from oil revenues and rely on non-oil revenues as the most important source of income and the most effective development tool. In this regard, manpower training and assessment of its effects on increasing their performance, is of a great importance. Proper human resources training provides the ground for more appropriate treatment of employees with clients, while promoting the performance of employees and organizations at the level of government agencies (Abili, 2005).

3.3 Specialization of customs by the type of goods and reducing the control risk

Regardless of the status and rank of each country, the simplification of trade procedures always creates undeniable benefits to achieve further advances. Trade facilitation is a continuous process in accordance with new technologies, the environment and the needs of the business community and governments. Trade facilitation is complicated and, as a result, it has many more complicated variables. In order to facilitate trade, Iran's customs should also classify customs according to the type of goods, the volume of activity and the amount of equipment available, so that virtual declarations of a particular class will be distributed only in the same section, and on the other hand the customs should be specialized on specific commodities. Customs specialization depends on the following factors:

1) Transparency and predictability
2) Time
3) Commercial opportunity
4) Customer value
5) Security
6) Income (Pour Faraj Mamaghani, 2001).

3.4 Interaction between administrative units and reducing commodity control risk in the customs

Essentially, in issues related to customs, a lot of components and structures are involved that lead to complexity and interaction of components with each other and, in many cases, involve the whole trade system of the country. So, in the design of the electronic system, these components should be simultaneously seen and placed in a proper structure.

3.5 Challenges for the multiplicity and change of customs rules, regulations, circulars and tariffs

One of the main problems of customs is the existence of numerous and sometimes controversial rules that in some cases, impedes transparency in the enforcement of customs rules, while raising the commodity control risk in the custom. Additionally, challenges faced by customs in dealing with policies and rules are divided into two categories of intra organizational and extra-organizational challenges:

A) **Intra organizational challenges**

Goals and strategy
Relevant structure, rules and regulations
Human resources
Existing processes to comply with some international standards and treaties
Customs technology
ICT challenges
Fighting administrative corruption
Financing the implementation of programs and projects
Capacities contradiction
Interacting with international organizations
Interacting with internal organizations
Overcoming some deficiencies in the monitoring system
Multiplicity of policy-making centers and authorities interacting in commercial affairs
Non-effective presence of customs in policy-making for commercial sectors
Failure in cooperation between the private sector, the transportation sector and the chamber of commerce
Economic impacts on domestic production and employment
High and sometimes contradictory volume of circulars and instructions issued for customs
The need to strengthen the favorable monitoring system in relation to the economic development plan and the establishment of a new customs system.

B) Extra organizational challenges

Environmental protection
Adoption and observance of trade customs conventions
The requirements of compliance with facilitating standards against security standards
Increased trade of counterfeit goods
Increased trade organized crime
Globalization of trade

In order to overcome the challenges, the Iranian Customs defined several projects. After discussing in the Working Group on Economic Transformation of the Government, 10 projects were defined as Development projects in the customs system and placed in the Customs agenda (Gorzin, 2005).

4. Research hypotheses

1) There is a relationship between technical equipment (ITC, computers, appropriate software packages and network connections) and reducing commodity control risk in Shahid Rajaee Customs.

2) There is a relationship between training qualified staff (customs trained officers at different levels of risk management: strategic, operational, and tactical) and reducing commodity control risk in Shahid Rajaee Customs.

3) There is a relationship between specialization of customs according to the type of goods and volume of customs activities, and reducing commodity control risk in Shahid Rajaee Customs.

4) There is a relationship between improved interactions between administrative units and reducing commodity control risk in Shahid Rajaee Customs.

5) There is a relationship between the identification of the challenges of changing customs rules, regulations, circulars and tariffs and reducing commodity control risk in Shahid Rajaee Customs.

5. Methodology

5.1 research method

This was a qualitative-quantitative study. In the first stage, the researcher, using interviews with customs managers and experts, extracted five hypotheses related to reduction of commodity control risk in the customs. In this applied descriptive-survey study, these hypotheses were quantitatively examined. The statistical population included all technical, administrative, educational and operational managers, supervisors and, and experts of Shahid Rajaee and Shahid Bahonar Customs, managers of contracting companies active in Shahid Rajaee Port, and a number of banking experts in total of 145 people. Because of the limited population size, the statistical population was selected as a statistical sample and the census method was used (n = 145).

5.2 Data collection tool

In general, data collection was done using two methods: library method (exploitation of internal and external articles related to subject and authoritative scientific sites) and field method using a researcher-made questionnaire. Validity (content validity) and reliability of the questionnaire (using Cronbach's alpha and equivalent to 0.75) were confirmed.

5.3 Data analysis

5.3.1 Descriptive findings

Based on the results of descriptive analysis, 89.9% of the subjects were male and 10.3% were female. 13.8% of subjects aged 20-30 years old, 41.4% 31-40 years old, 31% 41-50 years old, and 13.13%, were above 50 years old. Also, 24.1% of the subjects had an associate degree, 51.7% had a bachelor's degree, and 24.1% had a master's degree. Finally, 9.6% of the subjects had a work experience of under 5 years, 48.3% between 6 and 10 years, 34.5% between 11 and 15 years, and 10.10% between 16 and 20 years.

5.3.2 Inferential findings

In inferential analysis, univariate T test was used to investigate the factors affecting commodity control risk reduction, and the Friedman test to rank variables. Meanwhile, the results of variables normality using the Kolmogorov-Smirnov (K-S) test are presented in the table below.

A) K-S test

Table 2. Test results of variables normality

Variable	Sig (significance level)	α (Error value)	Test result
Technical equipment	0.316	0.05	Normal
Staff training	0.016	0.05	Non-normal
Specialized customs	0.00	0.05	Non-normal
Improved interaction	0.11	0.05	Non-normal
Challenges of rules and...	0.002	0.05	Non-normal

As can be seen, all variables except for the first variables are non-normally distributed.

B) Testing the hypotheses using the univariate t-test

Table 3. One sample t-test to evaluate the mean values

Variable	Frequency	Mean	Standard deviation	t	df	Sig.
145	3.63	0.736	10.363	144	0.00	
145	3.58	0.700	9.994	144	0.00	
145	3.71	0.474	18.021	144	00	
145	3.61	0.584	12.624	144	0.00	
145	3.62	0.456	16.492	144	0.00	

The results of one sample t-test for all variables indicated that the t-value was higher than the standard value of 1.96, and the significant level was lower than 0.05. So the null hypothesis is rejected for all variables and the alternative hypothesis is confirmed.

C) Friedman test results for ranking variables

Table 4. Variables ranking based on Friedman test

Variable	Mean ratings
Specialized customs	3.40
Technical equipment	3.03
Challenges of rules and...	2.96
Staff training	2.88
Improved interaction	2.73

The results of Friedman test for ranking variables indicated that the highest mean rating was belonged to specialized customs with the value of 3.40 and the lowest mean rating belonged to the improved interaction with a value of 2.73. Friedman test statistics indicated that Chi-square with a value of 15.274 and a degree of freedom of 4 was significant at the level of 0.004.

6. Conclusion

The results of the hypotheses test are presented in Table 5.

Table 5. The results of the hypotheses test

Hypothesis	Confirmation or rejection
There is a relationship between technical equipment (ITC, computers, appropriate software packages and network connections) and reducing commodity control risk in Shahid Rajaee Customs.	Confirmed
There is a relationship between training qualified staff (customs trained officers at different levels of risk management: strategic, operational, and tactical) and reducing commodity control risk in Shahid Rajaee Customs.	Confirmed
There is a relationship between specialization of customs according to the type of goods and volume of customs activities, and reducing commodity control risk in Shahid Rajaee Customs.	Confirmed
There is a relationship between improved interactions between administrative units and reducing commodity control risk in Shahid Rajaee Customs.	Confirmed
There is a relationship between the identification of the challenges of changing customs rules, regulations, circulars and tariffs and reducing commodity control risk in Shahid Rajaee Customs.	Confirmed

7. Recommendations based on research findings

7.1 The first hypothesis

Considering the confirmation of the first hypothesis and the second rank of the technical equipment regarding the reduction of risk in the customs according to the Friedman ranking test, in order to continue and strengthen this variable to reduce the risk, the customs managers are recommended to pay attention to the following:

- Speeding up the organization's information systems related to technical factors at the customs level
- Constant updates of the IT department
- Use of wireless communication in the organization, teaching its application and its adoption in the organization process to reduce the time of service delivery
- Providing the context to deploy a sufficient number of tablets and webcams to load the commodity information and images
- Providing the possibility of the communication of other trade-related agencies with the electronic customs system
- Modifying electronic customs infrastructure and trying to resolve the system shutdown.
- Paying attention to increased network security
- The possibility of taking notes by employees involved in customs controls for drawing attention to important issues, and availability of these notes
- Enhancing equipment for fast scan of goods to perform customs formalities and commodity controls fasters.

7.2 The second hypothesis

Considering the confirmation of the second hypothesis and the fourth rank of the relevant variable regarding

the reduction of risk in the customs, in order to develop and advance educational goals at the customs level in a specialized way, the customs managers are recommended to pay attention to the following:

- At the beginning of the recruitment of customs officers, people with the ability to use the electronic customs system should be recruited.
- Learners in customs training courses should be homogeneous and at the same level
- Younger employees with fewer work experience should be given more chance to attend customs training courses.
- The goals of topics of the course should be notified by providing educational publications and bulletins, so that employees attend customs training courses fully informed.
- Customs training courses should be organized in such a way as to establish a relationship between the promotion of staff and managers with training, and staff to be able to enjoy the minimum training hours per year based on the relevant regulations.
- In order to reduce educational costs and improve the quality of training courses, and in accordance with the standards, customs training custodians can, in the form of training programs approved for the implementation of their training courses, use the experienced educational experts and academic specialists from other organizations, universities and higher education institutions in order to promote the educational issues.

7.3 The third hypothesis

Establishing specialized customs to provide fast and high-quality service to service recipients and increase exports in executive customs is one of the new and most important plans for customs planners and managers. Given the confirmation of the third hypothesis, the first rank of customs specialization and its relationship with the reduction of commodity control risk in customs and the development of organizational goals and strategies in the customs, the following recommendation are provided:

- In order to optimize the operation of customs and reduce costs, the Central Customs Administration of Iran is recommended to study the potential capacities of each customs of the country (feasibility studies) by employing skilled and qualified experts and specialists with regard to the geographical location, existing capacities with an attitude to its strategic position, talent of operational, administrative and technical personnel, specialists, technicians and managers, volume of trade, facilities and facilities available, etc., and prioritize the capabilities of each customs in accordance with these talents to specialize in customs, during a massive and detailed field study.
- During the holding of sessions, meetings, congresses and conferences on customs to examine the feasibility of specialization of customs, it is recommended that representatives from each of the customs areas of the country as an expert (with a high and useful work experience in the customs and a full turnover navigator in all customs administration) and familiar with the strengths and weaknesses of the desired unit should be invited, and their solutions, while presenting the positive and negative points of the customs, should be used. These representatives and obtaining information about each unit can be the basis for decision makers at the customs level to provide the ground for customs specialization.
- It is recommended that the customs should be classified and the customs with the same volume of activities, facilities and equipment be assigned to the same category so that, when distributing virtual declarations, the same customs declarations are just assigned to their class, and for example, large virtual customs declarations with large volume of activity, in virtual distribution, are not assigned to small customs offices.

7.4 The fourth hypothesis

Due to the confirmation of the fourth hypothesis and the last rank of the corresponding variable, in the current world of globalization, the following recommendations are made:

- In order to reduce the commodity control risk, by defining the supply chain for the Integrated Comprehensive Customs System (ICCC), a measure should be taken so that the product information from the manufacturer until delivery to the final consumer be contained in ICCC as information available
- Due to the fact that there is no consistent and uniform management in trade organizations, the solution to this problem needs to be considered.
- Improving customs operational and administrative processes by strengthening its public relations
- Developing a road map for the customs by the central organization in order to achieve the desired situation to improve the interactions between the administrative units and communicating to the administrative and personnel assistants
- Pathology and identification of vulnerable points and bottlenecks of administrative corruption, and providing solutions to secure and remove them, and lawful improving the administrative interactions.
- Follow up of customs managers in order to enjoy employees from the maximum capacity of the Civil Services Management Law (in accordance with Article 160 of the Customs Law, the use of 2% of the entry salary will be possible for equipping customs, training, employee benefit from rewards and loans,

and health care) in order to motivate and prevent administrative violations and risks

7.5 The fifth hypothesis

Given the confirmation of the fifth hypothesis, the challenges of the rules and regulations rank third among the risk reduction-related factors. So, in order to overcome the challenges of customs rules and regulations along with risk reduction, recommendations are presented as follows:

- Implementing international standards, harmonizing them with customs rules and creating flexibility in complex areas.
- Encouraging and appreciating customs that can put the partnership development approaches as their agenda in the framework of internal rules and regulations.
- The modeling of developed technologies, management practices, and human resource management systems as tools for modernizing customs rules and regulations, should be considered in the context of customs rules and regulations.
- The most important tool for modernizing customs is the developed management practices along with the rules and regulations. The statement of customs vision and duty in the instructions is the most important developed management practice. In addition, annual reports can be used to achieve this goal.
- In another step to reach a regulated and structured customs, the modernized organizational structure and change management skills should be used to make the path to modernize customs rules smoother. Along with developed management practices, developed human resources management systems are also important tools for the modernization of customs rules and regulations. More effective employment processes, an effective training program, a satisfactory salary and benefit system, and performance management are factors that provide a developed human resources management to improve customs rules and regulations enforcement and prevent its fluctuations and challenges.

8. Comparison of the results with the results of other studies

The results of the first hypothesis of this study are consistent with the studies conducted by Najafi (2004), Beheshtian (2009) and Elahi and Hasanzadeh (2007). The results of the study of Karbasian (2004) are consistent with the results of both the fourth and the fifth hypotheses. In the following, the results of the studies by Quick and Rob van (1998), Johnson & Polanski (2002), the EU Commission (2003) and Kidon & Rachman (2003) are consistent with the results of the fourth hypothesis of this study. The results of the study by Anmigen (2003) are also in line with the results of the fifth hypothesis of this study.

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Comparative and semasiological study of denotative water class units in English and French

Estudio comparativo y semasiológico de unidades de clase de agua denotativa en inglés y francés

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ABSTRACT

The surrounding world can be described by a person on several levels, including the language level. In linguistics, this global problem has been systematically studied only in fragments. Thus, it was suggested that there is an internal logic of language, which determines the choice of certain ways of verbalization of objective reality, and also separate studies were conducted showing that in the meaning of lexical units, the nature of the subject's entry into the world is embodied in a certain set of features. Comparative and semasiological studies of various aspects of this problem are rare. Meanwhile, they would: a) detect which parts of the sensible world can be expressed in a certain language, and by means of what linguistic resources; b) dissect the selectivity of languages for the broadcast of certain physical parameters and their emotional and evaluative nuance; c) identify a set of properties of those segments of reality which demonstrate a predominant perceptual interest forbearer of mapped cultures.

Keywords: denotative class, word meaning, convergence, divergence, comparative and semasiological approach.

RESUMEN

El mundo que lo rodea puede ser descrito por una persona en varios niveles, incluido el nivel del idioma. En lingüística, este problema global se ha estudiado sistemáticamente solo en fragmentos. Por lo tanto, se sugirió que existe una lógica interna del lenguaje, que determina la elección de ciertas formas de verbalización de la realidad objetiva, y también se realizaron estudios separados que muestran que, en el significado de las unidades léxicas, la naturaleza de la entrada del sujeto en El mundo está encarnado en un cierto conjunto de características. Los estudios comparativos y semasiológicos de varios aspectos de este problema son poco frecuentes. Mientras tanto, ellos: a) detectarían qué partes del mundo sensible se pueden expresar en un idioma determinado, y por medio de qué recursos lingüísticos; b) diseccionar la selectividad de los idiomas para la transmisión de ciertos parámetros físicos y sus matices emocionales y evaluativos; c) identificar un conjunto de propiedades de esos segmentos de la realidad que demuestran un interés perceptual predominante para el portador de cultivos mapeados.

Palabras clave: clase denotativa, significado de las palabras, convergencia, divergencia, enfoque comparativo y semasiológico.

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Recibido: 14/08/2019 Aceptado: 18/11/2019

INTRODUCTION

In philosophical and psychological literature human perception of the world is interpreted as a dynamic activity of the subject to reflect the objective reality (Petrovsky & Yaroshevsky, 1990). A person can know the world around him only by isolating himself from this world first, relying on the opposition of the Self to all that is not the Self and this must be based on the recognition of the existence both himself and the world from which he distinguishes himself and of which he is a part (Voronin, 1986; Gurevich, 1998).

The surrounding world can be described by a person on several levels, including the language level (Ruzin, 1994). To describe the world on the language level you need to determine what from the perceived world can be expressed in language; what laws this expression obeys; with what aspects of reality the bearer of a language identifies himself; with what substantive content his idea of Self filled; what space is considered by a person as an external expression of his own Self; what zones are allocated as extrapolated to the subject (Berestnev, 2001).

The essence of sensory reflection of objective reality in language, the mechanisms of transformation of perceptual categories in the language structure, patterns of use of linguistic material, depending on the nature of the information received, especially the reflection of the perceptual-cognitive images in the lexical-semantic system of language was not subjected to systematic study. Nevertheless, there are fruitful attempts to solve some particular issues of the global problem of language mediation of human perception of the world both on the material of one language (Voronin, 1986; Gurevich, 1998; Lechitskaya, 1985). and on the material of several languages (Toporova, 2000; Berlin & Kay, 1969).

In our opinion, special attention in this context deserves the approach of T.V. Simashko, who showed that in the meaning of lexical units of the national Russian language, the character of the subject's entry into the world is embodied in a certain set of features. Among these features there are the following ones: a) features as a result of observations of the subject over the physical properties of the object; b) features that reveal established by the subject the relationship between individual features or the individual circumstances of the existence and functioning of natural phenomena; c) features, recorded as the result of the effects experienced by the subject on himself from the object; d) evaluation of the properties of the object and the manifestation of emotion to it by the subject (Simashko, 1998). The results obtained by the researcher confirm the hypothesis, expressed, in particular, by G.I. Ruzin, about the presence of internal logic of language, which determines the choice of certain ways of verbalization of objective reality (Ruzin, 1994). As far as we know, there are no comparative and semasiological works performed in the same way, but our observations show in favor of the proposed assumption.

MATERIALS AND METHODS

The research file includes about 10,000 lexical units extracted from 10 lexicographic sources and more than 2,000 English and French fictional microcontexts, i.e. 1-2 sentences extracted from the works of English and French writers with a total volume of 7,102 pages. The work also used a variety of cultural, ethnographic, psychological, philosophical and other data.

The specific semantic space is determined by the deductive method used in the ideographic classification of vocabulary. The selection of vocabulary units was carried out inductively. The selection of a set of features in a certain set of denotatively related units of one language, by means of which some units differ from each other, and others are combined into different groupings, was made by means of a definitional analysis. When interpreting semantic similarities and / or differences between the studied languages, the guide to action was a comparative method, the components of which are the choice of the basis of comparison, comparative interpretation, consisting in the disclosure of the content of the obtained results, and typological characteristics. Comparison of different structural units was carried out by a single method. Words in a different language with a direct nominative value were recognized equivalent if the features fixed in value and /or internal form of one of the studied language units correlate with the features transmitted by value and / or inner form of another studied language units.

We proceed from the assumption that the perception of reality by the collective subject is not its mirror image; it is refracted through certain structures of knowledge. The perception and awareness of the collective subject of the world is derived from the cultural and historical existence of the ethnos. In linguistics, the thesis of different interpretations of objects of reality in the linguistic consciousness of representatives of different linguistic cultures, as it seems, is not disputed by anyone. "The ideal form of existence of the object world, its properties, connections and relations mediated and coiled in the matter of language" (Leont'ev, 1965). is fixed in the meaning of words. Human perception and awareness of the world are armed and at the same time limited by the specifically historical system of meanings, which carries the total social experience and which is inherent in a particular culture (Petrenko, 1997).

Similarities and differences in the systems of lexical meanings are due to the peculiarities of national life and mentality, the originality of the natural environment and, as a consequence, a certain choice of a particular language points of reference by native speakers, or the most typical prototypes of a concept. We believe that a comparative approach to the problem under discussion allows: a) discovering which fragments of the sensually perceived world can be expressed in a particular language and with the help of which language resources; b) revealing the selectivity of languages in the translation of certain physical parameters and their emotional and evaluative nuance; c) identifying a set of properties of those segments of reality to which the carriers of comparable linguocultures show a predominant perceptual interest.

Let us consider from this point of view such a parameter as 'features presented as a result of observations of the collective subject over the physical properties of natural phenomena'.

To physical parameters of the objects perceived by the person and having for them paramount importance, they attribute color, in mentality of the ordinary native speaker there is a naive picture of color (Postovalova, 1988). Color attracts the attention of researchers in many fields of science, as color perception and light perception cover all major areas of human

activity (Goldstein, 1984; Hurvich, 1981). In traditional comparative linguistics, color meanings are studied on the basis of lexical and phraseological units mainly from the point of view of establishing semantic-stylistic and word-forming characteristics of color meanings of different languages (Sveshnikova, 1969; Fedorova, 1981; Yurik, 1958).

With the formation of cognitive science, the interest of linguists to this issue only increases (Gadanyi et al, 2000; Rosch, 1975; Wierzbicka, 1992). The leitmotif of all the works is the statement that the coloristic language reflects the color traditions of a culture formed in different historical and geographical conditions. From the point of view of modern man, color is an unstable sign of an object for perception. It changes in time and space depending on the light and in the dark it is invisible. Color is perceived only by the visual analyzer (Lazareva, 2000). But in primitive man, as, indeed, in modern man, it was visual impressions that prevailed (Makovsky, 1980). Colors have a wide and complex range of symbolic meanings, but often these meanings are based on arbitrary color choices. Taken as a whole, the colors are mostly life-affirming symbols (Tresidder, 2001).

The examination of the denotatively related color meanings of the English and French languages at our disposal allowed establishing both the facts of similarity and the manifestation of differences in the peculiarities of fixation in the lexical meaning of the units of characteristics presented as a result of observations of the collective subject over the coloristic properties of natural objects. (Esfahani, & et all, 2018).

The manifestation of the symmetry of the semantic space of the English and French languages is the fact that the parameter 'color' is fixed in the lexical meaning of the units of many denotative classes of the studied languages. Thus, in the denotative WATER class of English and French, color characteristics are fixed either in the internal form or in the meaning of the names of aquatic flora and fauna. Both matched languages include yellow, white, black, and red. For example: blackfish – 'tautog', anemone – 'any of a number of related plants with cup-shaped flowers, usually of white, purple, or red; a sea anemone' (Webster's new world dictionary. 1964), némale – Bot. Genre d'algues rouges gélatineuses, qui croissant dans les eaux à cours rapide', nélombo – 'plante aquatique à fleurs blanches et jaunes' (Robert, 1978).

In English, in addition, the color characteristics of aquatic inhabitants cover yellow-red-brown shades. For example: cardinal flower – 'the bright-red flower of a North American plant that grows in damp, shady places or in shallow water', laver – 'any of various large, edible, purple seaweeds' (Webster's new world dictionary, 1964); sea bass – 'a dark-brown or black marine food fish with large scales and a wide mouth, found along the Atlantic coast' (Robert, 1978).

Unlike English, in French, the color characteristics of sea creatures are concentrated around pastel tones. For example: eupatoire – plante, herbacée, vivace, à hautes tiges, à fleurs roses, qui croit au bord des eaux et que l'on nomme chanvre d'eau', martin-pêc heur – 'petite oiseau passereau, au corps épais, à long bec, à plumage bleu et roux, qui se nourrit de poissons' (Robert, 1978).

Only in the English language in the names of water sources, as well as in the vocabulary associated with the description of the Navy, their color characteristics are fixed. It is limited to the shades of the adjective *blue.* For example: the blue –'the sea', blue – 'of the colour blue; having the colour of the clear sky or the deep sea', navy – 'navy blue', navy blue – '[from the colour of the British naval uniform] very dark blue' (Webster's new world dictionary, 1964).

Let us note that other results obtained by observing the color characteristics conferred on water sources in English and French fictional contexts. In both languages, shades of blue and green are most commonly used to describe the sea, but are very specific to each language. For example: The sea was a multitude of shades of aquamarine and lapis lazuli … (Berniere, 1994). The sea ripples, clear and transparent white on the pale sand, soon deepened to peacock green and blues away from shore (Aldington, 1967); Je voyais la mer vert fonçé et huileuse au loin derrière les pins parasol et les chênes. Le ciel, la mer étaient d'un bleu admirable, laiteux – bleu comme le bleu des porcelains de Meissen (Quignard, 1986).

In English contexts, the coloristic image of the sea is also conveyed by the adjective *grey* or its shades. For example: … she lay and looked past chimney pots to the grey sea (Bragg, 1981), Those eyes were of the changing foam-streaked grey-green of leaping Northern seas (Wright, 1979) …lastly, in his waking dream it seemed to him that Adventurer had risen to his feet, but was still speaking, still holding him with his sea-grey eyes (Grahame, 1980).

At the same time, the English authors often do not specify the color of the sea, preferring to emphasize only the intensity of color. For example: In the end, the soul is alone, brooding on the face of the uncreated flux, as a bird on a dark sea…; As he swam gently along and looked down through the mirror-clear water he saw… (Aldington, 1967).

Semantic parallelism of the English and French languages can be traced in the fact that in literary texts the rivers, lakes, bays and canals are received color characteristics not only the seas. Observations show that in English, when describing rivers and lakes, color intensifiers are more often used instead of color designations, whereas in French, colors of the rainbow spectrum are used. For example: The river had the bright hues of the early morning (Skobeleva, 1988; Grahame, 1980); At dusk, the mountains of Transylvania were silhouettes, backlit by the setting sun, and where the land fell away from the river he could see lakes that turned violet as night came on (Furst, 1993); … et que le soleil du printemps teignait déjà les flots du Grand Canal d'un si somber azur et de si nombles émeraudes qu'en venant se briser aux pieds des peintures du Titien, ils pouvaient rivaliser de riche coloris avec ells (Quignard, 1986); Alors il n'a plus qu'à regarder, d'en haut, la rivière qui devient toute bleue … , Yvars continuait d'aimer la mer, mais seulement à la fin du jour quand les eaux de la baie fonçaient un peu (Conteurs français du XX-e siècle, 1981).

Only in English contexts the colour of rivers and lakes is often compared to the sheen of silver or likened to reflected sunlight or moonlight. For example: … the river ran silver in the grayish light … (Furst, 1993); Sunshine poured over the unfolding land, reflecting brilliantly from … rivers (Wright, 1979). The navigator followed roads, or moonlight reflected from rivers or lakes (Eco, 1984).

RESULTS AND DISCUSSION

The analysis showed that the common for the semantic system of the English and French languages is the reflection of such a physical property of the natural object of WATER as color. Color characteristics of objects, such as 'yellow', 'white', 'black', 'red' are fixed in the internal form and / or in the meaning of units of the same denotative class of both languages under consideration. At the same time, shades of blue and green are fixed in fictional contexts, but not the same in English and French. Only in English the yellow-red-brown color scheme is fixed. Often in English contexts, the color of the sea is transmitted by means of the adjective *grey* or its shades, or the color of the sea is not called; only its intensity is emphasized. Only in French contexts pastel colors of water sources are emphasized. In the fictional contexts of English and French, not only the seas, but also rivers, lakes, bays and canals have color characteristics. Only in French, when describing rivers and lakes, colors of the rainbow spectrum are often used. It is only in English that the colour of rivers and lakes is compared to the silver glitter, or likened to reflected sunlight or moonlight.

CONCLUSIONS

In this article, on the material of denotatively related vocabulary a lot of semantic features peculiar to the units of the denotative WATER class of the English and French languages are revealed. To a superficial glance, it may seem that the established linguistic facts are scattered, duplicate each other or are not equal in depth and volume of penetration. However, systematized on the basis of the triad "universal – typical – ethnospecific", these apparently disconnected semantic phenomena appear voluminous, interrelated and explicable. It becomes obvious that the fragments of language space, structured by units of denotative WATER class, are not mirrored in the compared English and French languages.

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A questão democrática na integração: experiências na América Latina

The democratic question in integration: experiences in Latin America

La cuestión democrática en integración: experiencias en América Latina

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RESUMO

Com o avanço da modernidade, os Estados-nação viram sua soberania diminuir com o tempo e a integração regional se tornou uma alternativa, tanto para garantir o desenvolvimento econômico através de trocas e mercado, como para garantir que conflitos não fossem mais causas de guerras. Esses processos de integração se deram de maneira diferente nas diferentes regiões e em diferentes épocas, dando luz à várias teorias acerca deles. Partindo da importância que a democracia exerce na teoria funcionalista, utilizamos essa teoria, dentro das limitações que ela apresenta quando aplicada em outros processos que não e europeu, para dar luz a alguns aspectos da integração latino-americana e da criação dos Parlamentos Internacionais na região. O objetivo desse trabalho não é fazer uma crítica à teoria ou analisar ela mais amplamente, mas utilizá-la como aporte teórico para tratar da importância da democracia na integração regional através dos Parlamentos Internacionais.

Palavras-chave: Regionalismo, Integração, Neofuncionalismo, Democracia.

ABSTRACT

With the advancement of modernity, nation-states saw their sovereignty diminish over time and regional integration became an alternative both to securing economic development through trade and the market, and to ensuring that conflicts were no longer the cause of wars. These integration processes occurred differently in different regions and at different times, giving light to the various theories about them. Given the importance of democracy in functionalist theory, we use this theory, within the limitations it presents when applied in other than European processes, to give light to some aspects of Latin American integration and the creation of International Parliaments in the region. The purpose of this work is not to critique the theory or to analyze it more broadly, but to use it as a theoretical contribution to address the importance of democracy in regional integration through International Parliaments.

Keywords: Regionalism, Integration, Neofunctionalism, Democracy.

RESUMEN

Con el avance de la modernidad, los estado-nación vieron disminuir su soberanía con el tiempo y la integración regional se convirtió en una alternativa tanto para asegurar el desarrollo económico a través del comercio y el mercado, como para garantizar que los conflictos ya no fueran la causa de las guerras. Estos procesos de integración ocurrieron de manera diferente en diferentes regiones y en diferentes momentos, dando luz a las diversas teorías sobre ellos. Dada la importancia de la democracia en la teoría funcionalista, utilizamos esta teoría, dentro de las limitaciones que presenta cuando se aplica en procesos que no son europeos, para dar luz a algunos aspectos de la integración latinoamericana y la creación de parlamentos internacionales en la región. El propósito de este trabajo no es criticar la teoría o analizarla más ampliamente, sino usarla como una contribución teórica para abordar la importancia de la democracia en la integración regional a través de los Parlamentos internacionales.

Palabras clave: regionalismo, integración, neofuncionalismo, democracia.

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Recibido: 05/07/2019 Aceptado: 18/11/2019

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Introdução

Segundo MARIANO (2007), os processos de integração regionalistas tem início principalmente após o fim da guerra fria. Após esse período de ordenamento bipolar no mundo, o fim da guerra fria é a ocasião na qual essa divisão é quebrada e vemos a emergência de novos países como possíveis potências, num mundo agora multipolar, o que Mariano aponta como uma descentralização do poder, "uma ordem na qual os arranjos regionais encontraram espaço para proliferar." (p.135). Esse processo, um dos fatores geradores da globalização, faz com que não só a dinâmica econômica do mundo se altere, mas também o papel e poder dos Estados nacionais. Appadurai (1996) afirma que nesse período está a emergir um sistema cultural global e um mundo político pós-nacional, por conta da globalização, fenômeno que, através dos meios de comunicação, tem levado diferentes aspectos culturais regionais para outras localidades, viajando de forma rápida e perpetrando o imaginário dos cidadãos. Segundo o autor "a comunicação eletrônica e as migrações marcam o mundo do presente, não como forças tecnicamente novas, mas como aquelas que parecem impelir (e, por vezes, compelir) a obra da imaginação." (p.15). Ele afirma ainda que

> Podemos ver que a comunicação eletrônica de massas e a mobilização transnacional quebraram o monopólio dos Estados-nações autónomos sobre o projecto da modernização. A transformação da subjectividades quotidianas através da comunicação electrónica e da obra da imaginação não é apenas um facto cultural. Está profundamente ligada à política através dos novos modos como os vínculos, os interesses e as aspirações individuais cada vez mais intersectam os do Estado-nação. (p.23)

Sobre esse fator da comunicação e de troca entre os Estados-nações Haas (2004: 284) afirma:

> Communications theory, in the work of Karl Deutsch , would open up another series of criteria for judging the success and future prospects of integration. Integration is identified, following the analogy of physics and electronics, with the capacity of the total communications network of society to accommodate the burden of social, political, cultural and economic transactions.

Fato é que a globalização promoveu uma maior interação entre os países, tanto nos princípios culturais como aponta Appadurai (1996) quanto econômica, promovendo negociações entre os Estados. Mariano (2007) afirma que "A globalização gera novos arranjos territoriais, ainda que informais na sua grande maioria, baseados não mais nas fronteiras delimitadas de um poder estatal, mas nas inter-relações transfronteiriças que demandam do Estado funções novas e novas formas de articulação com outras nações e atores não-governamentais." (p.134)

Segundo Calegari (2009: 94)

> A relação cooperacional surgiu através do consentimento mútuo dos envolvidos e em razão da dificuldade de um Estado suprir sozinho suas necessidades. A reciprocidade da cooperação ocorria, assim, diante da convergência dos interesses individuais dos Estados em determinado aspecto. E, para que o Estado abdicasse de sua ação individual e passasse a agir em conjunto com outros Estados, era necessário que houvesse o mínimo de segurança, ou seja, que houvesse a certeza no recebimento de recompensas mútuas.

A autora ainda complementa que "esse processo de cooperação intergovernamental iniciou-se de forma tímida, através de uma cooperação simples, até desenvolver-se e alcançar níveis mais complexos e intensos, denominados de processos de integração." (p.94). Mariano (2007) afirma que a globalização aumenta a sensação de vulnerabilidade por parte dos Estados, principalmente os subdesenvolvidos, enquanto sua ação em cooperação com outros Estados, de regionalização, traz a impressão de proteção ao isolamento. Mariano (2007: 124) ainda afirma que:

> Neste cenário globalizado, o Estado-nação ganha novos contornos e os conceitos de soberania e legitimidade adquirem novos significados, uma vez que o Estado perde a capacidade de responder isoladamente aos desafios do sistema internacional, assim como a de prover bens e serviços à sua população sem contar com a cooperação internacional. [...] O fenômeno da globalização tem uma relação direta e dinâmica com a lógica da regionalização, ao transformar o contexto e as condições da interação e da organização social, levando a um novo ordenamento das relações entre território e espaço socioeconômico e político.

Dessa maneira, países se uniram em alianças e criando instituições supranacionais, com a finalidade da integração. Para estudar essas interações, as Relações Internacionais criaram modelos teóricos que podem explicar seus tipos, e como um processo complexo, existem diversos modelos que podemos utilizar para avaliar os mais diversos fatores.

Esse artigo está composto de, além dessa pequena introdução acerca do início dos processos de integração, uma parte para explicar a teoria neofuncionalista e os aspectos que utilizaremos para abordar os processos de integração da América Latina, que se baseiam na experiência da União Europeia mas apresenta singularidades e diferenças. Em seguida mostraremos a importância da democracia para a integração, no aspecto em que as organizações colocam como condição aos países membros serem governados por regimes democráticos. Por fim, apresentaremos experiências de instituições supranacionais que visam garantir a integração e utilizam da democracia como aporte para seu funcionamento e tomada de decisões.

O Neofuncionalismo

Essa teoria teve utilidade para explicar a formação dos processos de integração, principalmente o europeu (MARIANO & MARIANO, 2002). Segundo Calegari (2009), a teoria neofuncionalista deposita sobre as autoridades centrais a responsabilidade sobre o processo entendendo que suas decisões determinarão o caminho do processo. A autora diz que essa teoria foca na transferência dos poderes nacionais para instâncias internacionais, contribuindo para a integração política. Para isso, Haas (2004) cita a formação de um núcleo funcional, que seriam os atores estratégicos responsáveis pela criação do processo de integração, o governo e elites, principalmente empresariais, econômicas. Porém, apesar das elites envolvidas serem principalmente as econômicas, com interesses no livre comércio entre os países, apenas esse livre comércio não define o processo de integração, sendo necessário uma integração também política entre os Estados. Essas instituições promotoras da integração seriam então de caráter supranacional, ou seja, com poderes acima dos Estados, garantindo a união entre eles para formalizar acordos. Quatro noções básicas são identificadas por Haas para uma integração regional, segundo Mariano & Mariano (2002), sendo elas: I) visando a segurança de uma região, promovendo a união contra um inimigo em comum; II) a cooperação entre os países visando o desenvolvimento econômico; III) intenção de controle de uma nação mais forte sobre seus aliados; IV) vontade de unificação em comunidades mais amplas, por parte das comunidades nacionais.

Após o início do processo de integração por parte dos governos e burocracias estatais, para consolidação do mesmo ocorreria então o que Haas (2004) define como *spillover*, conceito utilizado para explicar o processo que espalha entre as comunidades interessadas o processo de integração, trazendo uma maior participação no processo por parte de grupos de interesses, o que já prevê um outro aspecto importante desse processo que é a democracia, Moravcsik (2005) afirma que "a state-like governance system can legitimate itself only by becoming more democratic, that is, more accountable to direct popular majorities." (p.350). Sobre o conceito de *spillover*, Calegari (2009) afirma que ele é uma lógica expansiva, "na qual o processo de integração ia se intensificando gradualmente e de forma expansiva, através da propagação por setores. A integração realizada em um setor levaria, inevitavelmente, a pressões técnicas, derivadas da interdependência – cada vez mais intensa – dos setores." (p.104). Mariano & Mariano (2002) complementam ainda que "a ideia contida no conceito de *spillover* é a de que a integração, ao se aprofundar, mobiliza grupos de interesses existentes na sociedade contra ou a favor do processo." (p.55). Mariano & Mariano (2002: 55) afirmam ainda que

> o *spillover* supõe a existência do núcleo funcional com capacidade autônoma de provocar estímulos integracionistas, incorporando, ao longo do tempo, novos atores e setores relevantes. [...] O núcleo funcional atrai apoio e amplia o processo ao passar para os políticos e para as elites dominantes essa percepção positiva da cooperação.

Ou seja, depende dos atores envolvidos que o *spillover* aconteça, através da construção de expectativas criadas por esses atores, segundo afirmação do próprio Haas (1958) sobre o processo ocorrido através de elites industriais: "Thus a 'spill-over' into new economic and political sectors certainly occurred in terms of expactations developing purely in the *national* contexts of the elites involved" (p.292). Moravcsik (2005) ainda diferencia os dois tipos de *spillover* que Haas diferencia, sendo eles o *spillover* funcional e o político.

> The first type, *functional spillover*, occurs when cooperetion in certain sectors of the economy (or society) creates technocratic pressure for cooperation in adjoining sectors, thereby propelling integration forward. [...] The second type, *political spillover*, occurs when ongoing cooperation in certain áreas empowers supranational officials to act as informal political entrepreneurs in other áreas. (MORAVICSIK, 2005: 352)

À medida que os processos de integração evoluem, seus resultados vão além da esfera nacional e influenciam o conjunto da sociedade, se espalhando para esferas estaduais e municipais, com objetivo de prestar serviços à população e gerar produtos políticos na esfera nacional. (MARIANO & MARIANO, 2002).

A teoria neofuncionalista tem como foco, conforme já citado, a criação de instâncias internacionais de integração entre os países. Dessa maneira, promove a criação de uma instituição supranacional, para qual as lealdades e expectativas dos países são transferidas a um novo centro político, acima das jurisdições nacionais (CALEGARI, 2009). "A supranacionalidade, sugeriria, desta forma, a convergência de decisões no nível comunitário." (CALEGARI, 209: 106). Um dos conceitos básicos para Haas sobre o neofuncionalismo é exatamente esse, que lealdades e expectativas geram ação. Ao transferir essas lealdades e expectativas para a organização internacional, os Estados iniciam o processo de integração, que só é possível através dessa transferência, dando maior importância às decisões comunitárias do que do próprio Estado, como McGowan (2007: 5-6) afirma:

> Regional integration in Western Europe was identified as a process where states ceased to be wholly sovereign, and where they entered voluntarily into arrangements with their neighbours to establish new forms of engagement and new techniques for resolving conflict between one another. [...] integration occurs when organised economic interestspressure governments to manage economic interdependence by centralising policies and creating common institutions.

Segundo Mariano e Mariano (2002) as instituições então influenciam o comportamento dos governos e tem papel central para avaliar a cooperação entre Estados. Segundo os autores: "Keohane define o termo instituições como sendo 'um conjunto de regras permanentes e conectadas (formal ou informal) que definem os papéis comportamentais, limitam a ação e compartilham expectativas.'" (p.60). Pensa-se que as instituições trazem uma certa racionalidade ao processo, pois faz com que os Estados pensem no custo-benefício de suas ações. Segundo Mariano e Mariano (2002) a análise do papel das instituições é um fator relativamente novo para se pensar a integração. Os autores falam que a análise das instituições permite ver a influência de canais de participação que poderão influenciar a formação da política externa e que a participação de grupos de interesse, além das elites, vem crescendo cada vez mais e tendo mais importância.

> Essa crescente importância está ligada à necessidade dos governos de ampliar a sustentabilidade da integração, garantindo o aprofundamento do processo e a efetividade de algumas medidas dependentes da adesão da sociedade. Para que a sociedade se envolva mais, é preciso criar espaços de participação dentro da própria estrutura institucional. (MARIANO & MARIANO, 2002: 61)

A democracia na formação dos processos de integração na América Latina

A democracia é um outro fator importante para o processo de integração segundo o neofuncionalismo. Segundo Mariano & Mariano (2002: 58):

> Outro importante pressuposto da teoria neofuncionalista para o sucesso da integração é a democratização do sistema político. A existência da democracia permite aos diferentes grupos sociais a participação no processo de integração, possibilitando seu aprofundamento e facilitando a sua propagação e manutenção. A democracia, segundo os neofuncionalistas, é essencial para a ocorrência do *spillover*. Os neofuncionalistas acreditam que o *spillover* é obtido quando os governos são capazes de garantir a continuidade dos ganhos para os segmentos beneficiados porque eles dão sustentação e apoio à integração. E, ao mesmo tempo, quando elaboram políticas compensatórias para os prejudicados, evitando sua mobilização e oposição que poderiam criar empecilhos, dificultando o andamento das negociações e limitando o seu aprofundamento.

Podemos ver a importância da democracia em dois pontos de integração da América Latina: a Carta Democrática Interamericana (CDI) escrita pela Organização dos Estados Americanos (OEA) (WEIFFEN y HEINE, 2016) e a Cláusula Democrática do Mercosul (MONTE & ANASTASIA, 2017). Weiffen y Heine (2016) dizem que durante muito tempo acreditou-se que a questão de manter a democracia era papel exclusivamente de mecanismos internos, "sin embargo, esto ha cambiado. Hoy por hoy, el papel de los actores internacionales que promueven la democracia ha asumido un alto perfil. Gobiernos, agencias gubernamentales, organizaciones internacionales y ONGs se involucran en la assistência la democracia y la promoción de la democracia." (p.19-20). Os autores ainda dizem que a OEA foi vanguarda em termos de mecanismos internacionais para proteção e defesa da democracia e que desde seu princípio faz referência à democracia, deixando claro em sua Carta de fundação que o exercício da democracia representativa é requisito para um país ser membro da organização. Bobbio (2000) define que democracia representativa "significa genericamente que as deliberações coletivas, isto é, as deliberações que dizem respeito à coletividade inteira, são tomadas não diretamente por aqueles que dela fazem parte mas por pessoas eleitas para esta finalidade." (p.56). O esforço para promover a democracia foi impulsionado com o fim da guerra fria (WEIFFEN y HEINE, 2016). A adoção de mecanismos para promover e defender a democracia no continente se deu de maneira gradual, ou como a definição da teoria neofuncionalista, através do *spillover*. Uma motivação vinda dos Estados Unidos, afim de combater a ameaça comunista, e por fim todos os países queriam se parecer democráticos (WEIFFEN y HEINE, 2016). Diversas cláusulas são adicionadas à Carta da OEA com o tempo, afim de garantir a democracia nos países membros, sanções como a expulsão da organização caso o país venha a sofrer um golpe de Estado, dentre outras coisas, até a criação da Carta Democrática Interamericana, documento que normativa e institui regras para a democracia na região. "la Carta Democrática Interamericana (CDI) surgió como marco y conjunto de principios comprometidos con un certo tipo de democracia. Esta era la democracia representativa em su expresión clásica, liberal, con su énfasis en la separación de poderes, elecciones libres y libertad de prensa." (WEIFFEN y HEINE, 2016: 25). O Mercosul também adota uma medida e mecanismo para defesa da democracia.

> O Mercosul foi criado no contexto da redemocratização dos países sul-americanos, nos anos 1980 e 1990. Embora no Tratado de Assunção, de 1991, instrumento fundamental do Bloco, não conste qualquer referência à democracia, a incorporação da Cláusula Democrática ao Mercosul deu-se de forma gradativa, até sua institucionalização pelo Protocolo de Ushuaia, assinado em 24 de julho de 1998 pelos quatro Estados fundadores do Bloco, mais Bolívia e Chile. [...] O Protocolo de Ushuaia afirma que o pleno funcionamento das instituições democráticas é indispensável para que ocorram processos integrativos entre os signatários. (MONTE & ANASTASIA, 2017: 11-12)

Claro que ambos os mecanismos citados acima podem ser contestados, uma vez que os próprios autores que os definem e defendem citam suas deficiências. Pois como Weiffen y Heine (2016) citam: "En lugar de una confrontación entre actores pro-democráticos y anti-democráticos, las crisis democráticas actuales reflejan un choque de visiones acerca de lo que es la democracia." (p.41). Monte e Anastasia (2017), sobre as deficiências da Cláusula Democrática, fazem uma indagação: "a inexistência de uma definição de democracia na Cláusula Democrática possibilita o seu uso estratégico pelos membros do bloco e afeta os padrões de interação entre eles e os seus resultados?" (p.12). Porém, não faremos aqui a crítica a tais mecanismos, uma vez que nosso objetivo é demonstrar a importância da democracia nos processos de integração e outros aspectos desse processo.

Macías (2011) diz que na nossa região (América Latina) os Estados são os atores mais importantes desse processo de integração, ou seja, as soberanias nacionais são mais importantes do que as instituições supranacionais em si. A teoria neofuncionalista veio para explicar o surgimento do processo de integração na Europa pós-guerra e o papel das elites nesse processo. Dessa maneira, as teorias de integração europeias demonstram um certo limite ao serem aplicadas no contexto latino americano, devido a diferenças sociais, culturais, políticas e históricas. (MACÍAS, 2011). A autora reforça ainda que o neofuncionalismo pode ajudar a explicar o papel das instituições para a integração, pois "todo proceso de integración, por modesto y frágil que sea, requiere certo grado de institucionalización." (p.209). Portanto, tomando as devidas precauções para a utilização dessa teoria, nas próximas páginas faremos um breve histórico acerca dos parlamentos de integração da América Latina, instituições baseadas principalmente no Parlamento Europeu, demonstrando a importância da democracia nesses processos e construção desses espaços institucionais.

O Parlamento Europeu: uma referência

Segundo Malamud e Sousa (2005) os Parlamentos regionais apenas se desenvolveram na Europa e América Latina. Apesar da sobreposição em diversas organizações de integração, o que marca o processo de integração europeu e o caracteriza, o Parlamento Europeu tem papel central nesse processo (MALAMUD & SOUSA, 2005). Os autores afirmam ainda que o Parlamento europeu é o primeiro Parlamento supranacional e único dentre os Parlamentos regionais com poderes reais de decisão.

Macías (2011) afirma que "a su vez, a medida que avanzaba el proceso de traspaso de áreas de soberania estatal a la esfera comunitária se hizo cada vez más evidente la necesidad de uma institución democrática" (p.219). Na construção de uma instituição para a integração, Malamud e Sousa (2005) afirmam que o novo projeto institucional seria baseado na teoria da repartição em três poderes: "um poder Executivo que tomasse e implementasse as decisões; uma assembleia onde vários assuntos e problemas seria debatidos e deliberados; e um corpo judicial independente, com capacidade de rever decisões e de resolver conflitos que suscitassem problemas de legalidade." (p.376) e atentam-se para a observação de que apesar dessa divisão, os três corpos políticos criados (Comissão, Conselho de Ministros e Parlamento Europeu) possuem características de mais de um desses poderes, se entrelaçando. Apesar disso vamos nos atentar ao Parlamento Europeu. Segundo esses mesmos autores:

> O Parlamento Europeu tem também o poder de influenciar a adoção de legislação comunitária por intermédio do procedimento de cooperação e de fiscalização. Pode também iniciar ou instalar comissões de inquérito, questionar os Comissários sobre matérias relativas às várias políticas comuns, adotar resoluções e solicitar audiências com a comissão, mas continua sem possuir competências legislativas gerais próprias. (p.377).

> Não será inoportuno recordar que este aparelho de decisão se baseia em um equilíbrio, em constante evolução e ajuste, entre três fontes de legitimação e de interesses: os interesses e demandas do(s) povo(s) europeu(s), representado(s) pelos deputados e partidos que integram o Parlamento Europeu; os interesses e exigências dos Estados-membros representados no Conselho; e a missão e interesses comunitários – com expressão nos tratados, no Direito Comunitário e na jurisprudência do Tribunal Europeu – representados na Comissão. (p.378-379).

O Parlamento Europeu era no começo composto por delegações nomeadas pelos parlamentos nacionais e sua função era consultiva e limitada, a ser passada por aprovação pelo Conselho. Por diversos fatores externos, os interesses dos cidadãos sofriam um déficit de representação e, visando suprir isso, o Conselho decide por adotar eleições diretas para o Parlamento Europeu (MALAMUD & SOUSA, 2005). "Los legisladores, desde los días de la Asamblea parlamentaria, presionaron para incrementar sus competencias y conseguir ser electos de forma directa por la ciudadanía." (MACÍAS, 2011: 219).

> Desde 1979, portanto, o Parlamento Europeu é eleito diretamente pelo voto dos cidadãos europeus para um período de cinco anos e é constituído de acordo com uma distribuição das cadeiras parlamentares que reflete, grosso modo, a dimensão geográfica dos vários Estados-membros, embora, se possa argumentar que favorece os mais pequenos. (MALAMUD & SOUSA, 2005: 380).

Malamud e Sousa (2005) inda afirmam, sobre o desenvolvimento Parlamento Europeu: "O fortalecimento do Parlamento Europeu transformou-o na única assembleia parlamentar supranacional do mundo a gozar,

simultaneamente, de legitimidade democrática, capacidade de decisão legislativa e poder de censura do governo." (p.386).

Parlamentos de integração na América Latina

Malamud e Sousa (2005) citam três Parlamentos internacionais na América Latina, tentativas de criar instituições para a integração regional aos moldes do Parlamento Europeu. São eles: o Parlamento Andino, Parlamento Centro-Americano e o Parlamento Latino-Americano. O Parlasul não entra ainda na categorização deles, por não ter se constituído enquanto Parlamento, sendo ainda Comissão Parlamentar Conjunta do Mercosul (CPCM) na época em que escreveram sobre essas experiências.

O Parlamento Latino-Americano

> é a assembleia regional unicameral composta pelos membros de 22 Parlamentos nacionais da América Latina e Caraíbas. [...] De acordo com seus próprios Estatutos, os objetivos fundamentais desta entidade representativa regional são a defesa da democracia, a promoção da integração regional e o fortalecimento da cooperação entre parlamentares e Parlamentos em toda a América Latina. (MALAMUD & SOUSA, 2005: 388).

Com reuniões anuais em sua sede, na cidade de São Paulo, "não tem poder de decisão limitando-se apenas a aprovar acordos e a emitir recomendações e resoluções sem qualquer efeito vinculativo para terceiros." (MALAMUD & SOUSA, 2005: 388). Os autores afirmam ainda que o Parlatino tem estatuto próprio e independente, porém é mais simbólico do que eficaz e não tem perspectiva de evolução para um órgão de decisão. "O seu mérito histórico foi o de constituir um reservatório de aspirações democráticas e procedimentos parlamentares durante a idade negra das ditaduras latino-americanas." (MALAMUD & SOUSA, 2005: 390).

Sobre o Parlamento Centro-Americano (Parlacen), Malamud e Sousa (2005) afirmam que é o órgão deliberativo do Sistema de Integração Centro-Americano (SICA), com intuito de promover a democracia e a paz na região, com cede permanente na cidade de Guatemala. O Parlacen permite a participação de observadores membros de outros Parlamentos, como o Parlamento Andino e o Latino-Americano, sendo que seus parlamentares são eleitos pela população dos países participantes. Malamud e Sousa (2005) Afirmam ainda que "as competências legislativas do Parlacen resumem-se à capacidade de proposta, análise e recomendação." (p.392). O Parlamento também pode eleger, nomear e dissolver o Executivo de órgãos pertencentes à SICA, ou seja, "este órgão parlamentar não foi provido de capacidade legislativa, mas foi capacitado para nomear e fiscalizar uma série de técnicos e funcionários." (MALAMUD & SOUSA, 2005: 393).

"O Parlamento Andino (Parlandino) é o órgão deliberativo do Sistema Andino de Integração (AIS)." (MALAMUD & SOUSA, 2005: 393). Os autores informam que os representantes são eleitos de maneira direta, desde 1997, porém apenas Venezuela e Equador colocaram isso em prática até o momento em que o texto foi escrito. Informam ainda que "o Parlandino pode aprovar quatro tipos de atos – decisões, acordos, declarações e recomendações – mediante maioria absoluta, mas carece de qualquer poder de decisão." (p.394-395).

O Mercado Comum do Sul é formado por cinco países: Brasil, Argentina, Paraguai, Uruguai e Venezuela e "visa criar, primariamente, um mercado comum no Cone Sul por meio da eliminação de obstáculos intra-regionais à circulação de bens, capital e serviços – embora algumas medidas também tenham sido tomadas em relação à livre circulação de pessoas." (MALAMUD & SOUSA, 2005: 395-396). Dentro desse processo de integração, inicialmente foi criada a Comissão Parlamentar Conjunta do Mercosul (CPCM), que seria o passo anterior à criação do Parlamento do Mercosul, sendo que os autores citados anteriormente complementam que as funções da CPCM são de elaborar disposições, declarações e recomendações, além de estudar e criar as condições para a criação do Parlamento do Mercosul. Seus membros são eleitos pelos congressos dos países participantes, entre advogados e membros das Câmaras e Congressos dos países participantes. O Parlamento do Mercosul (Parlasul) é Constituído em 2005, como sucessor da CPCM, e sua primeira reunião é em 2007. Macías (2011) afirma que: "Em muchos sentidos el Parlasur fue fruto del esfuerzo de los membros de la CPC por concretar el proyecto de conformar um parlamento regional con mayores atribuciones y elegido por sufragio universal." (p.221). Afirma ainda sobre as funções do Parlasul que "Todas las decisiones son tomadas por los funcionários de los países mediante la regla de la unanimidade. En el Mercosur no existe una burocracia regional, motivo por el cual las políticas sólo pueden ser implementadas por las autoridades nacionales." (p.221).

Considerações finais

Podemos perceber a importância da democracia nos processos de integração. Primeiro nos mecanismos (a CDI e a Cláusula Democrática) instituídos pelos órgãos internacionais para garantir que os países participantes tenham adotado essa forma de governo. Tal condição exigida pode ser avaliada de duas maneiras: um pela questão da globalização e a exigência de se adequar às condições impostas para trocas e comércio, assim como a questão que Appadurai levanta sobre a circulação não só de produtos, mas de cultura e outros aspectos que a globalização facilita e ao mesmo tempo impõe. Além disso, a democracia enquanto processo de tomada de decisões, ao criar mecanismos institucionais para participação, serve para legitimar tais decisões. Um outro ponto sobre a defesa do sistema democrático nos países membros é: como um país que não seja democrático pode tomar decisões e participar democraticamente de ima

instituição internacional de integração?

Sobre a teoria neofuncionalista, podemos perceber a importância de instituições supranacionais acima dos Estado-nação, além do processo de *spillover* e a transferência de lealdades das soberanias para as instituições internacionais, além da criação de expectativas acerca do processo. A criação dos parlamentos internacionais passa por todos esses processos. Diferente da integração europeia que passou por todos esses aspectos, podemos perceber déficits nos processos de integração latino-americanos, conforme apontado pelos autores acerca da dificuldade de utilizar a teoria neofuncionalista para essa região, devido às diferenças sociais e culturais presentes.

A construção dos Parlamentos é um importante passo para a democratização das decisões acerca da integração, que afeta todos os setores dos países envolvidos, como citado ao longo de nosso texto. Porém, como também citado que na América Latina a dificuldade da criação de instituições supranacionais é muito por conta do papel importante dos Estados enquanto soberania, essas instituições e mecanismos não são suficientes para suprir o déficit democrático da região conforme aponta Serbin (2013), na qual a ampla participação dos cidadãos enfrenta diversas dificuldades.

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The Validation of 5F-WEL instrument to examine the Well-Being of Muslim converts in Malaysia

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ABSTRACT

This research was conducted to translate 5F-Wel instrument from the English language to Malay language and study its suitability to examine the Muslim converts' well-being in Malaysia. The factors in the 5F-Wel instrument include Creative Self, Coping Self, Social Self, Essential Self and Physical Self. This instrument is suitable to be utilised as it encompasses a human's self-wholeness. It was distributed to 52 mualafs (Muslim converts) respondents in Selangor. The data obtained had been analysed using Statistical Package for Social Sciences (SPSS) software version 20. The analysis method for reliability was by using Cronbach Alpha to attain the reliability value. Cronbach Alpha aims to view the internal consistency of a test construct. Back translation and committee approach were utilised to translate the instrument into the Malay language. Correction and adaptation were applied if there was confusion in comprehending the content of the questions in the instrument. Research findings show that this instrument possesses very high reliability when administered within the population of research respondents.

Keywords: 5F-WEL, instrument validation, Muslim converts, well-being, Malaysia.

RESUMEN

Esta investigación se realizó para traducir el instrumento 5F-Wel del idioma inglés al idioma malayo y estudiar su idoneidad para examinar el bienestar de los conversos musulmanes en Malasia. Los factores en el instrumento 5F-Wel incluyen el Ser creativo, el Ser de afrontamiento, el Ser social, el Ser esencial y el Ser físico. Este instrumento es adecuado para ser utilizado, ya que abarca la integridad de un ser humano. Se distribuyó a 52 encuestados mualafs (conversos musulmanes) en Selangor. Los datos obtenidos se analizaron con el paquete estadístico para el programa de ciencias sociales (SPSS) versión 20. El método de análisis de confiabilidad fue mediante el uso de Cronbach Alpha para obtener el valor de confiabilidad. Cronbach Alpha tiene como objetivo ver la consistencia interna de una construcción de prueba. La traducción inversa y el enfoque del comité se utilizaron para traducir el instrumento al idioma malayo. La corrección y la adaptación se aplicaron si había confusión al comprender el contenido de las preguntas en el instrumento. Los resultados de la investigación muestran que este instrumento posee una fiabilidad muy alta cuando se administra dentro de la población de encuestados.

Palabras clave: 5F-WEL, validación de instrumentos, conversos musulmanes, bienestar, Malasia.

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Recibido: 01/08/2019 Aceptado: 16/11/2019

1. INTRODUCTION

Psychological well-being is a multidimensional concept as there are many special aspects such as confidence, self-control, self-esteem, free from failure, anxiety, and loneliness (Bakar et al., 2015; Sinha & Verma, 1992). Ryff (1989) stated that self-effectiveness is positively related with psychological well-being in which it too relates with positive effects (Garcia, Archer, Moradi & Andersson-Amten, 2014). In conjunction to that, psychological well-being can be identified by attaining happiness, life contentment, and not showing depression signs (Ryff, 1995). Meanwhile, Bradburn (Ryff, 1989) posited that happiness is a result of psychological well-being and the highest purpose every human wishes to achieve. Ryff (1989) proposed the Ryff's Scales of Psychological Well-Being (RPWB) instrument. Lawten (1991) opined that psychological well-being is the basis of a quality life, can act as investigative agent upon the criteria of personal merit, and life quality which can be perceived in any daily life aspect. Some of the three factors influencing an individual's psychological well-being level are sex, age, culture social class, the individual's achievement, and religion.

Myers and Sweeney (2004) set holism forth as human principle of well-being. Well-being is a new paradigm of health, based on the capability in taking care of mental health, and as paradigm of counselling and development (Ishak & Bakar, 2010; Myers & Sweeney, 2004). Myers and Sweeney (2004) had built the 5F-WEL instrument which measures a person's well-being level. Myers and Sweeney (2004) also stated that one self's well-being includes five factors which are creative self, coping self, social self, essential self and physical self. The usage of this instrument is necessary to perceive Muslim converts' (also known as mualafs) well-being level; however, in Malaysia there was no translation done from the English language to Malay language. Translation process from source language to Malay language needs to be done to suit Malaysian culture. The culture of a place differs from one another (Osman, 2008). The biggest challenge in building the instrument is in comparing disparate cultures which have different implication and effect (Ahmad et al., 2018; Beverly, 1994). Due to the implementation of this instrument on mualafs, it is certain that the researcher will face diversity in background and local cultural customs.

RESEARCH BACKGROUND

This translation process was done due to the fact that there was none Malay language version of 5F-WEL instrument (Myers, 2014). The purpose of utilising this instrument is to measure the well-being level of mualafs in Selangor. This research was conducted on mualafs in Selangor whom have dissimilar cultural backgrounds. The problems occurred in translation process can be divided to lingual, cultural, and linguistics problems (Alireza, 2010).

In reality, lingual knowledge or linguistics is not the same with teaching of language. However, there is a very close relation. Among linguists there are two different opinions. Some of them believed that lingual knowledge as a branch of knowledge demands autonomy and stand-aloneness. Lingual knowledge is a commendable effort to learn and analyse whether the object suits the linguistic theories without perceiving the uses and functions. On the other hand, some linguists stated that apart from being an honourable branch of knowledge, lingual knowledge needs to be immersed in daily life for human importance, one of it being the teaching of language. According to Eddie (2010), translation process between two different written languages will involve the translator changing an original text (Source Text/ST) in the original verbal language (Source Language/SL) into written text (Target Text/TT) in a different verbal language (Target Language/TL). There are two ways of translating. The first one suggests the translation being historically accurate and precisely represents the meaning existing in the original text. Secondly, the translation should be accepted by translation users for them to apply and understand, aesthetically pleasing, and relate with today's inclination particularly social pressure and language change. In actuality, there is no translation that fulfils every factor mentioned above as most of them fulfil only certain factors thus creating controversy.

According to Alireza (2010), linguistic problems including grammatical disparity, lexical, and meaning ambiguities; cultural problem refers to situations which have different characteristics. Linguistics in its principle plays a great role in contributing to language research. Generally, linguistics is the proof of knowledge taking language as its research object. Linguistics or language is closely related to education. This refers to the perception of language being the primary medium in education and in opposite, education has deep impact to language. Linguistic or language analysis needs to be utilised for language teaching and education; in other words, to what extent linguistic application and discovery are used for the sake of language teaching and learning (Baharudin et al., 2018; Karin, 2012). According to Jakobson (2000), based on linguistic meaning feature approach and word matching, he divided translation to three categories which are:

a. Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language;

b. Intralingual translation or translation proper is an interpretation of verbal signs by means of some other languages;

c. Intersemiotic translation or transmutation is an interpretation of verbal sign by means of signs of nonverbal sign systems.

In this research, back translation and committee approach were applied. According to Campbell, Brislin, Stewart and Werner (1970), researchers may use one or more translating techniques. There are five translating techniques by Campbell et al. (1970), some of them are back translation, bilingual technique, committee approach, and pretest procedure. The instrument of this research was translated from the English language to Malay language using back translation and committee approach based on the translation procedure and process of test tool. Brislin (1976) stressed that translation process and instrument adaptation need to focus on cross-cultural, concept and not solely following the language. Therefore, translation process uses the translation of original language (ST) to target language (TL) approach. Comparison and discussion were made to obtain suitable translation based on research target. This research was conducted to describe the well-being and problems faced by Muslim converts in Malaysia using the 5F-WEL instrument. Specifically, this research aims to:

a. translate the 5F-WEL instrument into Malay language;

b. examine the reliability of the 5F-WEL instrument in Malay language.

2. METHODOLOGY

In this research, the sample of respondents involved 52 Muslim converts from the state of Selangor, Malaysia. Translation of the instrument utilised back translation and committee approach methods. According to Campbell et al. (1970), back translation is a process involving two individuals who are bilingually proficient in the original and target languages for translation. One individual will translate from the original language to the required language and the other individual translates the translated language into the original language without looking at the original language instrument. After completing the translation, the researcher needs to compare the two language versions which are the original and required languages. If both of them are similar therefore the translation can be utilised however if the two translations contradict, the translation needs to be redone. This statement is supported by Brislin (1970, 1976), Beaton, Bombardier, Guillemin and Ferraz (2002), and Beverly (1994). Committee approach is whereby the researcher forms a panel of analysts for the original to the required languages. Later, the panel members make comparisons and look for errors together.

Validity and reliability are necessary to perceive the consistency of a test. Cronbach Alpha test was used to perceive the consistency of the 5F-WEL instrument. The validity of measurement tool can be seen from three aspects which are content validity, criterion validity, and face validity (Sherri, 2003). According to Sherri (2003), content validity is the systematic examining and measurement of test content to determine whether it covers the sample representing the behavioural domains which are going to be measured. Content validity focuses on the item content in the test which suits the scope and objective of the field studied (Majid, 2004; Sidek, 2002). Criterion validity refers to what extent is the relation between test items in measurement tool and exempted external criteria (Sidek, 2002). According to Sherri (2003), criterion validity is how far the measurement tool can predict the behaviour or capability in certain areas accurately. Meanwhile, face validity is where test tool is perceived to measure what is supposed to be measured.

Reliability refers to whether the measurement tool is consistent or stable (Sherri, 2003). Reliability also pertains to the consistency of question details or statement obtaining a set of feedback or answer from time to time. Reliability also questions how far the details will obtain the same feedback if they were to be answered by the same subject but in a different period (Majid 2004). For a measurement tool to measure a concept or variables consistently is said to have high reliability. Gable and Wolf (1993), and Creswell (2005) stated that reliability for construct must have value of at least 0.70 but the value of 0.80 and above is considered the best value. Majid (2004) stated the reliability value of 0.60 and above is often used by researchers. Meanwhile Bakar et al. (2017) and Othman (2001) mentioned that to ensure good reliability for an inventory used for individual evaluation, it is sufficient with reliability value of .70 and above.

The factors in the 5F-WEL instrument are Creative Self, Coping Self, Social Self, Essential Self, and Physical Self. This instrument is suitable to be utilised because it encompasses a human's self-wholeness. The researcher had obtained direct permission from Myers through Mindgarden Inc. and sealed copyright agreement. Considering the fact that there was no translation into the Malay language done before, the researcher did the translation process beforehand. Research tool needs to have expert's evaluation to make sure the translation produced is consistent and valid (Othman, 2001). After the translation into the Malay language was done, a copy was sent to Myers as translation proof.

Source questions in the original language had been distributed to two individuals. Each translator translated individually from the original language to the Malay language. The committee had a meeting to attain the most accurate and suitable translation with Malaysian culture by comparing with the original translation. Some examples from the 5F-WEL instrument are as follow:

1. I have a leisure activity in which I lose myself and feel like time stands still.
2. I am satisfied with how I cope with stress.
3. I eat a healthy diet.
4. I can often laugh even when working hard.
5. I look forward to the future.
6. I can control my anger.
7. When I have a problem, I study my choices before I act.
8. I do not drink alcohol.
9. I get exercise at least three times a week.
10. I value myself as a unique person.

3. RESULT

Research findings include the translation process, validity, and reliability of the translated instrument.

Translation Process

a. Searching for language experts who are bilingually proficient in Malay and English languages – the researcher identified and appointed two translators who are proficient in the English language to translate the instrument into the Malay language. The language experts are from the Department of Innovation in Teaching and Learning, the National University of Malaysia and the Malaysian National Gifted Centre. They are English lecturers who are proficient in English and had received abroad education. They are also proficient in the local language, the Malay language.

b. Handing the English version of the instrument to language experts – after identifying the language experts, the researcher handed the original instrument to one of the appointed language experts. The expert would translate the instrument into the Malay language.

c. Giving time limit from one to two weeks to translate from English to Malay language – the researcher gave time limit for the language experts to complete their translation. The time given by the researcher was based on discussion and agreement of the experts to finish the translation task. After completing the assigned translation, the researcher collected the instrument from the experts for the next process.

d. The instrument which had been translated into the Malay language was passed to the second language expert without giving the instrument in the original language – the instrument which had been translated into the Malay language was handed to the language expert of the English language. The second expert completed the retranslation task in the time span of two weeks.

e. Comparing the instrument which had been retranslated into the English language with the original instrument built by Myers and Sweeny – After the translation process is done, the researcher discussed with two supervisors to evaluate and compare the accuracy of the translation of instrument. Comparison was done between the original and translated instruments. There were a few terminologies which were determined to suit local culture. The translators and committee agreed to use words which are more suitable with the local culture and do the translation. The terms which have been adapted to suit the local culture include Tobacco to smoke, Terrorists to criminals, Native American to Malay, Asian or Pacific Islander to Chinese, African American to Hindi, Caucasian to Western Countries and Hispanic/Latino/Latina to Indigenous Malays. Afterwards, the terms were retranslated into the Malay language such as smoke to 'merokok', criminals to 'penjenayah', Malay to 'Melayu', Chinese to 'Cina', Hindi to 'India', Western Countries to 'Negara Barat', and Indigenous Malays to 'Melayu Asli'. In 5F-WEL instrument, there are 17 sub-topics which perceive human's well-being aspect through 5 factors.

Some of the instances from the instrument which had been retranslated into the Malay language are as follow:

1 Saya mempunyai aktiviti masa lapang di mana saya kehilangan diri saya dan berasa seperti masa tidak bergerak.
2 Saya berpuas hati dengan cara saya menangani tekanan.
3 Saya makan diet yang sihat.
4 Saya boleh ketawa walau ketika bekerja keras.
5 Saya menyambut baik kedatangan masa depan saya.
6 Saya boleh mengawal kemarahan saya.
7 Apabila saya menghadapi masalah, saya akan meneliti semua pilihan sebelum bertindak.
8 Saya tidak minum arak.
9 Saya bersenam sekurang-kurangnya tiga kali seminggu.
10 Saya menghargai diri saya sebagai seorang yang unik.

Validity of the Translated Instrument

The content validity applied in this research aims to perceive the suitability of the content which had been translated to the Malay language. Thus, the researcher appointed four lecturers and the researcher as the chairman to form a community of content validity evaluators for the research instrument. The four members of the panel are adequate based on their skills, knowledge, and experience when they were abroad. Correction and adaptation were made if there was any confusion in deciphering the content of the questions in the instrument. Translation from the English language to Malay language and retranslation from the Malay language to English language were discussed in term of their suitability.

Reliability of the Translated Instrument

Before validity test is carried out, a pilot test on this questionnaire needs to be performed beforehand to test the inclination of the questions towards the variables in 5F-WEL (Myers & Sweeny, 2004). According to Majid (2004), before conducting the real study, a pilot test needs to be carried out using the sample with the same features of the population which is going to be studied. This is to enable the researcher to determine the suitable variables to be used in the research. According to Russell (1974), at pilot test level it will determine whether it fulfils the objectives or in the contrary. Pilot test which is going to be conducted should involve six to nine people at best.

The instrument was distributed to 52 Muslim converts in Selangor state of Malaysia. The method for reliability analysis

was using Cronbach Alpha to obtain reliability value. Cronbach Alpha aims to perceive the internal consistency of a test construct. It is a measurement of internal consistency in which how related an item set is as a group and perceived as measurement for reliability.

This instrument consists five categories. The instrument questions are about Creative Self, Coping Self, Social Self, Essential Self, and Physical Self. This instrument has a very high reliability value. Gable and Wolf (1993), Creswell (2005) stated that overall reliability alpha for construct needs to have value of at least 0.70 but 0.80 and above are at best. Meanwhile Sherri (2003) stated that reliability value of 0.70 and above is strong.

The 4-point Likert scale survey instrument was used to obtain feedback. The data obtained had been analysed to get reliability value using Cronbach Alpha. In total, the survey achieved a high reliability level with reliability index of 0.945.

4. DISCUSSION

This instrument was tested on individuals whom just reverted into Islam to perceive their well-being level. The translation done involves religious, cultural, and racial custom factors to answer to the question needs. Since the research population involves mualafs, the main issues being put forth are halal, haram issues, and multiracial societal norms. It correlates to Alireza (2010)'s statement which emphasises on cultural difference. The mualafs who reverted into Islam come from diverse culture and race. Instrument validity was carried out in committee approach to evaluate the original language into the required language according to Campbell et al. (1970)'s method. Later the panel members did comparison and look for errors together. There were several words discussed and debated to get terminologies which suit religion and local customs.

Reliability was carried out to see whether the translated instrument is comprehensible by selected subject. The high reliability index score indicates that the translated instrument has high consistency. It suits the statement of (Creswell, 2005; Gable & Wolf, 1993) on having the best reliability value. In this research, only mualafs in Selangor were involved. Since the translated version of 5F-WEL instrument has never been utilised in Malaysia, it needs more check-ups to suit the diversity of race and ethnic in Malaysia. The focus is on cross-cultural and concept, and not on linguistic or literal equivalence (World Health Organization, 2013). In this study, there are a few language adaptations made based on names of place, culture, and religion.

5. CONCLUSION

There are multiple ways to perform the translation process of instrument from source version to the second language. The objective is to ensure that the new version shows the measurement of the required features for the said purpose. The translation process done had followed the procedure outlined by Campbell et al. (1970) to ensure that it was performed according to international standards. Every instrument which needs to be translated into the second language requires the right guidance and procedure to maintain the quality of translation and fit the research population. The advantage of the translation process is the usage of back translation which involves translation and retranslation. To reinforce the translated instrument, evaluation process was done by committee to ensure its suitability to research target group.

ACKNOWLEDGMENT

Special thanks to Universiti Kebangsaan Malaysia for funding this research via research grants with code numbers of PP-FPEND-2019 and GG-2018-009.

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Experience of recovering addicts undergoing the 7 steps recovery in addiction program (7-SRA) as an aftercare treatment

Experiencia de adictos en recuperación que se someten al programa de recuperación en adicciones de 7 pasos (7-SRA) como tratamiento posterior

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ABSTRACT

The high number of drug addiction and relapse rate cases among Muslim clients in Malaysia has been always imposing apprehension upon Malaysians. This underpins the fact that there are rooms for more treatment options from different dimensions to be developed as the complementary action to the existing ones. Recognizing the etiological factor of addiction is also epitomized from individual spirituality, the 7-Steps Recovery in Addiction (7-SRA) was initiated based on Islamic teaching to further addressing this issue through the self-purification and repentance (tazkiyyat al-nafs). An in depth qualitative case study research was conducted to discover the experiences of 8 recovering clients as the participants in an aftercare center to discover their experience undergone the 7 Step in Recovery in Addiction Module. The data was triangulated by using in-depth interviews, observation notes and document analyses. The findings revealed that there were two emerging themes from informants' shared experiences (pre and post intervention) which were spiritual and behavioral dimensions. 7-SRA was reported to be helpful approach for the participants in recovery process; thus 7-SRA is relevant to be employed as an evident-based practice (EBP) in drug addiction problem in particular as an aftercare treatment.

Keywords: Aftercare, Spirituality, Self-Help, Drug Addiction.

RESUMEN

El alto número de casos de drogadicción y tasa de recaída entre clientes musulmanes en Malasia siempre ha estado imponiendo aprensión a los malayos. Esto apuntala el hecho de que hay espacios para que se desarrollen más opciones de tratamiento de diferentes dimensiones como la acción complementaria a las existentes. Reconociendo que el factor etiológico de la adicción también se resume en la espiritualidad individual, la recuperación de los 7 pasos en la adicción (7-SRA) se inició con base en la enseñanza islámica para abordar este problema a través de la autopurificación y el arrepentimiento (tazkiyyat al-nafs). Se realizó una investigación de estudio de caso cualitativa en profundidad para descubrir las experiencias de 8 adictos en recuperación como participantes en un centro de atención posterior para descubrir su experiencia en el Módulo de 7 pasos en la recuperación en la adicción. Los datos se triangularon mediante entrevistas en profundidad, notas de observación y análisis de documentos. Los hallazgos revelaron que había dos temas emergentes de las experiencias compartidas de los informantes (antes y después de la intervención) que eran dimensiones espirituales y de comportamiento. Se informó que 7-SRA era un enfoque útil para los participantes en el proceso de recuperación; por lo tanto, 7-SRA es relevante para ser empleado como una práctica basada en la evidencia (EBP) en el problema de la drogadicción, en particular como un tratamiento posterior.

Palabras clave: Cuidados posteriores, espiritualidad, autoayuda, drogadicción.

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Recibido: 01/08/2019 Aceptado: 16/11/2019

1. INTRODUCTION

Presently, substance abuse or drug abuse is indeed being recognized as one of the biggest threats to the nation. The seriousness of drug addiction problems in Malaysia is worrying with its increase in relapse rates. From a total of 25,267 drug addicts that have registered under National Anti-Drug Agency (NADA) in 2018, a total of 17,474 were reported as the new drug addicts and more than 7793 people were reported to fall into relapse (Refer Table 1.1). The statistics generated by NADA have shown the fluctuating rate of addiction from 2012 to 2016 alone. The pattern shows the increase from year to year except in 2015 where the number of relapse rate has declined to 6,379 cases compared to the cases reported in 2014 with 8,172 cases. But the number of relapse addicts continued to increase by 2016 as many as 7,921 clients compared in 2015 (Refer Table 1.2). In 2017 alone, more than 71,307 clients were referred into rehabilitation facilities (6748 clients in institution and 64,559 in communities) to receive further treatment.

Table 1.1: Statistic of Drug Addict Reported in 2018

		Total		Average	
		Numb	%	Monthly	Day
Case Status	New Drug Addicts	17,474	69.15	1, 456	48
	Relapsing Drug Addicts	7,743	29.87	645	21
	Total	**25,267**	**100**	**2,101**	**69**

Sources: NADA, 2018.

Year	New Case		Average		Total	
	Numb	%	Numb	%	Numb	%
2012	10, 301	68.21	4800	31.79	15, 101	100
2013	13,481	64.54	7406	35.46	20, 887	100
2014	13,605	62.47	8172	37.53	21, 777	100
2015	20, 289	62.47	6379	23.92	26, 668	100
2016	22, 923	76.08	7921	25.68	30, 844	100

Table 1.2: Comparison on Drug Cases Reported from 2012-2016

Sources: NADA, 2018.

Indeed, various efforts have been always being promoted in enhancing the effectiveness of existing drug treatment and rehabilitation programs. Several treatment and recovery approaches through the Evidence Based-Practice (EBP) have been adopted by the governments and non-governmental organizations, (NGOs). The treatments encompass the therapeutic community (TC), psychosocial approach, vocational therapy, cognitive and behavioural approach (CBT) as well as religious therapy such as Halaqah and the Islamic Spiritual Rehabilitation Approach (ISRA) (NADA, 2016). The Islamic Spiritual Rehabilitation Approach (ISRA) has been introduced by NADA in 2016 as another residential drug treatment option to the other conventional treatment.

Islamic approach in drug treatment has seemingly depended on the mere theological speculation, clinical observations and anthropological inquiry yet still lacks of empirical evident studies that advocate the effectiveness of this treatment (Raiya & Pargament, 2011). The studies in relation to spirituality and religiosity in substance abuse involved the confusion between spiritual and religious in terms of definitions and its intepretations from different perspectives. Burkhardt and Solari Twadell (2001) define spirituality as the experience of integrating meaning and purpose of life through oneself, others, arts, music, literature, the nature or superior power beyond humankind. In addition, they define religiosity as an understanding about one belief system or certain dogma and involvement of individual within that particular religious group. Cook (2004) defines spirituality as a universal human experience that evoked through three ways; internal subjective awareness, chemistry with others in community, and relationship with the superior power beyond humankind. For religiosity, Cook defines it as belief, religious practice and religious sentiment.

There are evidence that religiosity and spirituality play as protective factors in preventing alcohol consumption and drug use (Brizer, 1993; Hodge, 2001; Marsiglia, Kulis, Nieri & Parsai, 2005; Pullen et al., 1999; Walker, Ainette, Wills & Mendoza, 2007). Moreover, religiosity and spirituality are negatively correlate with substance abuse and helpful for recovering process (Brown, 2006; Bazargan, Sherkat & Bazargan, 2004). Likewise, the lack of religion becomes a risk factor for the increased use of drugs (Khalid 2008). Nurshuhada Mohd Sabri, Wan Shahrazad Wan Sulaiman and Norulhuda Sarnon (2018) mention spiritual practice and religious rituals play as catalyzer in addiction recovery.

According to the statistic, there were more than 75 percent of Muslim Malay clients dominating the graph. Therefore, the 7- Steps Recovery Program (7-SRA) was initiated and developed by Abdul Halim and Muhammad Khairi (2014) in exploring its' potential in aftercare drug treatment. Therefore, this paper is aimed to explore and discover the experience of participants' experiences before and after undergoing the 7 – SRA intervention as an aftercare program.

Residential Drug Treatment and Aftercare Program in Malaysia

The National Anti-Drug Agency (NADA) employs residential drug treatment primarily using biopsychosocial and spiritual as a treatment modality in treating recovering addicts. In 2016, NADA introduced and piloted the Islamic Spiritual Rehabilitation Approach (ISRA) in Cure and Care Rehabilitation Center (CCRC) (NADA, 2018). ISRA is a module based on self-purification and repentance of oneself towards Allah S.W.T.

ISRA module is an adaptation module from Inabah. Inabah is a spiritual approach adopted to rehabilitate people involved with drug addiction and also face juvenile delinquency problems (Abdul Manam, 2013). The origin concept of Pondok Remaja Inabah in Malaysia was taken from Pondok Pesantren Suryalaya where this type of drug rehab center uses Islamic psychospiritual approaches. The basis for the treatment approach is based on Tarekat Qadariyyah Naksyabandiah (TQN).

According Abdul Manam (2013), Inabah approach sees that the cause of the problem are the emptiness, the forgetfulness of the heart, the weakness of faith and the impairment of *taqwa* so that one is affected by the temptation of the desire and the devil's deception. The process of treating drug addiction through this inward approach is focused on some of the main practices of repentance bath, compulsory and additional prayer *(rawatib and nawafil)*, *zikir jahr* and *khafi* which performed regularly and intensively within a certain period, *qiyam al-lail* and also fasting. This practice has a very high *tazkiyat al-nafs* value and also was supported by Al-Qur'an and Sunnah.

The ISRA approach is an adaptation module from Pondok Inabah, Kuala Nerang Kedah. Cure and Care Rehabilitation Center (CCRC) Sungai Ruan was selected to pilot the module. As the module received many positive feedbacks, NADA also employs to CCRC Perlop, Perak, and CCRC Tiang Dua, Melaka. NADA (2018) asserts that this approach also will be introduced into CCRC Benta, CCRC Kampung Selamat, CCRC Karak, CCRC Jeli, and CCRC Batu Kurau (NADA, 2018).

Besides providing residential drug treatment, NADA also helps recovering addicts receive drug treatment program at community based. In fact, majority of recovering addicts who receive treatment follow up occurred at community. In 2017 alone, more than 64,559 clients were registered in received drug treatment (NADA, 2018). For community based treatment, there are two types of clients; firstly, a mandated supervision client which also known Orang Kena Pengawasan (OKP) due to court order, and secondly, voluntary client. Voluntary client referred for those clients who want to voluntarily received drug treatment on their own or being referred by family members or advice from NADA officers. For voluntary cases, NADA also provided a-halfway house program where the individuals may stay within 3 to 4 months while they searching for job vacancy nearby (NADA, 2018).

12-Steps Program and Millati Islami

The 12-Steps program of Alcoholics Anonymous (AA), developed in the mid-1930s, provides a spiritual path for individuals struggling with addiction. Although this spiritual discipline is less than one hundred years old, the 12 Steps program follows the same spiritual paths that have been utilized in established religions throughout the world. (Sandoz, 2014). The origins AA can be traced back to another organization called Oxford Group in the early 20th century in the United States and Europe which was a religious movement emphasizing self-improvement. In the early 1930's Alcoholics Anonymous was formed. Jun 10, 1935 is celebrated as the founding date of Alcoholics Anonymous are the hallmarks of AA are the Twelve Steps helps one quit alcohol and remain sober. (Branscum, 2010)

Recovery from addictions involves a daily walk on a path based upon the 12 Steps. The 12 Step program of Alcoholics Anonymous offers a daily disciplined track in spirituality which includes the traditional paths to God as devotion, understanding, service and meditation. In addition, the process of recovery based on the 12 Steps is a lifetime journey. Such a journey involves living a life based upon solid spiritual principles which promote ego deflation and the continued reduction of self-centeredness. As such, the person in recovery seeks conscious contact with the God of one's own understanding. Such conscious contact with this "Higher Power" not only assists in overcoming temptations and urges to return to drinking, but also to assist the person to be "of maximum service to God and to the people about us". (Sandoz, 2014)

Mansur Ali (2014) explained about Millati Islami (MI) in which the path of peace is a fellowship founded for Muslims suffering from addiction disorder in USA. These 12 steps are modelled based on the 12-step model of Alcoholics Anonymous (AA) framework. However, it has been amended to fit with Islamic teaching. 12 Step Group is one of the popular self-help groups in Malaysia being utilized to help recovering clients at community in Malaysia to stay recovered. As the group runs anonymously, there is no clear data to indicate it statistically in this paper.

The 7 Recovery Steps in Addiction

As 12 Step Program plays as a major influence on recovering clients at community, Abd Halim Mohd Hussin and Muhammad Khairi Mahyuddin (2014) established and found the 7 Recovery Steps in Addiction Module (7-SRA). This module is intended for Muslim clients to address recovering issues using Islamic teaching as the basis to the recovery process during aftercare program. The main objective of 7 Step Recovery Addiction Module is a continuation and follow-up program of ISRA module. There are 7 thrusts were put forth as the cardinal principles of recovering in drug treatment notably as 1) self-acceptance, 2) surrender to Allah, 3) self-knowing and confession to Allah, 4) responsibility towards mistake, 5) making effort and *tawakkal,* 6) confidence and relying to Allah and finally, 7) maintaining and improve for recovery (Abd Halim Mohd Hussin and Muhammad Khairi Mahyuddin, 2014). To date, there still no empirical studies conducted on the 7 Steps of Recovery in Addiction Module towards the recovering addicts. Therefore, the study was intended to discover the experience of participants undergoing this module as an aftercare program.

2. METHODOLOGY

Research Design

Zikmund (2003) research design is a method or procedure to collect and analyze data. In this research, the case study design was employed to collect the experiences of clients and analyzed them into themes that signified the effectiveness of the 7-SRA module. According to Ghazali and Sufean (2016), case study is an exploratory research upon a phenomenon for a particular individual or a group of individuals. Case study is also suitable to be employed to answer the research questions that are designed in how and why manner (Noriah & Abu Yazid, 2010).

Participants

Eight recovering addicts out of 12 participants of this module at Rumah Perantaraan (RP) Jalan Ipoh, Sentul were

involved voluntarily in contributing to this research. The other 4 participants were not included into the study due to time constraint, job related commitment and health condition problems. During the study was conducted, there was a total 26 recovering clients reside at Rumah Perantaraan. According to Ghazali and Sufean (2016), there is no single rule of ascertaining the total population of sampling in qualitative research, yet, usually the small sample (1-7 participants) is sufficient as long as all the participants involved are fulfilling all the criteria drawn. This research employed the purposive sampling technique.

Guarte and Barriers (2007) connoted purposive sampling as a random selection of sampling units within the segment of population with the most information on the characteristic of interest. Purposive sampling is appropriate in qualitative research because the sample selected does possess the information required by researchers and to know the progress or development of a phenomenon at a particular research location. Merriam (2009) advocated that purposive sampling is good because it capable of providing the information as there is no more information needed or redundant. For this study, participants were invited to take part as in accordance with several criteria

i. Participants for this research must be RP client that still undergoing treatment for 3 months to finish the 7-SRA module.

ii. Participants for this research are Muslim Malay male clients who are 18 and above.

iii. Participants for this research must be free from mental problems, HIV positive and Hepatitis C.

iv. Participants for this research are RP clients that enter the center with full consent and partial consent for various reasons.

v. Participants for this research must be RP clients that are in the stage of middle recovery where the individuals must have involved in drug addiction and have been undergoing a recovery program. In other word, the middle recovery drug addict must not engage in any drug intake while following the recovery program.

Table 2.0 displays the demographic information of the clients which consist of the information on age, state of origin, marital status, type of addiction, addiction period and occupation.

Code	Age	State of origin	Marital Status	Type of addiction	Addiction period	Occupation
P1	48	Kedah	Single	Heroin	24	Hotel Steward
P2	42	Kedah	Divorce	Heroin	16	Security Guard
P3	40	Kelantan	Single	Morphine	14	Unemployed
P4	39	K.Lumpur	Single	Heroin	22	Hotel Steward
P5	62	Selangor	Single	Heroin	44	Security Guard
P6	35	Kelantan	Married	Methamphetamine	7	Security Guard
P7	42	Perak	Divorce	Heroin	28	Security Guard
P8	44	Perak	Single	Heroin	30	Business

Table 2.0 Participants' Demographic Information

(Source: Data Analysis)

Research Procedures

This study was conducted at a NADA's community based treatment and rehabilitation facility which is also known as Rumah Perantaraan (RP). RP is located at Jalan Ipoh, Sentul, Kuala Lumpur. The facility located at 4-storreys shop lot building in the heart of Kuala Lumpur city. This facility is owned by Religious Department of Wilayah Persekutuan (MAWIP) and NADA renting the unit to run this project. The facility can accommodate up to 50 residents in a time. Each recovering addict stays there from 3 to 6 month as they searching permanent job. This concept of residency is quite similar to halfway house in community. A written consent was granted from Rumah Perantaraan management before the data collection procedure was made. The 7 Step Recovery in Addiction Module was delivered by primary researcher for 18 weeks period with meeting frequency for once or twice/month. The first in-depth interview session cycle were conducted prior the informants undergoing the module a week before first session was conducted. Peer-checking procedure was conducted prior second cycle of interview session. Second cycle of in-depth interview session were conducted a week after finale session took place.

Data Collection and Analysis

The main data sources for this study were derived from (a) individual in-depth interviews with recovering clients, (b) observational notes and (c) document analysis.

a) In-depth Interview

Sixteen interview sessions were conducted by us upon the informants individually. The interview protocol was constructed by as in line with Fontana and Frey (1994) as to impose a common statement (protocol) for all the participants. The interview sessions were conducted upon the informants was only 2 times each person after they have undergone 13 module activities that constituted to the 18 weeks period. The interview protocol led to the discussion of the following topics; exploring the experience of informants before and after undergoing the sessions and what are the emerging dimensions that were obviously helping the recovering journey for them.

b) Direct Observation

Direct observation is the process of incorporating open ended, firsthand information by us as observers and places at a research site (Creswell, 2012). Direct observations in this research were done by us as a team researcher towards the gestures and behaviors of the informants throughout their full involvement in module activities. This was helpful to see the behavioral patterns and real meaning of the participants when they shared their experiences after undergoing the 7-SRA module.

c) Document Analysis

Documents analysis method as a source of data comprises the public and private records that qualitative researchers gained that include newspaper, minutes of meeting, personal journals and letters (Creswell, 2012). This research accessed to participants' journals and activities' exercises to give the real meaning to the experiences they shared to us as the researchers.

Data validation

All interviews were recorded and transcribed in verbatim. The following methods were accomplished to make sure that the authenticity and trustworthiness of the data:

ii. Peer checking: After the initial coding, the data were sent to all the informants (recovering clients) for verification. This process also assisted us during preliminary analysis to predict that the whole meaning of an interpretation is correct and precise (Merriam, 2009).

iii. Peer review: Merriam (2009) connoted peer review as *peer examination*. The peers' feedbacks and commentaries were based on their expertise, e.g., contents, methods, processes, logistics, and other concerns.

iv. Triangulation: Data from diverse sources of interviews, observations and documents were triangulated by employing a constant comparison method (Stake, 2010).

Data Analysis

In this research, data triangulation method has been employed to analyze the data collection of this study. Guba and Lincoln (1981), triangulation can be defined as collection of data that is multiple or one of the data collection methods is contradicting to the rest. Perone and Tucker (2003) said that the triangulation approach employs the utilization of more than one study methods or more than one data collection techniques. In this research, researcher used individual in-depth interviews with recovering counselors – clients, observational notes and document analysis. This is supported by Anglin (1993) saying that it is triangulation when there is a technique that integrates different methods such as; interview, observation and survey in the same units.

Categorization and Coding

We had analyzed the obtained data by transcribing the interviews. The transcription was coded to find the themes by using Atlas.Ti 7. The coding procedure was completed one step at the time, line by line, within each transcription to identify similar patterns in the data corpus to derive themes or new emerging themes. There were two transcriptions produced for each informant. An inductive process occurred when different themes emerged with new subthemes as the coding process took place from participant number 1 to participant number 8.

3. RESULT AND DISCUSSION

Themes	Subthemes	
	Pre Phase	**Post Phase**
Behaviour	Immoral deeds Low self esteem	Coping skill Self-Efficacy
Spiritual	Ignorance of spiritual practice in life	Ritual improvement Remembrance of god Accept the fate positively

(Source: Data Analysis)

Informants' experiences were divided into two stages of the transitional process which were pre phase and post phase. The two major themes of experience emerged which were behavioral and spiritual dimension. These emerging themes yielded several subthemes that explained experiences shared by the informants.

Pre-Phase Experience

i) Immoral deeds.

The majority of the informants involved in stealing, consume alcohol and deviant behaviors (drug-crime related behaviors) since the young age. In some cases, they reported they being locked-up and being jailed many times due to their criminal behaviors. Abuse different types of drugs were part of their addiction life. There were times at them being homeless and unmanaged. There were up and down of life experience like a roller coaster. This pattern continues in many years and only recently when they referred themselves to Rumah Perantaraan.

"When I was 17 years old, I left for Kuala Lumpur. I am starting drug dealings, steals and other illegal activities". [P3]

"As early as 9 years old I have been consuming drugs and glue also smoking" [P4]

"Before this I can't … what people told…you just get lost. It's my life. I had count… during my school years. …until I started to drink alcohol and take drugs." [P6]

ii) Low Self-esteem

All participants said that they lack of soft-skill competencies. They felt not confidence, did not know how to communicate well, negotiate and always being pessimistic to societal members when they got insulted. They easily sulked and being sensitive what people actually don't say it. They being prejudice about themselves. Nothing was good about them. Everything was seemingly didn't work properly. Internal motivational in keeping up at low point and there was no way to pull back.

"*Every day we do not know how to converse properly.…" [P5]*

"*Before this I can't … what people told…you are get lost. It's my life. I had count… during my school years. Until I started to drink alcohol and take drugs*." [P6]

"*To look at myself? I don't know, I couldn't answer properly.*" [P7] "*... Before this... I didn't know what my potentials are..."* [P8]

Post-Phase Experience

i) Coping skill

Four of the informants said that they were able to come to terms relating to their personal changes and put it down to their ability of coping skills. In Medical Dictionary, coping skills are the methods a person uses to deal with stressful situation. Coping skills include a stable value or religious belief system, problem solving, social skills, health-energy and commitment to a social network.

> *"...Then, try to find the means on how to solve the problem. What can be done once a problem arises "[P2]*
>
> *"Previously whenever there is a problem however slight, turn to drug for appeasement. Presently any queries I meet my friends to avoid trigger and support" [P3]*
>
> *"I was never one to listen to others' cautioning. But now anyone who wants to have a say I can lend an ear at the same time I can also air my anxiety. "[P4]*

ii) Self-Efficacy

Self-efficacy is the belief in one's own ability to successfully accomplish something (Brown, 2013). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. They include cognitive, motivational, affective and selection processes (Bandura, 1994). This means how a person can make a judgment in deciding the best option to take in facing any given situation (prospective). Participants had experienced more positive attitude and behavior changes. They learnt how to manage and sustain a good attitude.

> *Now I am more determined to obey only God"[P1]*
>
> *"I'm happier then I was before, because I can go anywhere without dreading the outcome". [P2]*
>
> *"We take what is rightfully ours. The wrong ones discard them.*
>
> *Anything not related to us don't even bother with it "[P3]*

iii) Ritual improvement

For theme behaviour, in this phase the respondents stated that they had plans to maintain abstinence. All respondents stated they would be a good Muslim. They missed they prayers throughout they addiction life and they didn't care about it. Religiosity and spirituality topics were such awkward for their life before. Unlearn their mistakes, learn the 7 Step module and relearn their prayers and Quran recitation was a blessing for them to ease their recovery journey here at Rumah Perantaraan.

> *"Once this session is over, I want to do an upgrading of all that I had missed. So I will give my best and diligently upgrade my prayers. It's the most important of all, the prayers." [P1]*
>
> *"I practice the steps, the way of living, following the schedules. Because I have someone to guide me. From then, I decided*

to step away from drugs and to never get influenced again." [P8]

"I don't know... but there are changes. Like... going to the mosque...I perform prayers" [P7]

2) Spiritual Dimension

Pre-Phase Experience

For the spiritual theme, the 3 respondent realized that they are very far from religious practices. Some of them do not pray and read the Al-Quran. Even their live was very far from Islamic way of life. Among 4 respondents, 3 of them response that they do not or rarely pray and have a low insight to religious practices before enters RP:

i) Ignorance of spiritual practice in life

They never been fasting in Ramadhan and perform daily prayers. Even they performed it, it has been long time and they abandoned their basic responsibility as a vicegerent of Allah on the earth. Their spiritually empty and this emptiness were filled their wrong belief about themselves, drugs was the only way for them to fill their happiness in life. For them, spirituality and religiosity were considered as taboo.

"…… we didn't perform our prayers... We have religion. How good my religious?" [P3]

"Very less. I did, but often forget." [P4]

"Before this I rarely pray." [P8]

Post-Phase Experience

i) Remembrance of God

For the spiritual theme in the post phase, there was a very clear and significant component to increase the level of faith in God. Furthermore, this faith was subjective to measure, but based on the perseverance of the informants in their worships. Continues in practicing religious practices can also be used to measure the level of faith. In addition, their reliance on God can also be attributed to their level of faith. Here are some examples of interview results that have been conducted.

"There are five times of prayer in a day. So we must follow that. "When we have prayed, we perform zikr and all that.."[R5]

"So between us and Allah. Allah wants to give us long life to. So if we can worship anything. Remember him, what we do, we pray what all. We ask him. The tranquillity of our soul, our health is. Did she have ... we all went with it. "[R6]

"... to recover my spirit, I would recite zikr.""Now, I pray more."[R8]

4. CONCLUSION

The 7-SRA module received very positive feedback from the data collected from the pre and post experience shared by the 8 respondents in which the pertinent themes highlighted were behavioral and spiritual in nature. The findings of this study support that psycho-spiritual approach is another intervention that complements the holistic and multidimensional perspective in the treatment of addiction (Kissman & Maurer 2002, Priester, Scherer, Steinfeldt, JanaMasri, Jashinsky, Jones, & Wang, 2009, Rioux, 1996).

Behavioral Dimension

Based on the data presented, prior to the intervention of the 7-SRA treatment, participants shared that they were all had involved in immoral deeds such as stealing, consuming alcohol and committing deviant since their young age. Nurshuhada Mohd Sabri, Wan Shahrazad Wan Sulaiman and Norulhuda Sarnon (2018) also mention familiarizing in chanting of Allah's names is helpful to recovering clients from co-dependent towards substance use. The meaningful behavior change occur as the participants chanting of Allah's names preventing from substance use and openness to receive positive reinforcement for change. Upon receiving the treatment, the positive feedbacks were obtained as they have figured out the behavioral changes happened within themselves as they started to improve their religious ritual, regain self-efficacy and self-esteem. In this sense, spirituality has a significant share in catalyzing the behavioral changes and potentially increasing the social competencies. This is in line with the fact that spirituality has association with the change of self-efficacy of individual (Mason, 2009). Hitzhusen (2006) also has justified that spirituality does affect in the transformation of behavior. Carrette & King (2005) highlights that spirituality has become the 'brand label' for the search for meaning, values, transcendence, hope and connectedness in modern societies. Therefore, 7-SRA is effective in assisting participants' behavioral change and thus making it easier for them to practice the positive behavior and thus be helpful in recovery process.

Psychospiritual Dimension

Based on the data presented, prior to the intervention of the 7-SRA treatment, participants admitted that they were all in the state of ignorance in the course of the spiritual practices in life. Upon receiving the treatment, the positive feedbacks were obtained as some of them have realized the importance of remembrance of God (Dhikr) in drug addiction recovery process. This shows that 7-RSA program has successfully awakened the spiritual faculty of clients from being spiritually ignorant to the state of recognizing the need of dependency to God in recovery. According Abdul Manan (2013), the process of treating drug addiction through this inward approach is focused on some of the main practices of *zikir jahr*

and *khafi* which performed regularly and intensively within a certain period of time, *qiyam al-lail* and also fasting. These practices have a very high *tazkiyat al-nafs* value and supported by Al-Qur'an and Sunnah. *Taqarub* and *mahabbah* to Allah (remembrance of God) are indeed important as the ways to encounter the whisper of *Satan* (demonic influence) who always persuades human beings to the neglectful state that lead to physical and spiritual damage (Ahmad & Fatah, 2011). The capacity of stablishing the external locus of control by being positive in accepting fate in life by the drug addicts in recovering process is highly associated with the role of spiritual awakening. This is supported by Marsiglia et al. (2005) underpinning that religion has been associated with positive drug-related by functioning as internal control factor. In this sense, faith has often acted as the much-needed catalyst to abstain from drug use (Badri, 2009; Ali-Northcote, 2012; Gilliat-Ray, Ali, & Pattison, 2013; Ali, & Gilliat-Ray, 2012). Therefore, from the psychospiritual dimension aforementioned above, 7-RSA treatment is relevant to be one of the interventions in drug addiction as it has successfully unveiled the ignorance of drug addicts towards the importance of spiritual practice in life and being positive in accepting fate in life by possessing the internal locus of control.

In conclusion, 7- Steps Recovery in Addiction treatment (7-SRA) that is spiritually focused has successfully awaken the spiritual awareness and catalyzed the behavioral change of the participants based on their experiences before and after the intervention being made. The dimension of spiritual awareness demonstrated by the participants highlights the act of remembering God and being positive in accepting fate (Qada' and Qadar) as the keys for keeping them in abstinence while in term of behavioral change, participants are said to become more insight to employ the right coping skills while encountering the triggers, to possess the agreeable self-efficacy and willingly to improve their ritual practices in timely basis. Thus, it is relevant to assert that 7-SRA intervention is evidence- based and proven to be effective on the respondents involved in helping them in recovery process from drug addiction problem. As this approach is helpful as continuation of ISRA module in institution, the 7-SRA can be a sustainable program in community as more huge number of clients need greater follow ups and upgrade their religious knowledge and practice.

ACKNOWLEDGMENT

This research was supported by the grant from the Faculty of Education, Universiti Kebangsaan Malaysia (GG2018-011).

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Opportunities for Developing the Moral Sphere of Personality in Children with Intellectual Disability

Oportunidades para desarrollar la esfera moral de la personalidad en niños con discapacidad intelectual

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ABSTRACT

This article analyzes scholarly approaches to the moral development of personality, describes the views of particular authors on this issue from the historical perspective; highlights and defines specific features and structural components of this notion; conducts a comparative analysis of moral development in case of normal ontogenesis and in case of intellectual disability. It also attempts to synthesize the existing scholarly approaches to the methods and conditions for effective moral development of children with intellectual disability in correlations with the structural components. In the main section of the article the authors provide a general overview of the correction methods facilitating moral development, and summarize the results of the experimental research of moral development in children with intellectual disability of the early school age.

Keywords: personality of a preschooler, moral values of preschoolers, emotional intelligence, children with intellectual disability.

RESUMO

Este artículo analiza los enfoques académicos del desarrollo moral de la personalidad, describe las opiniones de autores particulares sobre este tema desde la perspectiva histórica; destaca y define características específicas y componentes estructurales de esta noción; realiza un análisis comparativo del desarrollo moral en caso de ontogénesis normal y en caso de discapacidad intelectual. También intenta sintetizar los enfoques académicos existentes sobre los métodos y condiciones para el desarrollo moral efectivo de los niños con discapacidad intelectual en correlaciones con los componentes estructurales. En la sección principal del artículo, los autores proporcionan una visión general de los métodos de corrección que facilitan el desarrollo moral y resumen los resultados de la investigación experimental del desarrollo moral en niños con discapacidad intelectual en la edad escolar temprana.

Palabras clave: personalidad de un preescolar, valores morales de preescolares, inteligencia emocional, niños con discapacidad intelectual.

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Recibido: 08/09/2019 Aceptado: 06/11/2019

1. Introduction

Deep changes in the Russian educational system are directly connected with the historical development of the state.

Rapid changes of our environment do not only manifest in the positive aspects of the scientific and technological progress, but, unfortunately, also have a negative effect.

Together with the development of technologies, prolonging human life and making it incredibly comfortable, and the emergence of radically new opportunities for online education, we have to face the negative aspects of the scientific and technological revolution. It made an impact, primarily, on humans themselves, their consciousness, cognitive sphere, motives and needs. Abundance and diversity of information, socio-psychological and economic problems that a modern individual has to solve, increase the neuroticism in society and significantly influence the physical and emotional health of its' members.

Sociologists, psychologists, pedagogues are deeply concerned with the future of our children. Lack of due attention from parents, complicated relationship between children and adults devoid of trust, disregard of spiritual and moral priorities, imposition of materialistic values and the importance of financial wellbeing at all costs, powerful flow of negativity and violence that dominates mass media at the expense of the educational component – make a little person totally helpless and vulnerable. Not surprisingly, we have to face with selfishness, aggression and lack of empathy in children already on the level of preschool organizations. In teenagehood it manifests in refusal to accept social norms, escaping from real life to the underground communities, proneness to cruelty, violence and suicide. Constant readiness of a child to "defend" himself against social criticism leads to increased aggression and loss of human values (Bozhovich, 2008; Vygotskiy, 2004; Ovcharova, Gizatullina, 2011; Piazhe, 2006; Rubinshtein, 2002).

The conditions of social and personal development changed dramatically when virtual contacts substituted dynamic human interactions. However, only natural communicative situations, changing suddenly and quickly, based on face-to-face communication and requiring attention to both: yourself and the partner – can help children to develop understanding for intentions, feelings of others. It also forms awareness of themselves and their own motives, prepares them for creating a communicative strategy and achieving their goals, develops the capacity to find their focus in linguistic material and choose appropriate instruments of self-expression. What will be the dynamics of personal formation for somebody who lacks the natural developmental environment and has to grow in the incredibly problematic social situation? In the field of psycho-pedagogical education this question is still open.

The situation is even more difficult for children with special educational needs and disabilities. This group includes children with speech, auditory disorders and visual impairment, delayed psychological and mental development and locomotor disorders. Nowadays the group of people with special needs also includes another category: those with emotional-volitional disorders. Mental disorders do not only exist as an independent dysfunction, but often build on the local intellectual, sensory and locomotor pathologies.

Undoubtedly, the abovementioned special needs of children with various pathologies prevent successful integration of the behavioral norms and have a negative impact on their socialization and social adaptation. Primary disorders in children with intellectual disabilities are connected with the dysfunction of cognitive operations and inability to develop a normal social functioning in a due time – which is supposed to give little human an opportunity to grow into a well-integrated personality. If we take it into account, creating methods for developing harmonious, active and communicative people within this social category is highly relevant for the modern society and moral education of children with intellectual disability is becoming one of the ways to develop socially acceptable behavior in them. Moral educations helps to transmit knowledge, believes, feelings, experiences, habits and behaviors running across the whole history of humanity. Human values were collected for centuries, but during the digital age they get dissolved that leads, in its place, to the loss of the "human face" by society and its further disintegration. The task of the modern pedagogy is to preserve, multiply and transmit the moral values to the young generation by using modern, up-to-date technologies.

2. Structural Analysis of the Moral Sphere and its Features in Cases of Normal and Pathological Development

Approaching the moral development of personality from the perspective of structural analysis reveals ultimately new ways of solving the problem. The works of Ovcharova R. V. and Gizatullina E. R. provide a deep and multidimensional research. The authors describe the structure comprising three main components: cognitive, emotional and behavioral (2011).

Cognitive component includes moral believes, knowledge, opinions, notions, judgements, values and value orientations, self-consciousness. L. N. Antilogova, I. M. Iljicheva, L. I. Bozhovich, V. E. Chudnovskij, S. L. Rubinshtejn, B. S. Bratus', A. I. Titarenko, E. E. Solovcova, T. N. Mal'kovskaya, N. D. Zotov etc. were studying the cognitive component of the moral sphere (Antilogova, 2005; Bozhovich, 2012; Rubinshtein, 2002).

Emotional component of the moral sphere includes moral feelings and experiences. This component was researched by S. L. Rubinshtejn, E. P. Il'in, A. G. Kovalev, B. I. Dodonov, A. F. Lazurskij etc. (Rubinshtein, 2002).

Behavioral component of the moral sphere includes moral actions, habits, behaviors, relationships. This component was analyzed by S. L. Rubinshtejn, L. I. Bozhovich, V. I. Selivanov, M. S. Nejmark, L. N. Antilogova etc. (Bozhovich, 2012).

Psychologists claim that the ontogenesis of the person's moral sphere happens within the general process of the individual's socialization. Researchers approach the ontogenetic process of the personal moral sphere considering the sequence of stages of the child's moral development. Every age corresponds to a certain understanding level of the moral norms, ways of moral behavior in society, moral qualities of people.

The development of the person's moral sphere is going through the gradually increasing capacity of the individual to

conscious and voluntary self-regulation. This self-regulation influences the norms and ideals, which the individual absorbed. During the early ontogenetic stages, education and control play the leading role in moral development. Later on, the external factors naturally integrate into the inner world of the personality and start to regulate its social behavior from within (Burmenskaya et al., 2010).

In his works Zenkovskij V. V. mentions three consecutive stages during the process of the child's moral development. During the first stage (1 year – 5-6 years old) moral consciousness is mostly influenced by the external environment, including relatives, attitudes and customs that are common for his family. In other words, on this stage moral consciousness functions as a direct evaluation, moral feeling or experience. This is a so-called heteronormative morality. This ontogenetic stage combines the influence of the external environment with intrinsic moral attitudes. Using these attitudes, a child can evaluate his experience from the moral point of view.

During the second stage (5-6 years old – 12-13 years old) there exist both internal and external moral judgements. The moral experience acquired by the child plays a significant role at this stage.

During the second stage (12-13 years old – 16-18 years old) moral consciousness develops in the direction of the "autonomous morality". The personality is guided by its own feelings, needs and life experience more than by stable general moral laws.

V. V. Zenkovslij claims that moral development is a consequence of the interaction of the innate moral attitudes of the personality and the influence of society.

G. A. Gorckaya, M. I. Volovikova, S. V.Tarasov, L. I. Bozhovich, I. A. Zajceva etc. were studying the moral sphere of children of the early school age. These researchers claim that the formation process of moral and value attitudes in children of the early school age includes the development of understanding and acceptance of the moral norms. Moreover, this process includes the development of the cognitive aspect in understanding of morality of human interactions and relationships, formation of the capacity to evaluate human motives and actions and the possibility of the alternative moral choice and its consequences (Bozhovich, 2008).

Children with intellectual disability develop according to the same laws as their peers with normal intellectual capacities, their life and social experience is also shaped by social relations. As early as in 1930 L. S. Vygotsky was talking about it in his teaching on the complex structure of the defect. Referring to the data from general psychology, he argues that mentally retarded children go through the same developmental phases as the normal children, however, at some age stages their psychological development is significantly different (retarded). Further Vygotsky states that 'mentally retarded children experience specific developmental difficulties, but they can be taught and developed with specific disciplinary and teaching methods'.

Primary moral behaviors in mentally retarded children are rather primitive, and very often they do not have any skills of moral behavior. While some children are rude and selfish, others are vulnerable and self-conscious about their disability.

Children with special needs experience difficulties dealing with complexity of the moral notions and the contradictions of their application in real life, for them it is difficult to deal with the gap between the moral ideals and their embodiment in behavior and activities. At the same time moral retardedness in children is caused by the disorders in the structure of personality, problems in communicative interactions with the norm, as well as limited or disrupted practical experience.

Students with intellectual disability do not have a big enough storage of moral attitudes and notions to analyze the norms and standards of behavior. They do not realize how they behave in comparison to other people, cannot clearly imagine the consequences of this or another action or give the right assessment to the moral intentions of others. All these often leads to the misconduct and immoral acts (Vygotskiy, 2004).

3. Pedagogical Environment for Realization of the Process of the Moral Values Formation in Children with Intellectual Disabilities

Russia's National Security Concept reflects the ideas and tendencies in moral education, necessary for the development of children of all ages. That is true that in the existing conditions of the spiritual decay and the crisis of human relationship it is very important to create the environment for education and mentorship that would be able to provide successful socialization, fruitful self-actualization and the formation of moral values in children with both, normal psychophysical development and special needs.

The federal state standard in the sphere of public primary education, accepted on the 5th of August 2013, takes into consideration the individual educational needs of different categories of children, including schoolchildren with special health needs and regulates mixed education of healthy children and children with psychophysical dysfunctions. The educational ideas expressed in this document are primarily connected with the need for positive socialization of children, their multifaceted personal development based on cooperation with adults and peers in the areas of activity that are accessible for them.

Among the educational aims of the document we would highlight the requirements for socio-personal, spiritual and moral development of children. These are: the necessity to create good environment for the development of the abilities and creative potential of every child, being in relationship with himself, other children, adults and the world; to unify education and mentorship in one holistic process regulated by spiritual, moral and sociocultural values, social rules and behavioral norms that serve the interests of humanity, family and society; to create a common culture of personal development for children, improve their social, moral, esthetic, intellectual qualities, encourage

initiative, independence and responsibility, form conditions for the learning activity of a child (Ministry of Education of the Russian Federation; 2009).

The realization of these and other aims of primary importance already starts in the preschool period. The program includes five educational areas: socio-communicative, cognitive, speech development, artistic and esthetic, physical education – all encouraging the development of personality, motivation and capabilities of schoolchildren in the fields of different activities.

The main educational program of the preschool development announces the following requirements for the psycho-pedagogical conditions of social, personal, spiritual and moral development of the children:

- respect of the adults to the human dignity of children, formation and support of their positive self-esteem, confidence in their opportunities and capabilities;
- building the educational activity around the interaction of adults and children, focused on the interests and abilities of every child and taking into account his social background;
- support of the positive, kind relationships among the children by the adults and encouraging their interaction in different fields;
- support of the initiative and independence of children in the fields specific for them only.

The document also defines compulsory psycho-pedagogical conditions for children with special health needs. Those are the need for diagnostics and correction of the developmental dysfunctions and social disadaptation, application of specific psycho-pedagogical techniques and interaction methods that provide the most effective development and socialization of children.

4. Research Methodology

To confirm the theoretical data we conducted an experiment defining the level of moral development in children of the primary school age with intellectual disabilities. Our program consists of three parts that correspond with the structural components of the personality's moral sphere. The methods we proposed were adjusted in accordance with age and psycho-pedagogical features of the focus group.

Part I. The cognitive component research.

The aim of this part is to study specific features and the level of understanding of moral beliefs, knowledge, attitudes and ideas in children of the primary school age with intellectual disability. This part is talking about two methods: "Moral Conversation" (by I. B. Dermanova) and "My Hero" (by I. B. Boguslavskaya, 2002).

Part ii. Emotional component research.

The aim of this part is to study the moral relationships, feelings, moral judgement and self-esteem in children of the primary school age with intellectual disability: "Imagine a Story" (by R. R. Kalinina) and "Moral Self-Esteem Diagnostics" (L. N. Kolmogortsev).

Part III. Behavioral component research.

This part includes several diagnostic methods: "Who is Right?" (alternative version by G. A. Tsukerman) and "Gloves" (by G. A. Tsukerman).

The calculation of the final result in three diagnostic stages is conducted through summing the collected points.

We have designed the following evaluation system to interpret the results: every method was assessed according to the 5-point system, the maximum score was 30. Based on that, using the method of scientific compilation, we created the quality characteristic of this rating system:

Low level (0-6 points): the child does not have any clear moral orientation. His idea of morality is incompatible with the norm. Emotional reactions are inadequate or absent. The child cannot assess his moral behavior, whether it was right or wrong.

Below average (7-12 points): the moral orienteers are vague. Attitude to the moral values is unstable. The child has a wrong interpretation of behaviors and actions, does not know what to do in this or another situation, asking for advice from the teacher or his peers.

Average (13-18 points): the child is aware of the moral standards but does not aspire to follow them. He gives an adequate assessment to behaviors but his attitude to the moral norms is unstable and passive. His emotional reactions are inadequate. He can make a *correct* moral choice, but it will not always be the *right* one.

Above average (19-24 points): the child has moral orienteers, his assessment of behaviors and emotional reactions are adequate, but his attitude to the moral norms is still quite unstable.

High (25-30 points): the child bases his choice on moral beliefs, his emotional reactions are adequate, his attitude to the moral norms is active and stable. The child is able to explain both: his own moral behavior and the one of other children.

5. Moral Sphere in Children of the Primary School Age: Research Results

The complex of the proposed methods helped us to find the typical level of moral development in children of the primary school age with mental disabilities (Figure 1): the group of researchers conducted experiment on the base of the special needs (correction) organizations of Kurgan city. Forty students of the 3-rd grade aged between 10 and 11 diagnosed by the psycho-medico-pedagogical commission with a mild mental retardation.

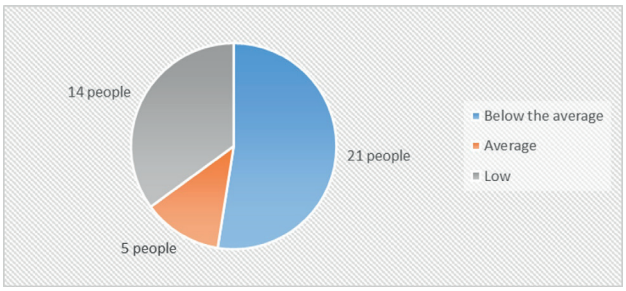

Figure 1. Distribution of the levels of moral development in children with mental disability of the early school age within the focus group

In the part dedicated to the research of the cognitive component we came to conclusion that children do not have any clear idea about expressing moral qualities in social life, their ideas were often too general or wrong. Nevertheless, while using the method "My Hero", majority of children showed good results: children were enthusiastic to tell the researchers about their role model, and in the majority of cases they were giving a correct explanation of why they chose this or another hero. While using the method "Moral Conversation" we found out that children were facing difficulties defining such notions as: generosity, fairness, kindness.

Researching the emotional component we noticed that the method "Imagine a Story" was the most appealing to children while it had some handout material. Majority of children putting the images in the correct order could not explain why they made such a choice. 21 students showed emotions that were not adequate to the situations on the images. For example, when they saw a picture where somebody is bullying a girl they were laughing. When they were asked about the reason for laughter they said: "Because she is in pain. It is funny". The results of applying the method "Moral Self-Esteem Diagnostics" revealed an even lower score.

The results of research in the behavioral component showed that the students do not always estimate the meaning of particular situations correctly, have difficulties in the assessment of the conflict situations, either misunderstanding the situation as a whole, or not being able to explain the reasons behind the behavior and mood of people. While using the method "Gloves" we highlighted two groups of children: one was often aggressive and selfish towards their peers, without explaining the reason for their behavior and mood. Children were not aspiring to help each other, often expressing disagreement with the partner's opinion. The members of the other group, on the opposite, were trying to cooperate, propose their help to others, but these actions were depending on the situation, personal gain and interest. For example, proposing their help, they could say: "I can help you to color it, but you will give me your pencil".

While studying their moral sphere we have noticed the prevalence of the average and low levels of development, characterized by:

- The main categories of morality, essential for understanding of the child of primary school age, were perceived in a distorted way or totally absent from his perception;
- Such universal human values as kindness, friendship, love are perceived in a superficial manner, accompanied by inability to formulate their own thoughts ("Kindness – is respects other people");
- The definitions of moral notions lack clarity and transparency: in the majority of the answers, qualities and feelings are substituted by an object or action ("Fairness – is a person who is fair" etc.);
- Verbalization prevails in the answers of schoolchildren: majority of the examples are taken from books, stories of the adults, rather than their own experience; they often use catch phrases;
- Such notions as "fairness" and "responsibility" were the most difficult to define, in general, children refused to define them;
- The beliefs belonging to the moral sphere are rather primitive;
- Schoolchildren cannot explain the meaning of the moral categories;
- They have difficulties defining their emotions in accordance with the highlighted categories;
- They respond in accordance with how they are "expected" – rather than with how they feel;
- Low level of awareness about the moral norms and values;
- Behaviors and actions in different situations start to depend on particular moral beliefs of the child of primary school age;

- Children of primary school age show emotional attitude to the moral norms and prerequisites for the formation of the inner moral motivation;
- When explaining why they love parents – highlight material values and the attitude of parents to them.

Thus, on the level below average there is only a partial understanding of the moral categories, but the schoolchildren are aware that it is necessary to follow the general rules and attitudes. The moral attitudes are realized based on the situation, under the pressure of the external environment. Describing this level, one has to underline that the notion of the moral ideal in this case is correct but incomplete. The existing ideals reflect, to the greater extent, the moral values and socially significant personal qualities. In the everyday life they are inconsistent in pursuing their ideal.

Concerning the low level of development, we underlined that the capacity to define and highlight the moral categories is still not formed. Rules of morality are only accepted by the child in case of the possible reward (personal gain). The idea of the moral ideal, moral values and personal qualities is incomplete and not fully correct. They do not have a personal ideal, but understand the necessity to have moral ideals in life. In some life situations they show moral instability. They do not think about the ideal or have a wrong image of it, revealing contradictive opinions on moral values and personal qualities. Material values dominate their worldview.

6. Conclusion

Based on the experimental and practical data we can make some conclusions:

Thanks to the numerous research of such authors as L. N. Antilogova, I. M. Il'icheva, L. I. Bozhovich, V. E. Cpudnovskij, S. L. Rubinshtejn, E. P. Il'in, A. G. Kovalev, B. I. Dodonov, A. F. Lazurskij, Nejmark etc. some questions on this topic received an explanation and scientific basis, however, the problem of the moral sphere research is still actual (Antilogova, 2005; Bozhovich, 2012; Rubinshtein, 2002);

Spiritual and moral development is a complex psychological construct, including three elements:

1. Cognitive component – moral knowledge, beliefs, notions, attitudes, judgments, values and value orientations;
2. Emotional component – moral feelings and experiences;
3. Behavioral component – moral habits, actions, behaviors, relationships.

The claim that moral sphere of children of primary school age with intellectual disabilities has its own specific features, has a special scientific and theoretical meaning, in particular:

- The idea of moral relationships in children with intellectual disabilities is quite primitive;
- The skills of moral behavior are primitive or absent. Some children exhibit selfishness and rudeness, others are extremely vulnerable and self-conscious about their disability;
- Students with intellectual disability do not have enough moral ideas or mental representations to analyze the norms and rules of behavior.

From our point of view, systematic and complex work aimed at formation of the moral sphere of the personality will make the modern society more "healthy". Instilling such categories as "kindness", "love", "responsibility", "obedience" will increase the importance of spiritual and moral education in general and in children with intellectual disability in particular.

In course of education that is mostly based on conversation children adopt the basic norms of morality, moral forms and rules of cultured behavior. Being integrated and becoming characteristic features of the child's personality, these rules and norms start to guide his behavior, turning his actions into conscious acts regulated by morality. All these compose the child's individuality and make him a personality, distinct from other children not only in terms of intellect, but also in terms of motivation and morality. The highest level of the child's development at the primary school age includes personal self-consciousness, awareness about his individual features and abilities, about the reasons for his failure or success.

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La escuela: ¿una caverna? Desafíos ante la formación de auténticas personas

The school: a cave? Challenges to the formation of authentic people

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RESUMEN

Durante el ejercicio de destacar la separación entre la escuela y la comunidad, el recinto escolar se presenta como la caverna platónica: divorciada del mundo que bulle más allá de sus paredes. De allí que se apuesta por el sincero encuentro entre la escuela y comunidad. Ellas deben mirarse, re-conocerse y organizarse en función de sus necesidades. Ambas deben trabajar juntas en pro de la formación integral de los sujetos y del desarrollo y el bienestar del colectivo. Este trabajo es el producto de una investigación documental. A partir del criterio de pertinencia se consideraron diversas fuentes de información las cuales propiciaron la reflexión y la propuesta teórica.

Palabras Clave: Escuela, comunidad, integración.

ABSTRACT

During the exercise of highlighting the separation between the school and the community, the school campus is presented as the platonic cavern: divorced from the world that bustles beyond its walls. Hence, it is committed to the sincere encounter between school and community. They must look at each other, re-know each other and organize themselves according to their needs. Both must work together for the integral formation of the subjects and the development and well-being of the collective. This work is the product of a documentary investigation. Based on the criterion of pertinence, various sources of information were considered, which led to reflection and the theoretical proposal.

Keywords: School, Community, Integration.

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Recibido: 05/07/2019 Aceptado: 18/11/2019

La escuela: caverna platónica.

Muchos autores –entre ellos: Pérez Gómez, Pérez Luna, Freire, Uslar Pietri- al momento de subrayar la separación entre la escuela y la comunidad, exhiben a una escuela impasible ante lo que se experimenta y construye del otro lado de sus muros. La escuela es vista como una "entidad artificial alejada de la vida, específicamente configurada para provocar ese tipo de aprendizaje abstracto que no se alcanza en los intercambios de la vida cotidiana" (Pérez Gómez, 2000, p. 254). Ella parece no reconocer la riqueza cultural de los hombres de nuestro pueblo que merece ser escuchada, reflexionada, socializada. La escuela olvida que los hombres tienen una cultura invalorable:

> No una cultura libresca, sino una cultura tradicional viva. Tiene técnicas inmemoriales de adaptación a su medio, experiencias defensivas heredadas de una centenaria convivencia con las circunstancias que lo rodean, valores morales y espirituales confundidos con la sustancia misma de su ser y que se expresan en su música, en sus corridos, en su refranero, en su calendario… Vive sobre una tierra determinada, de una faena especial, en una relación de esfuerzo y de consumo característica. Hay un riesgo evidente en destruir todo eso para reemplazarlo por nociones librescas. El proceso de aceleración y activación de la cultura, que es la educación, no puede consistir en la destrucción de esos elementos vitales y básicos, sino en su desarrollo, continuación y superación. Lo contrario es desviar y desarraigar al hombre por medio de una educación falsa y mal concebida (Uslar Pietri, 1982, pp. 13-14).

La escuela confunde educación con la transmisión de conocimientos intrascendentes. "Lo que se aprende en la escuela solo sirve para mantenerse y continuar en el sistema escolar" (Pérez Esclarín, 2000, p. 64). No son conocimientos que resultan para los niños y jóvenes interesantes y relevantes para sus existencias.

> Por desgracia, en la escuela, el estudiante se pone en contacto con los conceptos abstractos de las disciplinas de modo sustancialmente abstracto, sin referencia concreta a su utilidad práctica y al margen del contexto, de la comunidad y de la cultura donde aquellos conceptos adquieren su sentido funcional, como herramientas útiles para comprender la realidad y diseñar propuestas de intervención (Pérez Gómez, 2000, p. 254).

Los contenidos que se transmiten en la escuela por ser "abstractos" tienden a olvidarse fácilmente. Los jóvenes, al terminar el bachillerato, han pasado, por lo menos, diez años de sus vidas sentados en un pupitre recibiendo clases de distintas áreas del saber. Pero, a la hora de interpelar a esos mismos jóvenes, no parecen recordar lo que una vez aprendieron. ¿Cómo justificar esta situación?

> El problema es la descontextualización del aprendizaje disciplinar que rompe con todos los requisitos y hábitos adquiridos en el aprendizaje contextualizado de la vida cotidiana. Las herramientas conceptuales, como cualesquiera otras, sólo pueden ser plenamente entendidas mediante su utilización práctica en el análisis y comprensión de problemas reales y dentro de la cultura en que tienen significado (Pérez Gómez, 2000, p. 254).

Esas "herramientas conceptuales" no son significativas para los educandos puesto que se ofrecen de forma fragmentada e impertinente. "De ahí que la mayor parte de lo aprendido, al no tener ninguna utilidad práctica en la vida, se olvida rápidamente" (Pérez Esclarín, 2000, p. 64). Ellas no deberían pasar por las manos de la repetición y la memorización infértil sino por la discusión abierta y el cuestionamiento fecundo. En el entendido que "hay poca vida y menos realidad en la escuela" (Uslar Pietri, 1982, p. 136), esas "herramientas conceptuales" deberían conectarse con los saberes, la historia, las experiencias, los problemas de los niños y jóvenes.

La escuela, desde esta perspectiva, recuerda a la caverna platónica. Los esclavos atados mirando las sombras que se reflejan en la pared, semejan a los alumnos sentados en los pupitres, mirando a la pizarra. Las sombras que los prisioneros observan, sumergidos dentro de un letargo profundo, parecen representar esas clases divorciadas del mundo que está afuera de la escuela, que está afuera de la caverna.

Esta comparación apunta a una escuela arrogante "que se auto legitima a sí misma" (Pérez Esclarín, 2000, p.64), que dice garantizar un conocimiento válido y respetado; no consintiendo dentro del aula los saberes cotidianos por considerarlos banales.

Desigualdad, domesticación y algunas salidas. No. 110. Caracas: Cooperativa Laboratorio Educativo.

Uslar Pietri (1982) marca la diferencia entre la escuela y la anti escuela. Esta última la identifica con el mundo relacional-afectivo que pulula más allá de las paredes del recinto escolar:

> La una es el caserón huero, frío, tedioso, donde se va por unas cuantas horas aburridas a oír la monótona lección de los maestros, mientras se piensa en otra cosa y se espera con impaciencia el momento de volver a la calle. La otra, la anti escuela, no tiene casa, está en la calle, en la esquina, en la pandilla, en el cine, en la radio, en la televisión… No tiene horario ni aburridos maestros. Está abierta a toda hora para ofrecer en lugar de tareas de memoria su posibilidad de aventura y su sal de riesgo (p. 135).

Según este planteamiento, es preciso que la escuela se interpele: ¿Por qué los niños y jóvenes se aburren dentro sus propios espacios? ¿Por qué anhelan fervientemente que suene el timbre para salir de allí lo más pronto posible? ¿Cómo hacer para despertar el sentimiento contrario? Que, en vez de celebrar el fin de la clase, se lamenten por ello. Mucho tiene que aprender la escuela de la anti escuela, comenta Uslar Pietri (1982). La escuela debe "ser igualmente vida y experiencia más que lección y tarea. Si el niño entrara en ella sin sentir que ha salido de su existencia ordinaria, sino que continúa para enriquecerla… estaría llenando plenamente los objetivos para los cuales se pretende haberla concebido" (p. 137). Pero, estamos ante una escuela envejecida que le cuesta acercarse a la vida siempre fresca, dinámica y cambiante. Pérez Esclarín (2003) nos muestra la siguiente parábola denominada "La escuela del ayer" donde dibuja a un espacio escolar desconectado de la realidad:

> Hubo una vez un hombre que, tras vivir durante casi cien años en estado de hibernación, un día volvió en sí y quedó sobrecogido por el asombro de tantas cosas insólitas que veía y no podía comprender: los carros, los aviones, los rascacielos, el teléfono, la televisión, los supermercados, las computadoras... Caminaba aturdido y asustado por las calles, sin encontrar referencia alguna con su vida, sintiéndose como una rama desgajada del tronco de la vida, cuando vio un cartel que decía: ESCUELA. Entró allí, por fin pudo reencontrarse con su tiempo. Prácticamente todo seguía igual: los mismos contenidos, la misma pedagogía, la misma organización del salón con la tarima y el escritorio del profesor, el pizarrón, y los pupitres en fila para impedir la comunicación entre los alumnos y fomentar el aprendizaje memorístico e individual (p. 17).

La vida por ser "vida" se apega al movimiento, a la renovación; mientras la escuela quedó estancada, repitiendo los mismos contenidos de siempre sin estrechar lazos con lo que continuamente se va experimentando en las comunidades. Es necesario que la escuela revise sus concepciones y prácticas con el fin de empezar a respetar al sujeto y su mundo, esto es, formarlo para que asuma la vida con responsabilidad y criticidad hacia la acción transformadora. Estamos avizorando una escuela que enseñe a vivir y es que la "escuela que no enseña a vivir a nada enseña. Y no puede enseñar a vivir quien no parte de la vida real y de sus condiciones sino de teorías y nociones abstractas" (Uslar Pietri, 1982, p. 17).

Prácticas que arraigan la separación entre la escuela y la comunidad:

Según Ander-Egg (2005), hay prácticas que promueven la distancia entre la escuela y la comunidad. Entre esas prácticas se encuentran, entre otras, las siguientes:

1.- Se tiende a privilegiar los libros y las clases donde prevalece la voz del docente, "antes que desarrollar un aprendizaje significativo a partir de las experiencias y conocimientos que tiene los mismos alumnos (que no excluyen ni el libro, ni la clase)" (Ander-Egg, 2005, p.34).

2.- Predomina la pedagogía de la respuesta. En la escuela todo parece estar configurado de antemano, hasta las preguntas y las respuestas. Por un lado, las preguntas –que casi siempre son formuladas por el educador- no apuestan por la curiosidad, la imaginación y la reflexión. Y, por otro lado, las respuestas deben estar en sintonía con el saber-docente y lo consagrado en los libros. No hay espacios para la sorpresa, para lo nuevo, para lo otro. En este sentido, Freire y Faundez (2013) señalan:

> …existe una relación indudable entre asombro y pregunta, riesgo y existencia. De modo radical, la existencia humana implica asombro, pregunta y riesgo. Y por eso mismo supone acción, transformación. La burocratización implica adaptación con un mínimo de riesgo, con cero asombros y sin preguntas. Así, la pedagogía de la respuesta es una pedagogía de la adaptación y no de la creatividad. No estimula el riesgo de la invención y la reinvención… Negar el riesgo es la mejor manera de negar la existencia humana… El camino más fácil es justamente la pedagogía de la respuesta, porque en él no se arriesga absolutamente nada... (pp. 76-77).

¿Será que la pedagogía de la respuesta es llevada a cabo para proteger al docente de sus miedos, sus inseguridades y vacíos?

Parece que la pedagogía de la respuesta es sinónimo de comodidad. Ella no apuesta por la aventura, por la investigación abierta y sincera, en la que educadores y educandos se hagan preguntas juntos, aprendan juntos, trasciendan el mundo juntos.

> Si los educandos, de una manera más o menos permanente, reciben en la escuela respuestas a preguntas que no se hacen, o a problemas que para ellos no son problemas, es por demás evidente «que su educación» tiene poco que ver con sus centros de interés (Ander-Egg, 2005, p. 35).

La pedagogía de la respuesta niega al sujeto, impidiéndole desarrollar un pensamiento crítico-reflexivo a todas luces liberador; ofreciéndole al docente un sitial confortable materializado en la rutina, la repetición y el "siempre lo mismo".

3.- La tendencia a presentar a la educación como sinónimo de escolarización. Con esta visión se asume que solo en el espacio escolar el sujeto se forma.

4.- En el proceso de enseñanza y aprendizaje predomina lo cognoscitivo sobre lo afectivo. Por un lado, en la escuela, los sentimientos y las emociones quedan relegados. Y, por otro lado, "la importancia que se otorga a lo intelectual sufre también una distorsión, ya que se basa más en el «memorizar mecánicamente» que en el «razonar» y en el «pensar»" (Ander- Egg, 2005, pp. 37-38).

Apostando por el sincero encuentro entre la escuela y la comunidad:

Se requiere una escuela conectada con la comunidad, con las relaciones cotidianas, las sensibilidades y los conocimientos que se gestan día a día. Una escuela que encare el proceder anquilosado de la pedagogía de la respuesta y empiece a organizarse en función de la pedagogía de la pregunta.

> La pregunta es el aliento al diálogo como puente de búsqueda y construcción epistemológica, pero, además, es la expresión del asombro que posibilita tejer discursos desde la diversidad de perspectivas que confluyen y se despliegan en la conversación. La educación es el proceso privilegiado para ese riesgo de nombrar y nombrarse en la brújula de los interrogantes haciendo consciente el camino del conocimiento, y, por ende, de la responsabilidad social que esto implica, y, por consiguiente, de la palabra y la acción de un maestro que encarna este deber y lo asume con entereza ética (Ramírez, 2015, p. 61).

Ramírez (2015), consecuente con el pensamiento freiriano, manifiesta que la pedagogía de la pregunta conlleva a la problematización y a la emancipación del sujeto, puesto que a través de ella éste logra superar la opresión y la negación a la que ha sido sometido. La pregunta representa "acción reflexiva, que denota, además, una actitud de sospecha ante lo establecido" (ob. cit., p. 62). Implica una manifestación insurgente que busca develar el mundo, recuperar el verbo silenciado, la sensibilidad suprimida, los sueños agazapados, la existencia arrinconada. La pedagogía de la pregunta es la opción "creativa y apta para estimular la capacidad humana de asombrarse, de responder a su asombro y resolver sus verdaderos problemas esenciales, existenciales, y el propio conocimiento" (Freire y Faundez, 2013, p. 76).

Es fundamental concientizar que el hombre se forja junto a los otros y en todos los ámbitos de la sociedad, e incluso en los espacios íntimos reflexivos proporcionados por el silencio y la soledad. Por lo que la escuela debe consolidar el acercamiento entre el hombre y sus semejantes en medio de un clima dialógico-respetuoso con el fin de compartir saberes, interpelar sus mundos y resolver las situaciones que los apesadumbran.

La escuela debe tener como norte formar auténticas personas (Pérez Esclarín, 1994). Una persona será auténtica en la medida que sea crítica, solidaria, tolerante y que busca salidas a sus dificultades. Es una persona que "consigue ser ella misma, que logra desarrollar sus potencialidades y realizar su misión en la vida, capaz de conocerse, valorarse… y entregarse a la gestación de una cultura y una sociedad que garantice y promueva la vida plena de todos" (Pérez Esclarín, 2000, p. 94).

La escuela debe contribuir en la constitución de ese sujeto pleno, reivindicando sus relaciones, su subjetividad. Tarea ésta que engloba el abrirse a su entorno social. Y es que, después de todo, "fuera de la escuela existen muchos ámbitos y medios en donde los niños y adolescentes aprenden: la televisión, internet, la familia, los grupos de referencia y de pertenencia y, en general, por el sólo hecho de vivir en la sociedad" (Ander-Egg, 2005, p. 33).

La escuela debe concientizar que ella es determinante en la transformación de la sociedad, que poco o nada se alcanza sin su real participación. Tampoco la escuela sola representa la panacea a los padecimientos del colectivo. Es crucial la intervención de todos los ciudadanos, de todas las instituciones sociales –incluyendo la familia– en la gran misión transformativa. La escuela y la comunidad no deben concebirse como dos entes aislados. Ambas deben trabajar por un mismo objetivo: el desarrollo y el bienestar colectivo. Escuela y comunidad deben abrir sus puertas para encontrarse, para mirarse, para re-conocerse y organizarse en función de sus necesidades.

> No se trata tan sólo de que la vida ingrese en la escuela y de que la escuela prepare para la vida, sino que la escuela, la educación toda, sea parte de la vida y no un momento en que la vida parece ponerse entre paréntesis. El comienzo del camino que podemos iniciar para el logro de ese objetivo, es lograr que educadores y educandos actúen protagónicamente en un proceso educativo inserto en problemas vitales… (Ander-Egg, 2005, pp. 42-43).

Fiel a este sentimiento, Giroux (1998) concibe a las escuelas como esferas públicas democráticas que "centran sus actividades en la indagación crítica y el diálogo significativo… las escuelas se pueden defender como instituciones que proporcionan los conocimientos, habilidades, relaciones sociales y la visión necesarios para educar a ciudadanos capaces de construir una democracia crítica" (p. 280).

Pérez Luna (2015) siguiendo a Giroux, habla de esfera pública alternativa para referirse al vínculo escuela-comunidad, visualizándolo desde un tipo de organización que busca profundizar esa unión que debe ser sólida, indisoluble, en la cual "las formas curriculares con perfiles de alteridad unificarán los problemas de la escuela, de su currículum, con los problemas de la calle" (p. 17). Esto sugiere acceder y compartir los saberes, las experiencias y los problemas de la escuela-comunidad.

> La escuela-comunidad, como Esfera Pública Alternativa, se concibe como dimensión pública-

> política de inserción social para impulsar la participación, la solidaridad y el diálogo intercultural. Esta propuesta se asume a través de la educación permanente y vincula escuela con vida comunitaria, pues, trascender las paredes de la escuela es impulsar la participación para que se escuche a la comunidad y se identifique la valoración de la cultura popular. En consecuencia, la escuela se hace autónoma en tanto es propiciadora de una dimensión pública-comunitaria que rescata los espacios populares y transversaliza los saberes en los espacios académicos" (Pérez Luna, 2015, p. 105).

Estamos hablando de una escuela que, apuesta por la organización y la investigación comunitaria, por la reivindicación de la sabiduría popular atesorados en todas sus manifestaciones artísticas, en la gastronomía, en la medicina, en el verbo de los habitantes de las comunidades.

> Se trataría de una pedagogía cuyos intereses se basarían en la defensa de lo autóctono, reconstrucción de la memoria histórica, defensa de la identidad como proceso multiétnico, desarrollo de la solidaridad social, defensa del ambiente, y la promoción de Proyectos de Investigación Comunitaria que, en el terreno de investigar para desarrollar acciones, contribuye a elevar los niveles de conciencia social. Algunas premisas que se deben considerar para definir una Pedagogía de la Comunidad que sirva de apoyo a la escuela como Esfera Pública podrían ser…una práctica pedagógica basada en la interrelación de los sectores comunitarios con el proceso de aprender la realidad. Para esto, es importante considerar las vivencias, la biografía social y las historias de vida de los sectores populares (ob. cit., pp. 105-106).

El planteamiento de Pérez Luna es una invitación a la escuela para que, viviéndose y haciéndose sentir comunidad, reivindique la sabiduría y la memoria colectiva dentro los procesos de formación. La escuela forma parte de la comunidad. La escuela es comunidad. Y la comunidad debe cumplir su papel formador-transformador, asumiéndose una gran escuela. En la verdadera organización comunitaria, la escuela, la familia, los diversos grupos comunitarios (deportivos, religiosos, culturales, políticos), las empresas públicas y privadas, las Nuevas Tecnologías de la Información y la Comunicación (Tics) deben promover –en forma mancomunada- procesos investigativos auténticos que conduzcan a la producción de conocimientos y a la solución de sus problemas.

Esto apunta a una "sociedad educadora" en la que "todos sus miembros sean educador y educando al mismo tiempo. Se trata de que todos nos vayamos constituyendo en educadores y educandos, dispuestos a aportar lo que sabemos y somos, dispuestos a cambiar en lo que debemos" (Pérez Esclarín, 2000, p. 130). Es una sociedad que, superando su propia desarticulación, asuma el compromiso de afanarse por la satisfacción comunitaria.

A modo de cierre

La UNESCO (1996), a través del documento "La educación encierra un tesoro", entiende que, para propiciar el encuentro entre la escuela y la comunidad, es preciso que el colectivo vea a la escuela como un espacio necesario, vital, que valora sus potencialidades y riquezas; un espacio que contribuye a buscar salidas a sus diversas problemáticas.

> Es menester además que la colectividad perciba la educación como pertinente en las situaciones de la vida real y que responde a sus necesidades y aspiraciones… De este modo, la comunidad puede cobrar conciencia de las condiciones necesarias para su propio bienestar y su desarrollo (UNESCO, 1996, pp. 139-140).

La escuela debe volver los ojos al hombre de todos los días como una forma de reivindicarlo. Debe desterrar, dentro en sus espacios, esas prácticas mutiladoras que han privilegiado la transmisión de conocimientos desvinculados de la realidad.

> Frente a las tendencias que quieren convertir a la educación en un mero medio para domesticar a las nuevas generaciones preparándolas no para transformar la realidad, sino para insertarse o adaptarse a ella, lo que implica aceptar las terribles desigualdades y la inhumanidad e injusticia del mundo en que vivimos, se debe apostar por una educación de calidad que recupere y fomente el potencial transformador de cada persona como sujeto de su historia y de la historia, y optamos por una educación que prepare a las personas, comunidades y naciones, ya no para acomodarse a los cambios, sino para orientarlos a favor de un proyecto de construcción de otro mundo posible (Pérez Esclarín, 2007, p. 205). .

La escuela y la comunidad no deben entenderse como islas separadas. Ambas deben, superando su apartamiento infecundo, alcanzar el bienestar colectivo.

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Headmasters' Instructional Leadership and its Relationship with Teachers Performance

Liderazgo educativo de los directores y relación con el desempeño de los docentes

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ABSTRACT

The Ministry of Education's continuous effort in ensuring the success of education transformation requires the commitment of headmasters with instructional leadership qualities and high performing teachers. The role of instructional leadership is vital and can be a determinant of excellence and achievement of the desired education. There were three objectives of this study: (1) to identify the level of instructional leadership practice by the headmaster; (2) to identify the level of performance of the teachers; and (3) to identify the relationship between the level of instructional leadership practice and teacher performance. This study is a descriptive research using survey design involving 92 teachers of a National Primary School (Tamil) (SJKT) in Jasin, Melaka, Malaysia. The instrument was a questionnaire on teacher leadership instructional styles and teacher performance. The result showed that the level of instructional leadership of the headmasters and the level of performance of the teachers were high and there was a significant relationship between the headmaster instructional leadership practice and the performance of the teachers. Based on the findings of the study, several suggestions were proposed for the purpose of further improving the instructional leadership of the headmasters and the performance of the teachers in the future.

Keywords: Instructional Leadership, headmaster, teacher performance, SJKT.

RESUMEN

El esfuerzo continuo del Ministerio de Educación para garantizar el éxito de la transformación educativa requiere el compromiso de los directores con cualidades de liderazgo instructivo y maestros de alto rendimiento. El papel del liderazgo educativo es vital y puede ser un determinante de la excelencia y el logro de la educación deseada. Había tres objetivos de este estudio: (1) identificar el nivel de práctica de liderazgo instructivo por parte del director; (2) identificar el nivel de desempeño de los docentes; y (3) identificar la relación entre el nivel de práctica de liderazgo instructivo y el desempeño del maestro. Este estudio es una investigación descriptiva que utiliza el diseño de la encuesta con 92 maestros de una Escuela Primaria Nacional (Tamil) (SJKT) en Jasin, Melaka, Malasia. El instrumento era un cuestionario sobre estilos de instrucción de liderazgo docente y desempeño docente. El resultado mostró que el nivel de liderazgo de instrucción de los directores y el nivel de desempeño de los maestros eran altos y que había una relación significativa entre la práctica de liderazgo de instrucción del director y el desempeño de los maestros. Sobre la base de los resultados del estudio, se propusieron varias sugerencias con el fin de mejorar aún más el liderazgo educativo de los directores y el desempeño de los maestros en el futuro.

Palabras clave: liderazgo educativo, director, desempeño docente, SJKT.

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Recibido: 01/08/2019 Aceptado: 16/11/2019

1. INTRODUCTION

Several changes have been made by the Ministry of Education Malaysia throughout Malaysia Educational Development Plan 2013-2025 to meet the global educational standard beyond 2020 (KPM, 2013). To accomplish it, the leadership role played by the headmasters is very important in ensuring the effective management of the schools (Buckner, 2011; Leithwood & Levin, 2010). The Malaysian Educational Development Plan 2013-2025 has been formulated to ensure the successful implementation of the education system transformation. To achieve that, it is a must for every schools to have headmasters who are equipped with instructional leadership abilities, in line with the latest educational transformation needs.

Leadership is the main factor in the transformation of an organisation to create the education community (Voululas and Sharpe, 2005). Leaders are a very important aspect in order to ensure the success of a school (Fullan, 2007; Hallinger, 2008; Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). According to Hallinger & Murphy's (1985) Instructional Leadership Model, the dimensions of instructional leadership are: (1) developing school goals; (2) delivering school goals; (3) supervise and evaluate teaching; (4) supervise and evaluate teaching; (5) monitor student progress; and (6) protecting instructional time.

Muhamad & Mazlan (2013) found out that work motivation, salary, seriousness of work, knowledge, leadership and responsibilities, opportunities to pursue higher education, job satisfaction and the environment as factors that influence the performance of teachers. According to Purnama (2012), work achievement is observed from the teacher's commitment to attend duty, compliance with school rules, work spirit, compilation of work at specified time and relationship with colleagues.

The objectives of this study are: (1) to identify the level of instructional leadership of headmasters; (2) to identify the level of teachers' work performance; and (3) the relationship between the level of instructional leadership of headmasters and the level of teachers' work performance.

2. METHODOLOGY

This is a quantitative study using survey methodology. The data were collected through a questionnaire on teacher leadership instructional practices and their effect on teachers' work performance at SJKT at Jasin, Melaka.

The population of this study was teachers in 8 SJKTs located in Jasin district, Melaka, Malaysia. Based on the sample size determination of Krejcie and Morgan (1970), a total of 92 respondents were selected from the total population of 120 teachers. The sampling technique used is a simple random sampling where sample selection is done based on random number tables.

The data obtained from the questionnaire were analysed using the Statistical Package for the Social Sciences (SPSS) version 22. The use of mean value is a widely used method to describe the responses of all participants to the item in an instrument (Cresswell, 2008). Statistics used are descriptive statistics of frequency, mean and percent to identify the level of instructional leadership among the headmaster in SJKT around Jasin, to identify the level of teacher performance as well as identifying the relationship between the instructional leadership of the headmasters and the performance of teachers in SJKT.

The research instrument used in this study is a questionnaire based on the Instructional Leadership Model element by Hallinger & Murphy (1985) and Campbell's Job Performance Hierarchy Model, 1990; Campbell, McHenry & Wise, 1990; Campbell & Zook, (1990). This questionnaire consists of Part 1: general information (demographics), Part 2 (Instructional Leadership Practice): i. Creating school goals, ii. Delivering school goals, iii. Supervising and evaluating teaching, iv. Monitoring student progress, v. protecting instructional time and vi. Promoting professional development. Meanwhile Part 3 (Teacher Work Performance) is made of the following aspects: i. declaration knowledge, ii. Procedural knowledge and skills, and iii. Motivation.

3. RESULT AND DISCUSSION

The findings of the study analysis show that the level of instructional leadership of the headmaster at Jasin District SJKT is at a high level overall with mean value of 4.52 and the standard deviation is 0.35 (Table 1). For the performance level of teachers, the overall mean value was at a high level of 4.53 and the standard deviation (sd) was 0.43. The strength level of the correlation coefficient value are based on Chua (2012).

Instructional Leadership Level

Result of the first objective is summarised in the following table.

Table 1 Instructional Leadership Levels and Teacher Performance Levels

	Instructional Leadership	Teacher's Work Performance
Valid	92	92
Missing	0	0
Mean	4.5243	4.4312
Standard Deviation	.35457	.42744

The findings of the study analysis show the level of instructional leadership of the headmaster at Jasin District SJKT, in six dimensions based on Hallinger and Murphy Models (1985). Overall, all six dimensions have a very high mean value (Table 2). Among them, the dimensions of promoting professional development are very high (mean = 4.59, sd = 0.43). This shows that the headmaster plays an important role in the development of professionalism of his teachers. The dimensions devise school goals are the second highest (mean = 4.55, sd = 0.41). While delivering school goals is the third highest dimension (mean = 4.54, sd = 0.41).

Table 2 Instructional Leadership Levels by Six Dimensions

Instructional Leadership Dimension	N	Mean	Standard deviation	Mean Interpretation
Developing school goals	92	4.5500	.40829	High
Delivering school goals Supervise and evaluate teaching	92	4.5391	.41376	High
Supervise and evaluate teaching	92	4.4848	.44989	High
Monitor student progress	92	4.4522	.49514	High
Protecting instructional time	92	4.5304	.47573	High
Encourage professional development	92	4.5891	.43208	High
Total		4.5243	.35457	High

Teacher work performance

Table 3 shows the level of teacher's work performance in three elements consisting of declaration knowledge, procedural knowledge and skills, and motivation. Among them, the declaration knowledge shows a high mean (min = 4.53, sp =.46). This data explains that the knowledge on how to perform an assignment greatly influences teachers in improving their work performance. instrument.

Table 3 Level of Teacher Work Performance

	Declarative Knowledge	Procedure & Skills Knowledge	Motivation
Valid	92	92	92
Missing	0	0	0
Mean	4.5348	4.5283	4.5304
Standard Deviation	.46230	.48772	.51221

Relationship Between Level of Instructional Leadership and Level of Work Performance

Spearman's correlation test results show the relationship between instructional leadership practice and teacher work performance (Table 4). The results of the correlation analysis showed a strong correlation between instructional leadership and teacher work performance (r = .76, p <.01) It is found that instructional leadership element of encouraging professional development has a strong influence on the work performance of teachers. The results of this analysis suggests that the instructional leadership of the headmaster is a key factor in improving the performance of teachers in their organizations. The headmaster who encourages professional development of teachers not only guiding teachers to a high level of professionalism but directly develops the overall work performance of teachers.

Table 4 Practical Leadership Practices Leadership Practice with Teacher Work Performance

		Correlation	Instructional Leadership	Teacher's Work Performance
Spearman's rho	Instructional Leadership	Correlation Coefficient	1.000	.757**
		Sig.(2-tailed)	-	.000
		N	92	92
	Teacher's Work Performance	Correlation Coefficient	.757**	1.000
		Sig.(2-tailed)	.000	-
		N	92	92

***** Correlation is significant at the 0.01 level (2-tailed)***

The findings show that there is a significant relationship between the instructional leadership of headmaster and the work performance of teachers in SJKT Jasin District, Melaka. This means that the instructional leadership of the

headmaster greatly influences the work performance of the teacher without distinguishing between gender, age, teaching experience and grade of post. Based on the results of the study, it was found that the headmasters strongly encouraged the professional development of teachers. This means that teachers' achievements can be enhanced by encouraging professional development of teachers.

The finding of this study supports the instructional leadership theory which emphasizes that the practice of instructional leadership of the headmaster consists of three main dimensions which is defining the school goals, managing school curricula and teaching and also cultivating a warm teaching and learning environment (Hallinger & Murphy, 1985). Instructional leadership also includes the role of the headmaster as resource suppliers, teaching resources, and communication people and can be seen in their presence (Andrews & Soder, 1987; Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). Successful leaders are leaders who have the vision and are capable of developing a solid view, in line with the goals that can bring their organization to success (Mannase, 1986). According to Mulford, Kendall, Ewington, Edmunds, Kendall and Silins (2007), successful school leadership are headmasters who act as leaders which can set the ambient for better teacher quality and performance. In addition, this study supports the findings by Blasé and Blasé (2000) that friendly communication with teachers is able to encourage teachers' thinking and development professionally thus more effective. Furthermore, Raihani (2007) states that the superior leadership of the headmaster is based on the creation of a strong vision and strategy. A visionary headmaster who has a good line of sight are more focus, make careful monitoring, assessing achievements and taking follow-up actions (Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). This behaviour is in line with the study conducted by Sanzo, Sherman and Clayton (2011) who state that the headmaster who involved in various activities could enable them to set up an organizational goal, set the direction of the school and redesign the organization. Therefore, it is no surprise that the headmasters who practice instructional leadership are able to improve the performance of teachers, students and schools. In that regard, if a school wants to enhance the performance of teachers, then the headmaster should practice the instructional leadership. The instructional leadership of the headmaster is the key to determine the effectiveness of teacher performance in a three-dimensional school that defines school goals, manage curriculum and school teaching and foster a teaching and learning climate. Among them, declarative knowledge (min = 4.53) is an element that greatly influences teacher's work performance. This means that the informative knowledge on the execution of tasks and information about it is very important for teachers to perform the task effectively and as desired. Teachers with clear knowledge of the entrusted assignments can certainly perform easily and well.

4. CONCLUSION

All the three dimensions of the instructional leadership represent effective and quality leadership practices among the headmasters who wish to ensure the performance of teachers in schools. The overall findings have been successful in identifying the relationship between teacher leadership instructional practices and their effect on teacher performance in school. The instructional leadership elements of formulating school goals, delivering school goals, supervising and evaluating teaching, monitoring student progress, protecting instructional times and promoting professional development influence teacher work performance. The findings of this study serves as a reference for the headmasters on the practices of instructional leadership and ensuring effective teacher work performance.

ACKNOWLEDGMENT

This research was supported by the grant from the Faculty of Education, Universiti Kebangsaan Malaysia (GG-2018-011).

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Employers' provision of lifelong learning programs for their workers

La provisión por parte de los empleadores de programas de aprendizaje permanente para sus trabajadores

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ABSTRACT

According to the Blueprint on Enculturation of (lifelong learning) LLL for Malaysia: 2011-2020, there is still an absence of a full-fledged lifelong learning policy for industries to provide for their workers. As a consequence, there is still lack of awareness and participation in LLL programs among the industries and the workers themselves, lack of monetary support on the part of the employers to assist their workers to attend LLL programs, and lack of government monitoring of LLL implementation among the industries and lack of collaboration between industries and higher learning institutions. A survey was conducted on 664 respondent of SME's employer. Findings showed majority of employers (80%) believed in the importance of LLL but did not believe it will change the attitude of their workers and the effectiveness of learning while working. When asked about whether they will impose certain conditions if their workers want to study while working, slightly more than 50% said no because the workers have to fund their own study and it is their personal responsibility to pursue LLL programs. On collaborating with the public higher learning institutions (PHLIs), most employers will use them mainly only for soft skills trainings. However, they tend to spend only 4% on soft skills trainings. Findings also found that employers' perception of the effect of LLL on their workers' good work attitude, increase general learning skills and work productivity was just moderate.

Keywords: Lifelong Learning, Employers, Small And Medium Enterprise, Higher Learning Institution, Engagement Level.

RESUMEN

Según el Blueprint on Enculturation of (aprendizaje permanente) LLL para Malasia: 2011-2020, todavía existe una ausencia de una política completa de aprendizaje permanente para que las industrias proporcionen a sus trabajadores. Como consecuencia, todavía existe una falta de conciencia y participación en los programas de LLL entre las industrias y los propios trabajadores, la falta de apoyo monetario por parte de los empleadores para ayudar a sus trabajadores a asistir a los programas de LLL y la falta de monitoreo gubernamental de la implementación de LLL entre las industrias y la falta de colaboración entre las industrias y las instituciones de educación superior. Se realizó una encuesta sobre 664 encuestados del empleador de PYME. Los resultados mostraron que la mayoría de los empleadores (80%) creían en la importancia de LLL pero no creían que cambiaría la actitud de sus trabajadores y la efectividad del aprendizaje mientras trabajan. Cuando se les preguntó si impondrán ciertas condiciones si sus trabajadores quieren estudiar mientras trabajan, un poco más del 50% dijo que no porque los trabajadores tienen que financiar su propio estudio y es su responsabilidad personal seguir los programas de LLL. Al colaborar con las instituciones públicas de educación superior (PHLI, por sus siglas en inglés), la mayoría de los empleadores las utilizarán principalmente solo para capacitaciones en habilidades blandas. Sin embargo, tienden a gastar solo el 4% en entrenamientos de habilidades blandas. Los resultados también encontraron que la percepción de los empleadores sobre el efecto de LLL en la buena actitud laboral de sus trabajadores, aumentar las habilidades de aprendizaje general y la productividad del trabajo fue moderada.

Palabras clave: aprendizaje permanente, empleadores, pequeñas y medianas empresas, institución de educación superior, nivel de compromiso.

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Recibido: 01/08/2019 Aceptado: 16/11/2019

1. INTRODUCTION

Malaysia is in the middle-income country with the total income per capita GDP (USD) 9.503 (Malaysian Department of Statistic, 2016). Skilled and knowledgeable labour is necessity of human capital which comprise professional and semi-professional (Ruhizan et al. 2013), in order to move slightly to the status of high income country. From 32.4 million of residents, only 27.3 % were skilled workforce from the total number of 14.67 million workforce in Malaysia (Malaysian Department of Statistic, 2018; TalentCorp Malaysia, 2017). This gap shows that country is still lagging behind in its efforts to achieve develop nation status based on percentage of less than 50% skilled and semi-skilled workforce. This is coupled with statistics until June 2017, the number of employers (companies) registered with the Human Resources Development Foundation (HRDF) is 19,487 involving a total of 2.05 million employees from Small and Medium Enterprises (SMEs) of 907,065 population. (*Majlis Dewan Rakyat*, 2017; Economic Census 2016). It is estimated that only 2.15% of employers are aware of the importance of contributing to HRDF as an effort to increase the number of skilled workforce of the country. The government is aware of this, but through the Blueprint on Enculturation of Lifelong Learning (2011-2020) there is a gap in implementing the Lifelong Learning (LLL) policy to the industry (Guan Eng Chan, 2014). As a consequence, there is still lack of awareness and participation in LLL programs among the industries and the workers themselves, lack of monetary support on the part of the employers to assist their workers to attend LLL programs, and lack of government monitoring of LLL implementation among the industries and lack of collaboration between Small and Medium Enterprise (SME) industries and Higher Learning Institutions (HLIs).

Based on the issues and challenges facing the country in promoting LLL to the workers especially, SME employers should play more important role in helping to achieve this country's aspirations. This is based on labour statistics for the year of 2016, 64.7% (5,652,560) of the total number of working residents is made up of workers from the SME sector compared to 3,079,678 workers from the large industrial sectors. This is understood because the larger number of workers come from the larger number of SME companies which is 907,065 of them compared to 13,559 large companies. (Economic Census, 2016). Many researchers such as Holcombe (1995), Chandler (1998), Otero and Rhyne (1994), and latest by Ahmad Zahiruddin et al, (2012) agreed that SMEs are the main 'driving engine' of economic growth and hence, it act as stimulants towards reducing poverty and unemployment of a nation. Although this issue exists for more than half a decade in Malaysia, there is less detailed study on the involvement of SMEs' employers on lifelong learning programs to their workers, the status of their collaboration with Higher Learning Institutions (HLIs) and the impact of LLL programs among SMEs employer.

This study used Kirkpatrick's "Four-Level Training Evaluation Model" in order to explain LLL implementation situation from the employer perspectives (Kirkpatrick, 1976). This model illustrated four level of evaluation from bottom to the top such as reaction, learning, behaviour and result. Evaluation of reaction refers to employers' satisfaction in the involvement of LLL programs for their workers who attend the programs provided by higher learning institutions while working. Then, evaluation of learning refers to workers' achievement after attended and learned the skills and knowledge from LLL programs. Next level is evaluation of behaviour which evaluates workers' transfer of learning (applied) on their behaviour or performance after attending the LLL programs. The fourth layer which is the evaluation of result evaluates the impact of LLL on their organizations' performance such as sales or profit. This model has made substantial contribution to the training evaluation model and it is empirically proven in assessing level of training effectiveness since 1959 (Miller, 1996; Holton, 1996).

Thus, this research will identify i) engagement level of SME's employer to involve in LLL programme, ii) collaboration status between SMEs and Higher Learning Institutions (HLIs) in providing LLL programs to their workers and iii) the impact level of LLL programs among SMEs' employer.

2. METHODOLOGY

The survey design was used in this study. About 664 employers were randomly selected from 397,525 Small and Medium Enterprises (SMEs) population in three states such as Selangor, Kuala Lumpur and Johor. A questionnaire was by the developed by the researchers based on the literature review. A pilot test of the questionnaire was administered on the 30 samples before collecting the real data. The reliability coefficient of the whole items was found to be 0.847. Some of the items with low reliability coefficient were dropped and some were modified. The survey was carried out for five months from August to December 2015. Descriptive analyses such as the frequency and percentage were used to present the employer and company profile, engagement level of SMEs employer, collaboration status between SMEs industries and Higher Learning Institutions (HLIs) and impact level of LLL program among SMEs employer.

3. RESULT AND DISCUSSION

Table 1 show the distribution of the respondent according to level of higher education, sex, age, race, company area, status of business registered and type of business. After doing the screening process based on certain criteria such as size of company, type of business and income level, 664 respondents were selected as samples. In term of education background, 79.6% of the SMEs employer are educated and out of that, 60% of them were male employers. 457 (68.8%) of the SMEs employer have at least bachelor degree for their academic qualification. The age of the SME's employers showed that 83.3% of them were young employers (below 40 years old). In terms of race, about 46.2% of the SME's employer were Chinese, 37% were Malays, 13.3% were Indian and 3.5% were others. The percentage of each race of SME's employer was not congruent with the ratio of the Malay, Chinese, Indian and other number of populations in the country is similar with the study done by Nor Aishah (2011). The Malays made up of more than 60%, the Chinese made up of more than 25% and the Indians made up about 10% of the number of populations. Most of the company were

sole proprietorship (252) and limited companies (260) from the total 664 companies studied. In terms of type of business, 64.3 % were in service and the rest were in manufacturing.

Table 1: Employer and Company Profile

Items	Statements	Frequencies (n=664)	Percentages (%)
	A. **Employer's Profile**		
Level of Education	Non-Formal Education	5	0.8
	Certificate(UPSR/PMR/STPM/Vocational)	44	6.6
	Diploma	86	13
	Degree	457	68.8
	Master	64	9.6
	Doctor of Philosophy	8	1.2
Sex	Male	438	66
	Female	226	34
Age	Less than 30 years	209	31.5
	31 – 40 years	344	51.8
	41 – 50 years	94	14.2
	More than 51 years	17	2.6
Race	Malay	246	37
	Chinese	307	46.2
	Indian	88	13.3
	Others	23	3.5
	B. Company's Profile		
Area of Company	Selangor	310	46.7
	Kuala Lumpur	254	38.3
	Johor	100	15
Type of Business	Services	427	64.3
	Manufacture	237	35.7

Objective 1: Engagement Level of SME's Employer to Involve in LLL Programme.

Based on objective 1, engagement level of SME's employer to involve in LLL programs are measured from SME's employers' perception of importance and readiness in providing LLL programs to their workers. Table 2 shows 535 employers (80%) believed in the importance of LLL programs but more than 64% of them did not ready to provide LLL programs for their workers. The reasons were they did not believe it will change the attitude of their workers and the effect of learning on the workers' works. With reference to Table 3, when asked whether they will impose certain conditions if their workers want to study while working, slightly more than 50% (524) of SME's employer said "No". seventy-nine percent from the 524 employers believed that workers have to fund their own study and it is personal said responsibility to pursue LLL programs. On the other hand, 43.3% from the total 664 SME's employers said they would impose certain condition on their workers if they want to study while working and funded by them. It seems that employers' most preferred reason for funding their workers' LLL programs is they "will be more committed" as compared to "will increase their performance" which scored the lowest percentage (5.4%). The second reason is "will learn new job skills" and followed by "will not hop job". When asked the reasons for not funding their workers' LLL programs, most of the employers (47% from 664) gave the reasons as "it is not in the company's plan", followed by the believed it is "worker's own responsibility", and they did not "see the need for better qualification" on the part of the workers. Norasmah et al. (2012) believed that attitude is the crucial element to be a successful in their field as well as to sustain and retain their worker.

Table 2: SME's Employer of Importance and Readiness of LLL Programs

Items		Frequencies (n=664)	Percentage (%)
Importance	Yes	535	80.7
	No	129	19.3
Readiness	Yes	427	64.3
	No	237	35.7

Table 3: Condition Impose by SMEs Employer

Items	Reasons	n=664	%	Items	Reasons	n=664	%
Yes	Will be more committed	332	50	No	It's not in company's plan	312	47
(43.3%)	Will increase performance	35	5.4	(56.7%)	Worker's own responsibility	212	32
	Have to learn new job skills	193	29		Don't see the need for more qualification	104	15.7
	Will not hop job	94	14.1		To avoid demand for higher wage and position	29	4.4
	Others	10	1.5		Others	12	1.8

Objective 2: Collaboration Status Between SME and PHLI in Providing LLL Programs to Their Workers.

Based on table 4, from the total of 664 SME's employers, only 199 (30%) of them said they used the public higher learning institutions in terms of sending their workers to get soft skills trainings. Most of them to focus on soft skills training at these institutions (78%). However, these employers tend to spend only 4% on soft skills training in total. The rest 465 (70%) SME's employer used private higher learning institutions for most of their LLL programs. They used those institutions for vocational, hand-on and practical training. In addition, majority of SME's employer will allow only part time learning mode for their workers to pursue study while working.

Table 4: Type of LLL Programs Provided by Public Higher Learning Institutions (PHLIs) and Private Higher Learning Institutions (PriHLIs) to SMEs

Type of programs	PHLIs 30 %		PriHLIs 70%	
	Frequencies (n=199)	Percentage (%)	Frequencies (n=465)	Percentage (%)
Vocational	14	7.0	284	61
Soft skill	93	78.0	9	2
Hand-on	12	6.0	77	16.5
Practical	18	9.0	28	6.1

Objective 3: Perceived Impact LLL Programs on Workers among SMEs Employer

Despite 64% of the employers said they were not ready to provide LLL programs for their workers, they agreed on the good impact of LLL on them. For example, 76% agreed that the LLL programs will develop good work attitude and 63% will increase in learning skills. Specifically, for the good work attitude, they agreed that workers who attend LLL programs will become more efficient, committed, open-minded and confident to work with less supervision. For learning skills, employers believed that it will effect workers work productivity, improve quality of work, develop good organizational culture and help to build positive perception about the company. However, when it comes to LLL programs will affect workers' productivity, most employers just moderately believed it will (68%). This implies that employers agreed on personal impact. May be this explains why most of them were not ready to provide LLL programs for their workers. Many studies had found the positive impact of lifelong learning (training) on workers' work and companies' performance (Bryan, 2006; Hashim & Ahmad, 2006; Jones, 2004).

Table 6: Impact Level of Lifelong Learning (LLL) Programs among Small and Medium Enterprises (SMEs) Employer

Items	Degree of Agreement (N=664)					
	Disagree		Moderate		Agree	
	N	%	N	%	N	%
Good work attitude	27	4	133	20	505	76
Increase in learning skills	27	4	219	33	418	63
Increase in work productivity	46	7	452	68	166	25

4. CONCLUSION

The finding showed contradictory stands on the part of employers. They agreed on the importance of LLL programs on their workers but on the other hand they were not ready to provide LLL programs for their workers. In terms of using the public higher learning institutions for providing LLL programs for their workers so that the cost will be cheaper, it seems that they mostly sent their workers over there mostly for learning soft skills rather than vocational,

hand-on and practical skills. For the future, through structured programs or campaigns, government authorities could change SMEs' employers perceptions on sending their workers on LLL programs from a 'cost' to an 'investment' for their companies growth. Only by changing this perception, will those employers be willing to invest in the human capital development through LLL programs. In addition to that, a lot need to be done in terms of policies and re-look into the needs of the lower positions workers right to attend LLL programs.

ACKNOWLEDGMENT

This research was supported by the grant from Faculty of Education, Universiti Kebangsaan Malaysia (GG-2019-002).

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El rol de las experiencias y las redes de sociabilidad en la construcción de narrativas en empresariales

The role of experiences and social networks in the construction of narratives in business

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RESUMEN

El presente artículo busca conocer el rol de las experiencias y las redes de sociabilidad en las narrativas de nación entre un grupo de empresarios y ejecutivos pertenecientes a diversos gremios empresariales de Lima. Estas percepciones, representaciones y experiencias fueron desarrolladas en el marco de la tesis "Análisis del discurso sobre la sociedad peruana en los principales gremios empresariales de Lima". Así, la investigación nace de la necesidad de estudiar a los sectores más privilegiados de la sociedad peruana desde la antropología porque ayuda a entender como en Latinoamérica se ejerce el poder desde los grupos dominantes.

Palabras clave: empresarios, ejecutivos, Lima, antropología.

ABSTRACT

This paper seeks to know the role of experiences and networks of sociability in the nation's narratives among a group of businessmen and executives belonging to various business associations in Lima. These perceptions, representations and experiences were developed within the framework of the thesis "Analysis of the discourse on Peruvian society in the main business associations of Lima". Thus, research stems from the need to study the most privileged sectors of Peruvian society from anthropology because it helps to understand how power is exercised in Latin America from dominant groups.

Keywords: businessmen, executives, Lima, anthropology.

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Recibido: 05/07/2019 Aceptado: 18/11/2019

Introducción

El presente artículo tiene como objetivo conocer el rol de las experiencias y redes de sociabilidad en las narrativas de nación entre empresarios y ejecutivos de Lima. Esto fue desarrollado como parte de la tesis "Análisis del discurso sobre la sociedad peruana en los principales gremios empresariales de Lima" presentada en la UNMSM en abril del 2019, la cual habla sobre la necesidad de estudiar el sector empresarial desde la antropología porque implica entender como dentro de las sociedades latinoamericanas se ejerce el poder. De esa forma, esta investigación busca dar un giro en la antropología al estudiar a los sectores más privilegiados de un país.

La información fue obtenida luego de una serie de conversaciones con empresarios y ejecutivos afiliados a distintos gremios empresariales de Lima, Perú. En ellas, se pidió a los entrevistados que hagan un paralelo entre sus vidas profesionales junto con el contexto político que les tocó vivir y desarrollen una narrativa. Así, pudo conocerse cómo conciben a la nación peruana los dirigentes de los principales gremios económicos a nivel nacional a inicios del presente siglo.

El objetivo fue conocer cómo conciben a la nación peruana los dirigentes de los principales gremios económicos a nivel nacional en los inicios del presente siglo. Todo ello bajo las siguientes preguntas: ¿cuál es el contexto sociopolítico que origina esas percepciones y representaciones de los dirigentes empresariales peruanos a inicios del siglo XXI? ¿Qué representaciones tienen estas personas sobre la sociedad peruana y los actores que la componen? ¿Cómo sus experiencias personales se relacionan con la generación de estas percepciones y representaciones? Ello nos permite comprender como es que ha cambiado la visión de país en la sociedad peruana, pasando de una clase dominante (Cotler, 1978) a dirigente en lo respectivo a plasmar una visión de país, volviéndola hegemónica.

El documento está divido en tres partes. En primer lugar, se brinda información general, describiendo la metodología empleada y brindando un contexto histórico sobre los empresarios en el Perú. Después, se hace una revisión bibliográfica sobre elites económicas, sobre qué se habla cuando nos referimos a reflexividad, narrativas y nacionalismos con el propósito de brindar de herramientas analíticas. Y en tercer lugar exponemos lo dicho en las conversaciones sobre las experiencias que más influyeron en la generación de estas.

1. Caso de estudio: el sector empresarial limeño.

1.1. Dinámica de las conversaciones.

Para este artículo se conversó con diversos miembros del sector empresarial limeño para conocer sus trayectorias profesionales dentro del contexto social del país. Algunas pueden ser calificadas como historias de vida y otras como entrevistas en profundidad. En ese sentido, compartimos los rasgos más generales para ayudar al lector a contextualizarse.

Fueron realizadas 20 entrevistas a empresarios y ejecutivos. La duración de cada una dependía de la dinámica y algunos temas se profundizaban. Todos los entrevistados viven en Lima, siendo la mayoría de las conversaciones en los distritos limeños de San Isidro, Miraflores y Surco.

De los 20 entrevistados, 6 pertenecen a la industria, 4 al comercio, 4 a minería y el resto están en pesca, agricultura y marketing. Para el caso de los industriales, se cubrieron ramas como textiles, prendas de vestir, metalmecánica, bebidas y alimentos. Después, en el lado comercial, la mayoría de las personas pertenecientes a este sector ocuparon cargos gerenciales.

Tomando como referencia la propiedad, existen dos grupos: quienes están ligados a la propiedad de las empresas y los gerentes encargados del gobierno corporativo. Los primeros son considerados aquellas personas que toman las decisiones finales porque ellos o su familia mantienen la propiedad y el control en última instancia. Dependiendo del caso, el control es delegado a un tercero para la administración de su negocio, existiendo una relación muy cercana entre ambos.

Los ejecutivos son toda persona empleada profesionalmente para ocupar los cargos más elevados en la toma de decisiones al interior del gobierno corporativo. Ellos no tienen propiedad de la misma, son contratados por los dueños, pero se forman profesionalmente para administrar. Eso se refleja en, por ejemplo, que todos los ejecutivos entrevistados cuentan con maestrías y diplomados en Alta Dirección.

Respecto a sus centros de estudios, la mayoría asistieron a universidades privadas de Lima o a un College en los Estados Unidos. También hay otro grupo que estudió en instituciones públicas como la Universidad Nacional de Ingeniería. Si bien todos son licenciados, un grupo interesante cuenta con estudios de maestría, obtenido tanto en Estados Unidos, Europa o América Latina.

Y, respecto a sus vínculos con el sector público, 05 de los 20 entrevistados ocuparon cargos de confianza desde los gobiernos de Alberto Fujimori (1990-2000) hasta Ollanta Humala (2011-2016). También, 02 entrevistados forman parte de distintos estudios de abogados que colaboraron con el Estado en modificaciones de leyes y privatizaciones. Así, un grupo que destaca por su experiencia tanto en el sector privado como en el sector público.

1.2. Historia empresarial en Lima: agrupamiento en gremios.

A través de la historia republicana, ha sido constante y fluida la interacción entre los empresarios con los actores públicos (Durand, 2018). De estos, los gremios pueden considerarse la cara de un determinado grupo frente al resto de la sociedad. Por lo tanto, conocer su historia ayuda a entender qué procesos son los más importantes en la formación de una visión de país.

La historia de los gremios empresariales en cuanto a instituciones es relativamente reciente: entre 1884-1895. En ese

periodo nace la Cámara de Comercio de Lima como heredera del antiguo Tribunal del Consulado colonial, entidad que mediaba en los conflictos comerciales.

Durante el siglo XX, la relación entre propietarios y funcionarios públicos fue estrecha porque la Cámara de Comercio de Lima fue el único gremio y funcionó como enlace entre el mundo político y el mundo empresarial. Después, la antigua Sociedad de Agricultura y Minería se separa en tres gremios independientes: la Sociedad Nacional Agraria, la Sociedad Nacional de Industrias y la Sociedad Nacional de Minería porque las oficinas de fomento del Estado necesitaban de asociaciones independientes que pudieran estar a su ritmo.

La Sociedad Nacional de Industrias nace el 12 de junio de 1896 porque el impulso de la actividad industrial cobra más protagonismo en la vida económica del país. Luego, en los sesenta, empieza a fundar otras instituciones con el objetivo de vincularse con la sociedad. como el instituto SENATI con el propósito de capacitar a jóvenes operarios. En paralelo nace la Sociedad Nacional Agraria que, de acuerdo con Burga y Flores (1980), propugnaban un liberalismo económico clásico junto a un conservadurismo católico en lo político. Por otro lado, la Sociedad Nacional de Minería, Petróleo y Energía fue muy cercana al gobierno durante la dictadura de Odria (1948-1956) en la elaboración de un nuevo Código de Minería con un fuerte componente liberal.

Durante el gobierno militar (1968-1980), los gremios empiezan a tener mayor institucionalización porque las reformas implantadas por el Estado hacen necesaria mayor unidad. Con la vuelta a la democracia en 1980, pueden volver a usar en su nombre oficial el acrónimo de nacional y seguir una visión de país que privilegiaba lo económico por encima de lo político.

Después, a segunda mitad de siglo, nacen otros gremios como la Sociedad Nacional de Pesquería (1952) a causa del crecimiento del comité de pesca de la Sociedad de Industrias. Este fue tan grande que hizo necesaria la formación de un gremio independiente. Otro gremio que se desprende de la S.N.I es la Asociación de Exportadores en 1973. Este nace con el objetivo de promocionar y defender el comercio exterior en plena época del gobierno militar, cobrando mayor preponderancia en los ochenta a causa de la existencia de un mercado más cerrado y había mayor protección económica.

Los cambios dados en el gobierno de Fujimori (1990-2000) producen aún más separaciones porque nuevos grupos veían con recelo las prácticas mantenidas al interior de las asociaciones más tradicionales. En ese contexto, COMEX Perú nace con el propósito de promover el Tratado de Libre Comercio con los Estados Unidos y la inserción del Perú en los foros de Asia-Pacífico.

Todos los gremios actualmente se han agrupado dentro de la CONFIEP, excepto la S.N.I, ADEX y la Cámara de Comercio. Este nace el 12 de noviembre de 1984 con el objetivo de defender principios y no intereses dentro de un contexto de avance de los movimientos sociales de izquierda. Con el paso de los años, ha sido el más importante interlocutor entre el sector público y privado.

De acuerdo con un ex presidente de la S.N.I entrevistado, los problemas surgen porque el presidente empezó a acaparar funciones, distorsionando la actividad gremial. Es dentro del retiro de los industriales, en épocas del presidente Toledo (2001-2006), donde se producen las negociaciones del TLC. Así, al interior de los gremios existían dos grupos: para quienes veían los TLC como una amenaza y para quienes era una nueva oportunidad de negocios. En esa última disputa, los "liberales" se impusieron sobre los "mercantilistas".

En resumen, podemos apreciar que la historia de los gremios empresariales en Lima no ha sido lineal, sino que estuvo llena de alianzas, separaciones, hegemonías y disputas. Por otro lado, vemos que en cada etapa el modelo económico determinó la correlación de fuerzas. Así, la dinámica de los gremios ha consistido en fomentar y adaptarse a las diversas situaciones sociales, donde unos grupos se imponen sobre otros.

2. Elites económicas y nación.

2.1. Estudios sobre empresarios en el Perú desde las ciencias sociales.

Para este artículo, es importante conocer otros estudios que trabajaron sobre la relacion entre empresarios y nación. En primer lugar, esto no es nuevo y siempre ha estado presente en la tradición intelectual peruana. Dentro de las ciencias sociales, ha sido recurrente pensar en cómo son los sectores más privilegiados.

Según lo observado, las primeras investigaciones serias sobre los empresarios desde ciencias sociales tuvieron un propósito militante. En ese entonces la idea fue reconocer la naturaleza de la clase dominante para con ello delimitar una estrategia revolucionaria (Malpica, 1964). Así, se asoció empresarios con oligarquía, tomando como denominador común que este grupo tenía riqueza, poder y se organizaba en familias (Cotler, 1978). Debido a que nunca se hizo trabajo de campo, se formó prejuicio de una oligarquía con una posición dominante pero no dirigente (Rénique, 2008).

Con el fin del gobierno militar (1980) ya no se usó el término oligarquía sino grupo económico para estudiar a los empresarios (Alcorta, 1989). Ello por la influencia de los departamentos de economía, que buscaban estudiar el desarrollo de su riqueza. Esto ocurre en el marco de la introducción de reformas neoliberales en nuestro país y el objetivo fue conocer el impacto de estas políticas económicas en la vida económica peruana (Anaya, 1990).

En el nuevo milenio, se desarrollan nuevos temas, desde género hasta redes de lobby informal (Ramos, 2014) porque los grupos empresariales son vistos como parte del sector más privilegiado de la sociedad: una "clase

alta" (Kogan, 1999). De manera general, el problema central abordado en las investigaciones fue el impacto de las desigualdades tanto económicas como políticas y sociales (Campodónico y Durand, 2018). Por otro lado, surgen estudios elaborados por las mismas asociaciones empresariales que, si bien son de tipo laudatorio, muestran un relato sobre el rol cumplido por los empresarios en la construcción de la nacionalidad peruana (Reyes, 2008).

Por ende, observamos el tema de nación forma indirecta en la mayoría de las investigaciones previas. Si bien su objeto central de estudio fue el ejercicio de poder, dejan algunas ideas sueltas sobre la visión de sociedad de este grupo. Esta, entonces, tiene mucho que ver con la representación de una comunidad política, que es la nación.

2.2. Reflexividad, narrativas y nación en la antropología.

La importancia de hablar sobre reflexividad, narrativas y nación radica en brindar categorías de referencia capaces de proveer un soporte conceptual a la investigación empírica. Así, antes de hablar sobre lo dicho por los entrevistados, debemos comprender que son determinadas experiencias y redes de sociabilidad las que generan las narrativas y la reflexividad en los actores.

En los grupos sociales, junto con sus esquemas de percepción y apreciación, hay una lucha al interior del espacio social para imponer una determinada visión del mundo (Boudieu, 2011). De acuerdo con nuestro tema de estudio, los entrevistados generan sus percepciones en gran medida gracias a la interacción que ofrecen los gremios como espacios de socialización y producto de sus propias historias personales.

En ese sentido, debemos apreciar la necesidad de las narrativas puesto que forman parte de cómo un grupo social ve el mundo y sobre este actúa (Jimeno, 2016). Estas deben ser estudiadas de acuerdo al significado de los mensajes que buscan transmitir los sujetos dentro del lugar en donde se enuncian los discursos, pero tomando en cuenta su origen social. Por ende, las narrativas son una forma de ver la realidad social parte de los entrevistados que nace de sus experiencias y redes propias (García-Huidobro, 2016).

Es útil hablar de la influencia la experiencia y las redes sociales en la narrativa de nación porque esta a pensar en cómo se construye la comunidad política y el rol que cumplimos en su formación. Hablar de nación nos ayuda a comprender las formas de pensar el manejo de la sociedad y los tipos de liderazgo que pueden existir, entendiendo mejor las relaciones de poder.

La nación y los nacionalismos son una comunidad imaginada (Anderson, 1993) nacida en el contexto de la de la economía-mundo (Wallerstein, 2006) y la aparición de la política de masas (Hobsbawm, 1997). Este debe estudiarse desde la reflexividad social de los agentes así como en la construcción de narrativas dentro de un tiempo heterogéneo donde hay un contenido, articulado con relaciones de poder (Chatterjee, 2002).

En el Perú, de acuerdo a lo investigado previamente, se sostiene que los grupos más privilegiados no desarrollaron un programa político y tampoco un proyecto que aglutinara a otras clases, preocupándose poco por constituir un grupo orgánico de intelectuales que ayudaran a su dominación (Burga y Flores, 1980). Lo que hay, comentan, es una imagen mitificada de la historia peruana en la que se exaltaba los elementos hispánicos de forma poco consciente. A nivel general, el Estado peruano se sustentó en las relaciones de clientela que los diferentes grupos oligárquicos tenían establecidas tanto con la población subordinada como con el capital extranjero (Cotler, 1978).

De esa manera, la nación puede verse como una comunidad imaginada propia de la economía mundo. En paralelo, la política de masas genera un nacionalismo popular, que debe ser analizado desde la perspectiva del demos (comunidad política) y ethnos (comunidad cultural), producto de la reflexividad social de los agentes (Balibar, 2003). Por ello, en paralelo a la historia de los nacionalismos debe existir una historia de la historia de los nacionalismos (Palti, ,2003).

Es posible entonces afirmar lo siguiente. 1). las personas generan sus esquemas de percepción y apreciación a causa de su interacción en la vida social cotidiana. 2). Esos esquemas de pensamientos nacidos de la reflexividad va generando diversas concepciones de la realidad social. Y 3) la nación y el nacionalismo es una forma determinada de esquemas de representación de una colectividad que giran en torno a la comunidad política y la comunidad cultural, atravesado por relaciones de poder.

3. Resultados de la investigación

3.1. Experiencias más importantes que influyeron en las representaciones de país de los entrevistados.

Las experiencias más mencionadas por parte de los entrevistados tienen que ver con su formación en sus primeras etapas de socialización. Ellas motivaron a que su relación con la realidad del resto del país adquiera una determinada forma. Hemos podidos apreciar que tanto las familias y las instituciones educativas influyen notoriamente en la generación de sus percepciones sobre el país.

En primer lugar, la familia se erige como la principal institución formativa en términos de principios y representaciones. Antes, eran más tradicionales porque había una confusión entre la autoridad de padre con hombre. Eso se veía con mayor énfasis en la formación de las mujeres, particularmente para quienes venían de colegios religiosos. Ello implicaba que el padre de familia tenía un peso fundamental y muchas mujeres favorecían el machismo.

Por otro lado, es resaltado frecuentemente la trayectoria de sus familiares en torno a sus méritos, mayormente académicos o su habilidad para los negocios. En ese sentido, uno debe ir ganándose su lugar porque conformarse con lo que uno tiene significaría ser mediocre y vivir de los logros pasados. La premisa más importante es: "los hijos deben

superar a los padres en términos de éxito". Si las personas no se desempeñan en los negocios, debe serlo en otro campo porque lo importante es hacer méritos.

En relación a los negocios, muchos se formaron en empresas familiares, pero mencionan que no deben existir privilegios y debe empezarse desde abajo. Por ejemplo, a pesar de ser su padre uno de los socios fundadores, una industrial comenta que ella empezó desde abajo como programadora y su crianza alemana le imparte una serie de valores como la honestidad y el trabajo duro, existiendo una ética de trabajo de honrar el nombre de los abuelos.

Por último, un aspecto fundamental es la formación religiosa en la escuela. Ello porque es donde se aprenden cosas buenas como la solidaridad y otras malas como la jerarquía. En el caso de la formación superior, existen dos grupos: quienes estudiaron en Perú y quienes estudiaron en el extranjero donde si estudiaron en Perú fue en universidad privada. Para el caso de quienes estudiaron en el extranjero, normalmente el destino fueron los Estados Unidos, ganaron algo de experiencia independiente, pero terminan regresando con el fin de apoyar en los negocios familiares. En ambos casos, las redes construidas son importantes y se refuerzan con los posgrados porque más capitales.

3.2. Influencia de estas instituciones en la generación de sus principios y representaciones

En esta parte buscamos explicar cómo las experiencias influyeron en la formación de las representaciones. Todos atribuyen a la formación familiar y escolar-universitaria. Así, podemos afirmar que estas instituciones tienen un rol fundamental.

La idea de respeto está muy marcada por haber sido sometidos a una educación muy tradicional. En este caso, los valores son incorporados a través de los círculos familiares. En paralelo, apreciamos también el rol atribuido al colegio reside en la predisposición a inculcar a los alumnos el tema social. Otra institución que resalta es la universidad, destacando la Universidad Católica y la Universidad Nacional de Ingeniería, que son recordadas como lugares de mucho debate ideológico. Así, influyó en la formación de sus concepciones políticas.

3.3. Instituciones donde ingresaron al mundo corporativo.

La entrada en el mundo corporativo se da a través de dos instituciones: la carrera elegida y los vínculos previos. De manera que 10 de los 13 empresarios entrevistados se involucraron en los negocios viendo la experiencia de sus padres y fueron construyendo experiencia incluso desde antes de entrar. Sin embargo, no debe empezar "desde abajo" y demostrar lo que vale porque no se puede administrar bien lo que no se conoce y también se evita el engaño.

Otro evento importante como se obtuvo el primer empleo porque esto les permite tener una visión de cómo son las cosas e interactúan con distintos actores, protegidos por el grupo. Por otro lado, la influencia del contexto histórico también resulta importante porque permite el cambio de un sector a otro. Por ejemplo, en el contexto de la reforma agraria un empresario agrícola pasó a la minería y en caso contrario, durante el gobierno de Fujimori (1990-2000) un empresario minero pase a la agricultura. Es decir, en base a las políticas del gobierno es que buscaron adaptarse a donde se les pueda brindar mayores oportunidades.

3.4. Influencia de la pertenencia de un gremio en la construcción de representaciones

Con el paso del tiempo la entrada el gremio empresarial como experiencia cobra mayor fuerza a las representaciones. De acuerdo a lo visto, si bien la familia y la educación incidieron, con el paso del tiempo las relaciones con otros empresarios van cobrando vigencia y se vuelven la plataforma donde interactúan. Esto se explica porque hay influencia hacia el mundo político. Ello pasa porque muchos de sus representantes frecuentan ministerios y comisiones del Parlamento para defender los intereses de su sector y plantear propuestas respecto a determinadas políticas.

Como afirman, en teoría, las políticas se plasman por la realización de un plan de gobierno que los ciudadanos votaron. Sin embargo, en la práctica muchas veces el sector público está sujeto permanentemente a presiones, influencias y consejos del sector privado. Para eso los gremios van y hacen sus cabildeos y dependiendo de su nivel de influencia, con argumentos, con cercanías, con empatías, logran convencer en un sentido o el otro.

La negociación de intereses entre el mundo político y los gremios está naturalizada. La mentalidad consiste en la negociación como algo natural entre las personas. Es decir, tenemos que ponernos de acuerdo en nuestros intereses y ver hasta qué punto es posible llegar porque, para que la actividad gremial pueda desarrollarse normalmente, es indispensable la existencia de un régimen democrático capaz de dar estabilidad al país.

Para que eso sea posible, dirigente de un gremio debe buscar "consensos dulcemente forzados". Esto implica no tener conflictos de intereses, buscar el bien común, tomar como guía un estándar de valores y en base a eso trabajar. Antes, para muchos empresarios de tendencia liberal la competencia era por favores del Estado, donde el valor de las empresas estaba en su capacidad de influencia. Hoy, se piensa que los gremios tienen un rol más promotor.

En ese sentido, una entrevistada comenta que para desempeñarse adecuadamente uno debe ocupar una perspectiva de bisagra. El propósito no es servir a los intereses de ningún particular sino trabajar dentro de una determinada escala de principios. Ello permite tomar decisiones objetivas, enfatizando que las posiciones tomadas sean no solo en beneficio de un sector sino también del país. Así, todos afirman tener muy claro las funciones que desempeña.

Por otro lado, las relaciones establecidas entre los empresarios suelen ser muy pragmáticas, basadas en la resolución de

temas concretos. Para el caso de las elecciones, regularmente las tendencias están presentes dentro de los comités. Por ejemplo, en ADEX y la S.N.I, cuando uno está en campaña para ser presidente debe hacer campaña entre los comités para exponer las ideas. Sin embargo, también hay disputas entre varios gremios y en algunos periodos "estábamos atrincherados en distintos frentes".

Referido a la relación con otros grupos sociales, el enfoque depende de la dirigencia. Esta puede ir desde solamente la defensa de intereses hasta la apertura de varios actores con el propósito de hacer más conocido su vínculo. Ambas perspectivas tienen un argumento para legitimar su posición: la parte más crítica refiere a la necesidad de concentrarse en su trabajo para contribuir a la nación verdaderamente. Por otro lado, la parte más activa considera que deben tenderse puentes para que puedan llegarse a consensos.

3.5. Experiencias que llevaron a la incorporación de la responsabilidad social

En primer lugar, la experiencia de incorporar los programas de responsabilidad social nace de la necesidad de un ambiente de negocios óptimo. Hay una mezcla entre solidaridad cristiana y pragmatismo de las empresas para que puedan desarrollarse dentro de un ambiente propicie. Si bien unos programas de responsabilidad social están orientados a lo productivo, otros contribuyen por medio de la asesoría y la introducción de nuevas tecnologías.

Finalmente, un tema surgido de las conversaciones fue la idea de hacer lo correcto. Ello es definido como la posibilidad de que las personas puedan cumplir sus deseos sin que la pobreza sea impedimento. También se habla, por otro lado, de la urgencia de acompañar al Estado en la toma de decisiones porque todavía existen problemas serios y el gobierno necesita ayuda de todos.

Vemos entonces que relacionarse por medio de la responsabilidad social es una manera de responder a la desigualdad existente en el país. Ello constituye una forma de abordar los problemas que aún no resolvemos como país. Estas acciones constituyen son así intentos de contribuir con la comunidad, lo cual no se contradice con la búsqueda de utilidades.

Conclusiones

Podemos concluir que, primeramente, las experiencias surgen en los siguientes espacios: familias, centros educativos, y asociaciones profesionales. Dentro de estos lugares, el grupo se cohesiona porque en la medida donde los empresarios interactúan con empresarios, van formando un "espíritu común" y comparten determinados valores. La función que desempeñan estos espacios sirve para integrarse en la sociedad peruana, pero diferenciándose con el propósito de liderar.

Por otro lado, las redes de sociabilidad se construyen a lo largo de las primeras etapas de la formación profesional. Estas se van reforzando a medida que cada individuo las vaya adecuando de acuerdo a los objetivos que tenga planteado. La persona puede así "aprovechar" el uso de esas redes con el propósito de ir mejorando sus contactos tanto dentro del mundo empresarial como en otras esferas de la vida social.

Un primer punto de referencia es la familia. En las conversaciones, hemos podido apreciar que existió mucha influencia de la familia en el proceso de formación del individuo, volviéndose posteriormente en capital social para la persona. Por otro lado, estas redes se van reforzando con la entrada al colegio y al estudio de sus carreras universitarias y van siendo reforzadas por el lugar en donde trabajan.

La principal característica de estas redes de sociabilidad es el mutuo reconocimiento como pares iguales entre individuos ubicados en esferas distintas de poder. Estas pueden ser tanto del mundo empresarial con el político como en las organizaciones de la sociedad civil. Uno va generando así, con el paso de los años, redes que aprovecha de acuerdo a sus necesidades. Ello permite un intercambio de información que brinda utilidad para realizar una acción determinada y generar vías más efectivas de comunicación para ver en qué medida mi acción pueda generar algún resultado.

Estas redes de sociabilidad influyen en la medida en que constituyen puntos de referencia y de acciones futuras frente a un hecho. Así, la persona que pertenece a una institución puede conocer de antemano qué es lo que podría pasar si es que ocurriera un fenómeno determinado. Por otro lado, la persona puede también dentro de su campo reafirmar su posición y capitalizarla, para ir generando condiciones más favorables a sus intereses y facilitar el tránsito de un mundo a otro.

Por todo lo visto, la importancia de las redes de sociabilidad en la generación de una visión de sociedad es fundamental. Ello porque es el marco de referencia de las personas para desenvolverse socialmente y reafirmar su posición de dominio al interior de su propio grupo.

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Principals' practices in co-curricular management

Prácticas de directores en gestión co-curricular

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ABSTRACT

Principal's disability in managing co-curricular activities effectively and efficiently can affect student achievement. Nowadays it will also affect students' application to further study at a higher level since it has become a compulsory requirement for the application to be approved. Co-curricular activities management is also often being handed over to the senior assistant, whereas as a school manager, the principal should be able to do their best in managing it. Hence, this qualitative study is conducted with the aim of exploring principals' practices in managing co-curricular activities. The instrument is interview protocol. The total number of respondents are 7 principals, 4 senior assistants, and 3 senior teachers, from 7 schools selected for the study. The qualitative data from interviews is manually analysed to obtain an explanation of the principals' practices in managing co-curricular activities. Overall, this study found that principals did the best practices in terms of management, however, in certain areas such as limited school compound, inadequate equipment and physical facilities, and unskilled teachers to train students, principals need to find a better strategy. Therefore, principals are encouraged to practice lifelong learning to ensure that their practices in co-curricular are at their best consistently.

Keywords: Education, Practice, Co-curricular Activities Management, Principal.

RESUMEN

La discapacidad del director en la gestión efectiva y eficiente de las actividades co-curriculares puede afectar el rendimiento de los estudiantes. Hoy en día también afectará la solicitud de los estudiantes para seguir estudiando en un nivel superior, ya que se ha convertido en un requisito obligatorio para que la solicitud sea aprobada. La gestión de actividades co-curriculares a menudo también se entrega al asistente principal, mientras que, como gerente de la escuela, el director debe ser capaz de hacer lo mejor en su gestión. Por lo tanto, este estudio cualitativo se realiza con el objetivo de explorar las prácticas de los directores en la gestión de actividades co-curriculares. El instrumento es el protocolo de entrevista. El número total de encuestados son 7 directores, 4 asistentes superiores y 3 maestros principales, de 7 escuelas seleccionadas para el estudio. Los datos cualitativos de las entrevistas se analizan manualmente para obtener una explicación de las prácticas de los directores en la gestión de actividades co-curriculares. En general, este estudio encontró que los directores hicieron las mejores prácticas en términos de gestión, sin embargo, en ciertas áreas, como un complejo escolar limitado, equipos e instalaciones físicas inadecuados y maestros no calificados para capacitar a los estudiantes, los directores deben encontrar una mejor estrategia. Por lo tanto, se alienta a los directores a practicar el aprendizaje a lo largo de toda la vida para asegurarse de que sus prácticas en co-curricular estén en su mejor momento de manera consistente.

Palabras clave: educación, práctica, gestión de actividades co-curriculares, director.

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Recibido: 07/08/2019 Aceptado: 13/11/2019

1. INTRODUCTION

According to Azmi and Hamsiah (2000), co-curricular can help build social skill. Strong co-curricular activities are able to strengthen interaction among students and instil integration among local citizens (Mohd Izham & Norziana, 2015). Daley and Leahly (2003) state that involvement in co-curricular activities for adults creates informal interaction and is able to improve their social confidence. Thus, students' involvement in school co-curricular activities is an obligation either for public or non-public schools (Cabinet Report, 1979; Education Act, 1996).

Various sports activities have been introduced to attract students' interest to practice an active and healthy lifestyle (Mohd Izham & Norziana, 2015). The Ministry of Education Malaysia (MOE) through the Extra Curricular Transformation has implemented the One Student One Sports program for students including those who require special needs without any health problems to take part in at least one sports without any exclusion. This aims to ensure all students gain benefit through sports other than improving their interest and ability, as well as getting them healthy and fit (Sports Division Ministry of Education Malaysia, 2011). Other than the enhancement of self-potential through students' participation in sports and games throughout the year, this program also aims to instil sports culture to produce healthy citizens. This supports the National Education Philosophy, which focuses on producing balanced individuals intellectually, spiritually, emotionally and physically.

In order to implement One Student One Sports, functional and effective sports teachers need to be produced. The attempt has been made by the Teacher Education Institute (*Instutit Pendidikan Guru*) and the Ministry of Higher Education who offer suitable courses for future teachers. This includes the Faculty of Education, Universiti Kebangsaan Malaysia, who has implemented the Sports Education Program Module (*Modul Program Pendidikan Sukan*) specific for its students (Mohd Taib Harun & Norlena Salamuddin, 2008).

The success of the program could be a reality if support from all parties from the school is obtained. This means that the principal as the school manager should play his/her role effectively to ensure any co-curricular program to be successfully able to develop students' potential in terms of cognitive, affective and psychomotor aspects. Shafiq Aizatullah and Mohd Izham (2018) believe that a co-curricular manager is the main cause for a school's success in co-curricular. Excellent management system is needed to plan, manage, lead and control co-curricular activities. This is based on the definition of management by Stoner, Freeman and Gilbert (1995) who state that management is a process of planning, managing, leading and controlling organisational works and the use of available sources to achieve the aims of the organisation (Mohd Izham & Sufean, 2009). In addition to manage with the best practices, personal qualities, which are the positive values of principals, are very crucial (Bity Salwana, Azlin Norhaini & Mohamed Yusof, 2018). KPM through Institut Aminuddin Baki has organised numerous courses and trainings to increase principals' competence in co-curricular activities management. However, without research, there has been no definite practice in co-curricular activities management by principals.

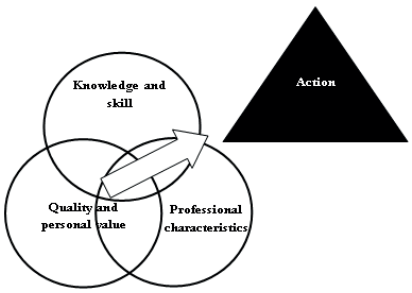
2. RESEARCH OBJECTIVE

This research aims to explore into principals' practices in managing co-curricular activities. Based on the objective, the research question is, "What are principals' practices in managing co-curricular activities?" To strengthen the research, study on the theory, model, and previous studies are also done.

3. THE CORE ATTRIBUTION MODEL OF LEADERSHIP AND ACTION

The Core Attribution Model of Leadership and Action (Model Atribut Teras Kepengetuaan dan Tindakan) as in Diagram 1 is the model that underlies the Wales Principal National Standard (Standard Kebangsaan Pengetua Wales). It shows that competence includes principals' actions (practices) in implementing the responsibility of being the principal based on knowledge, skills, quality and personal values, as well as professionalism. This also includes commitment, confidence, consistency, creativity, sensitivity to change, empathy, honesty, passion, belongingness, inspirational, integrity, motivation, visibility, problem solving, trust, flexibility, respect, self-realization and appreciative. Every listed element is built in a relative manner, strengthens each other, and decides the actions or practices in playing their responsibility including co-curricular manager.

Diagram 1 Core Attribution Model of Leadership and Action



4. LITERATURE REVIEW

A research by Mohd Izham and Norziana (2015) has concluded that principals need to practice effective co-curricular roles so that teachers and students are more motivated in ensuring the success of any co-curricular activities. Findings also show that it is common for principals to delegate the co-curricular management directly to the senior assistant, but for some schools that achieve excellence in co-curricular activities, the principals directly play the role. This is parallel with

the research by Ayob (2005) which shows that the activities that receive direct attention from the principal will be successful. Mohd Izham and Norziana (2015) also found that schools that achieve excellence in co-curricular activities face decline in achievement when new principals take over the school administration.

Ayob (2005) believes that co-curricular achievement depends on principals' interest. An active principal might lead to active clubs and activities. Specific sports and games can also be successful with a principal's continuous support and interest. However, for principals who have no experience in sports and clubs, they usually hand over the role completely to the senior assistants. In this case, the principal's roles are to observe and receive the written reports. This could negatively cause principals to become less interested, insistent and finally ignore co-curricular activities.

A research by Mohammad (2003) also found that the main factor that leads to a school's success in co-curricular activities is the principal's effort and interest since the planning stage, and his ability to cooperate with teachers in implementing co-curricular activities (Faudzi, 2008).

According to School Inspectorate Report (1993), leadership factors specifically in the management field has become the source of multiple problems in co-curricular management (Hanishah, 2006). Emphasis on co-curricular is commonly not that serious compared to academic matter.

Mohd Izham and Norziana (2015) also believe that co-curricular activities at school must be emphasized by the school administration. However, principals often give less attention on students' service and success achieved for being too focused on academic achievement. The roles of principals and the senior assistants are said to influence and help teachers and students to be actively involved in co-curricular activities at school.

A study by Dicken and Tajul Arifin (2017) found that the implementation of the Physical Education subject linked to co-curricular activities was still not emphasized by the school. It was found that the implementation of the subject was focusing on the factors that were assumed to influence Physical Education, including the school administration. One of the suggestions is that administrators and teachers need to pay more attention to the subject which is believed to affect students' physical well-being to be actively involved in co-curricular activities.

5. METHODOLOGY

This research used the interview protocol to collect the qualitative data from 14 respondents, consisting of a principal and a senior assistant or senior teacher from every school. Interview sessions were conducted respectively and face-to-face. Respondents were given the opportunity to pick the dates, time and venue for the interview sessions to ensure their comfort, focus and honest answers while being interviewed. The researcher also assured information confidentiality which should be used for the purpose of the research only. When the respondents suggested the interview to be done in a few sessions, the researcher agreed. Once the interview session with the first respondent was done, the following interview was done with the next respondent from the same school. Researchers did not assign who should be interviewed first, and let the principals decide. Collected data was analysed manually.

6. FINDINGS

Findings were discussed based on the question, "What are principals' practices in managing co-curricular activities?"

Based on the interview, a few themes were identified in discussing principal's practices in managing co-curricular activities. They include principals' practices in enhancing co-curricular achievement, encouraging high commitment towards co-curricular activities, and the practices in handling challenges of curricular management. The elaboration on the findings is listed below:

6.1 Practices to Improve Co-curricular Achievement

Principal 1, Principal 4, and Principal 5 showed support towards students to perform well and succeed at co-curricular activities. Principal 1 realized students' talent in debate, thus, providing students support to do their best. The senior assistant on his school agreed this. Principal 2 wanted to produce students who are excellent in terms of academic and co-curricular. He supported his students to join any competition of interest. As a result, he managed to create success in various co-curricular activities including drama and a few games. He also let teachers take some time off their schedule to train students.

> "I see my students' strengths in debate, so I support them for it." (Principal 1)
>
> "The principal encouraged ... whatever game we needed to join ... he was very supportive ... so far what we have planned went well with his support." (Senior assistant 1)
>
> "We always talk about producing quality students. Quality students do not mean in terms of academic only. We have been producing quality students in drama, in football. Last year we managed to reach the national level in drama. Our student became the best dramatist … Our students, last year, took part in programs organized by Toyota… They were very passionate in this co-curricular activity and also passionate in learning." (Principal 2)
>
> "... to him do not deny these children the opportunity to win. HM wanted us to persevere and ordered us to play against other teams. Whatever it was, he wanted the boys the chance to win … for the other co-curricular activities, he is very supportive. For competitions, he gave 100 percent support. We have our annual activities, science competition, debate … he even allowed working time to be utilised for training." (Senior teacher 1)
>
> "...we support students to join any activities that we believe they could be good at…" (Principal 4)

The advantage of having students coming from different districts was fully utilised by Principal 5 to choose talented students to represent the school in football and rugby. He always reminds students to train hard to achieve success.

> "... My students have the advantage of the background. There are quite a number of them and come from all over the region. We can pick really talented students ... football, rugby they always win ... I just give them reminders to train to be successful in co-curricular activities…" (Principal 5)

Principal 3 fully supported students who wanted to achieve more for co-curricular activities. According to his senior assistant, Principal 3 personally prepared the trophies for the school's sports day, encouraged students to join any competition, cheered on the students, celebrate each success together and displayed their names at the notice board at the school lobby.

> "... The principal gives his full support ... for sports day, the principal voluntarily donated trophies ... whatever the competition our students are encouraged to participate ... every student who participates in any form of competition will even meet with the principal to ask for their blessing, receive words of encouragement… if they win, they will be praised. We celebrate and we hold a statement board in the school foyer showing the awards the students received." (Senior assistant 2)

Principal 4 dan Principal 5 were proven by the senior assistants and heads of panel as always providing suggestions and support towards co-curricular activities. Principal 4, for instance, struggled to find funds for those joining programs outside the school. Escort teachers' welfare was also taken seriously. He tried his best to support students in terms of moral or financial aids, just as Principal 5. Not only that, Principal 5 was seen actively sharing ideas to help improve students' achievement in co-curricular activities.

> "Principal gives advice and support ... he finds the resources to cover the expenses of the team or encourages the players ... for the teachers ... hears the problems ... he provides moral support, financial support ... he has even provided allowance." (Senior assistant 3)

> "... He always gives encouragement ... in meetings with teachers, he often expresses moral or budgetary support ... he even comes up with ideas. He told PK KoKu, the teacher, how to improve the guideline. He is positive, does not prevent students from being active in the co-curricular." (Senior teacher 2)

> Principal 7 was also supportive of school co-curricular activities by ensuring students to always train, join more activities, and there will always be students to join any competitions in various levels; district, state and national. Principal 7 always makes sure students are sponsored, and any success be celebrated. His senior teacher gave the same statement.

> "I always make sure they get regular training ... efforts are made to enhance the program, ensuring full school participation at the district, state and national levels." (Principal 7)

> "…principal gives encouragement ... he encourages students to participate ... sports, rugby, basketball and so on ... at the national level, for the tournament, the school sponsored. When we win, the principal celebrates..." (KB3)

It was also found that Principal 2 was very proactive in improving school's achievement in co-curricular activities. He created a special program known as Atlet Pintar. In conjunction with the Parent-Teacher Association (PIBG) as the sponsor, he picked students who acquired at least 4As in UPSR and had experience representing the school or district in sports to join the program. Students then stayed at a hostel, trained to be successful at sports, and at the same time joined special classes to ensure that they succeed academically too. Students who experience intensive training as athletes have extra classes in the evening. The teachers involved will be paid for their time and energy.

> "We have another program called Atlet Pintar. These students are excellent in UPSR, and moderate in sports. They are not state players but may have represented the school or play at the district level. We train this group of players to become committed players ... they are assisted by special tuition. Although in terms of stamina, they are lacking but because they are smart, they are able to capitalize their intelligence to become a champion… we put them in the hostel, and we train them. At the same time, we take care of their academics …" (Principal 2)

> "Program atlet pintar… he proposed a minimum of 4As but with excellence in koku. In the primary school, they are representing school level or district level. So, we produced champion. He did something to this student. He arranged class for them, especially for Math and Science. Class exercised in the afternoon. Teachers are paid to help these students. They are not following the normal timetable because they always go for training, but they learn in the afternoon. He gets parents teachers association to fully fund this student." (Senior teacher 1)

According to the senior teacher, Principal 2 always gives permission for students to do co-curricular activities, including those based on students' culture as long as they do not break the rules. Students who are not academically successful will be given chances and support to be involved in other activities that can show their potential and be successful.

> "Our HM seemed to support all kinds of co-curricular activities whether they were religious or cultural in nature. He encouraged all sort of activities that were within the school regulations. Students who were weak in their studies are given support to excel in other areas." (Senior teacher 1)

6.2 Practices to Encourage High Commitment towards Co-curricular Programs and Activities

In order to encourage high commitment in co-curricular activities, Principal 1 ensures teachers realize that their roles were not only teaching. He also explained the advantages that teachers can gain from what they do, including those related to knowledge and skills, which could complement teachers as future leaders.

> "Let me explain, a teacher must go through the learning and teaching process. It does not only involve teaching, but also a classroom teacher, a sports teacher ... when on the field, it's like a homework, but an experience. I'll tell the teachers; the experience is probably twice as expensive. When we become leaders, we at least know how the closing whistle sounds, the closing whistle ... looks small, but it has meaning. To become a school leader in the future, all experience must be present, not just a classroom or subject teacher." (Principal 1)

Principal 2 stated that in order to improve teachers' and students' commitment, he has chosen a specific day for co-curricular activities. Students are obligated to be at school from morning to evening. A record book containing all kinds of students' involvements in co-curricular activities was provided. The rule is aligned with the Ministry of Education Malaysia (MOE) that uses the grading system to record students' achievements in co-curricular activities. Based on the results shown in the system, students will be given suitable certificates every end-of-year. Principal 2 also ensures students' achievement in NILAM Program (an academic co-curricular program that aims to encourage interest in reading among students) to be certified and given to students when they leave school.

> "... Co-curricular is compulsory every Thursday. Therefore, every Thursday students will stay from morning until five ... they cannot go home. We must comply with the Ministry, all recorded. At the end of the year, we give their scores and so on. We design computer driven automation with student records… in fact talking about our program specifically NILAM, I think we are among the first few schools to include NILAM program in students' leaving certificates……" (Principal 2)

> "… to get the commitment … HM recorded all co-curricular activities in a book where all activities are documented whether they are games, debates, drama, competitions in science and many others …" (Senior teacher 1)

Principal 6 had once faced problems with teachers' and students' commitment at the earlier stage of introducing co-curricular activities. However, he tried hard to improve the commitment by giving reminder and recognition. The letter of undertaking as well as elements of responsibility as in Islamic teaching were given emphasis. Principal 6 also increased uniform units so that students were able to pick an activity of interest. By getting involved in students training and sharing his knowledge on games, principal 6 was able to instil positive perception on co-curricular activities. She also challenged the teachers to become better in managing co-curricular activities. The senior assistant stated that Principal 6 requires a formal show cause letter for not being able to commit to the co-curricular programs.

> "At the early stage, there was a problem of commitment. Therefore, I remind them … then I give recognition for those who perform. I ask them to refer to available rules and regulations ...They have to sign for "Surat Aku Janji". The have to follow the rules ...I always relate to Islamic doctrine ... the trust… the responsibility… I create more and more co-curricular unit, club and association… and sports… therefore students can choose at their interest… I myself train students in netball… I said to the teachers, if I, a religious teacher can do, why not they? I challenge them to be better than me..." (Principal 6)

> "Principal create more co-curricular units ... sometimes she gives ideas on how to manage the clubs ... she advised those who less commited ... but sometimes she ask for "Surat Tunjuk Sebab".
>
> (Senior assistant 4)

Principal 6 provided more opportunities for students to involved in co-curricular activities outside of school. Therefore, some of the students make uses of the facilities that are available in their community. Principal 6 also do have a discussion with the teachers from time to time to get feedback on the needs and progress of the co-curricular activities. She also emphasized on the importance of cooperation among the teachers to increase commitment towards co-curricular activities.

> "…in organizing these co-curricular activities, sometimes we do have a collaboration with outsiders… to expose students, we take them out. We do monitoring… we have meetings, get feedback from the teachers… what they need… what they want to do the activities ... it is important that we communicate and discuss. That is important. Anything not enough, we buy ... so we must cooperate with the teachers." (Principal 6)

Senior assistant 2 agreed that Principal 3 did not face any commitment problems either from teachers of students, for he was very committed himself. Sponsoring the games and getting involved in celebrating students' success were the proof of how committed Principal 3 was.

> "...He has no problem in terms of teachers and student's commitment. He himself portray a good example, committed to what he did, sponsored games and even together celebrates students' successful..." (Senior assistant 2)

6.3 Actions in Overcoming Challenges and Problems in Co-curricular Management

In co-curricular activities management, lack of facility due to limited area is one of the challenges for principals. Principal 3 and Principal 4 faced this. Principal 3 allowed his students having training for netball on parking lot. Principal 4 varied the use of the volleyball court for multiple games like ping pong, badminton and tennis. Both principals borrowed or rented facilities from the neighbouring schools or other suitable venues to train their students. Senior assistant 2, who works alongside Principal 3 stated that there were students who joined clubs outside the school or rented courts outside the school compound to play basketball on their own. Senior assistant 2 also agreed that Principal 3 had consistently helped including persuading the authorities to overcome the lack of facility, but the problem still cannot be fully settled yet. Senior assistant 3 agreed that although the school had problems with venues to conduct activities, Principal 4 ensured that sports equipment was always sufficient. Although the facility was limited, students were still able to achieve success in games like volleyball, badminton and ping-pong.

> "We don't have a netball court; the students use parking lot for training." (Principal 3)

> "...We have to rent somewhere else. The infrastructure is incomplete ...many of our students are interested in basketball, but we do not have a basketball court, so our students join basketball team outside ... some have hired their own training facilities ... principal already take various steps to obtain the necessary amenities. He urged the authorities without hesitation. It is not only for teaching and learning or for co-curricular ... in all aspects, he is consistent." (Senior assistant 2)

> "For sport, we go to neighbouring schools. We should have our own! Our volleyball courts are also used for ping pong, badminton, tennis..." (Principal 4)

> "...We have to borrow neighbouring school field. For badminton, students go to practice outside. However, principal always give his support the provision of equipment ...only the area cannot be expanded. Our students are great at volleyball. Limited infrastructure is not a barrier for them to continue playing volleyball, badminton and ping pong..." (Senior assistant 3)

Principal 5 and Principal 7 who did not face any problem related to co-curricular facilities always ensure that equipment are sufficient and safe. The committee who responsible to monitor the equipment and facilities was created. Storerooms were provided to keep the equipment. Broken equipment was replaced immediately. The priority always on the safety of the students and teachers.

> "We have a committee who will make sure that facilities and equipment are always in a good condition ad safe to use." (Principal 5)

> "...We have rooms, we have store to keep all the equipment, and we will repair all the damage and we will always take care all the equipment..." (Senior teacher 2)

> "...We should always check the equipment before use. Teachers and especially pupils should always be encouraged to prioritize safety in all their activities." (Principal 7)

> "To monitor the equipment, we already have a sports secretary, so this sports secretary will ensure that the stadium for sports equipment is constantly monitored..." (Senior teacher 3)

7. DISCUSSION AND CONCLUSION

The research findings is similar to the findings by Mohd Izham and Norziana (2015), stated that principals are good at managing time, and have the capability to monitor co-curricular activities at schools. Principals can also ensure the successful of co-curricular activities by having benchmark, and by having cooperation with other agencies or communities that can share knowledge and ideas to improve co-curricular activities.

Principals are also advised to create rapport with students, so there is feedback on students' needs in co-curricular activities. Students' success in co-curricular activities needs to be announced to become an encouragement to other

students.

However, the research findings are the opposite with Azlin (2006) who found that principals' involvement in management practices is still mediocre in a certain aspect. Dicken and Tajul Arifin (2017) who found that the Physical Education subject is closely related to co-curricular activities is still not given much attention by the school. However, the findings confirm Ayob's (2005) opinion stating that co-curricular activities success depends on a principal's interest and emphasis given.

In conclusion, this research shows that principals can conduct practices suitable with teachers' and students' needs. In other words, principals know how to choose the best action for each situation in co-curricular activities management. Help from senior assistants, senior teachers and teachers is seen as important to ensure principals can manage co-curricular activities well, thus good relationship and cooperation with colleagues need to be maintained. However, the challenges and changes in education might need change in co-curricular management. Thus, principals are expected to be open-minded towards changes, and to culturalize lifelong learning in order for the practices to be relevant with the current development. With the One Student One Sports program, effective co-curricular activities management needs to be given emphasis to ensure students' true potential could be shown indirectly and improves school's success in co-curricular activities.

ACKNOWLEDGMENT

This research is funded by Universiti Kebangsaan Malaysia (UKM) under research scheme no. Grant PP-FPEND-2019.

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Learning organization practices in empowerment District Education Offices through Indicators of change management

Prácticas de organización de aprendizaje en el empoderamiento de las oficinas regionales de Educación a través de indicadores de gestión del cambio

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ABSTRACT

The purpose of this study is to explore the practices of learning organizations in the District Education Office (DEO) from the perspective of Officers and Deputy District Education Office Officers. Qualitative research using semi-structured interviews involved seven informants, consisting of five Head of District Education Officers (HDEO) and two Program Managers. The informants were selected using purposive sampling and snowball sampling. Data were analysed using Nvivo 11 software to construct the themes studied. The findings show that the themes for learning organization practices in DEO include personal mastery, mental models, shared vision, team learning and thinking systems. The successful of change in the District Education Office requires elements of learning organization. The significance of this study is shown in the findings of this study, which were found to have implications for Learning Organization theory by adding the value of "characteristics of learning organization practice" implemented by HDEO in DEO. Learning organization practices at the District Education Office can be used as a guide to improve organizational practice in DEO. Further research proposals require more in-depth research on aspects related to the issues faced during the empowerment of DEO as a learning organization.

Keywords: Learning Organization, Empowerment, Indicators of Change, Change Management.

RESUMEN

El propósito de este estudio es explorar las prácticas de las organizaciones de aprendizaje en la Oficina de Educación del Distrito (DEO) desde la perspectiva de los Oficiales y los Oficiales Adjuntos de la Oficina de Educación del Distrito. La investigación cualitativa utilizando entrevistas semiestructuradas involucró a siete informantes, que consta de cinco jefes de oficiales de educación del distrito (HDEO) y dos gerentes de programa. Los informantes fueron seleccionados mediante muestreo intencional y muestreo de bola de nieve. Los datos se analizaron utilizando el software Nvivo 11 para construir los temas estudiados. Los resultados muestran que los temas para las prácticas de organización del aprendizaje en DEO incluyen dominio personal, modelos mentales, visión compartida, aprendizaje en equipo y sistemas de pensamiento. El éxito del cambio en la Oficina de Educación del Distrito requiere elementos de organización del aprendizaje. La importancia de este estudio se muestra en los hallazgos de este estudio, que se encontró que tienen implicaciones para la teoría de la Organización del Aprendizaje al agregar el valor de "características de la práctica de la organización del aprendizaje" implementado por HDEO en DEO. Las prácticas de organización de aprendizaje en la Oficina de Educación del Distrito pueden usarse como una guía para mejorar la práctica organizacional en DEO. Otras propuestas de investigación requieren una investigación más profunda sobre los aspectos relacionados con los problemas que se enfrentan durante el empoderamiento de DEO como organización de aprendizaje.

Palabras clave: Organización del aprendizaje, Empoderamiento, Indicadores de cambio, Gestión del cambio.

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Recibido: 07/08/2019 Aceptado: 12/11/2019

1. INTRODUCTION

The role of District Education Office (DEO) is very important because the organization is closest to school. According to the Ministry of Education's statistics as of July 2016, the number of schools in Malaysia was 10,180 and the total number of teachers as of June 2016 was 421,828. The implementation of the DTP over four years has successfully bridged the gap between UPSR and SPM and between urban and rural schools. According to the 2016-2020 PPPM Annual Report 2013 has stated in the year 2016, the national achievement gap between urban and rural schools drastically expanded by 26.3% for Primary School Assessment (Ujian Penilaian Sekolah Rendah - UPSR) 2016 compared to UPSR 2012 and the achievement gap between urban and rural schools at the Secondary School Certificate (Sijil Peperiksaan Malaysia - SPM) level continued down by 22.9% compared to 2012 (Ministry of Education Malaysia, 2017a). Furthermore, in 2016 the percentage of low performing schools (Bands 6 and 7) increased to 1.9% and the percentage of high performing schools (Bands 1 and 2) continued to show an upward trend from 36.8% in 2015 to 39.9%. Furthermore, under the school based management policy, more schools are given certain level of authority to plan and decide how the instructions from the ministry will be implemented (Azlin Norhaini et al., 2016).

Management and governance to enhance the efficiency of the education system remains as a key issue of efficiency in the provision of public services, which is still a function of functioning for the The Ministry of Education Malaysia (MoEM), State Education Department (SED) and District Education Office (DEO). It is visualised as hierarchical, highly centralized, and heavy at the top (sector, division) but small at the bottom (district, school), bureaucratic issues, as well as inefficient and ineffective management of resources and personnel, and the implementation of certain policies (Mohamed Yusoff et al., 2018). The SED and the DEO, which having limited authority in making decisions, drafting plans for school improvement and improving student performance in their respective districts. Ministry of Education Malaysia (2002) acknowledges that the following issues in the personnel administration and management system, which is a hierarchical and centralized with KPM structure, pose a number of weaknesses related to inefficient and ineffective service delivery that cause by overly bureaucratic procedures, especially in human resource management. Furthermore, the attitude of the teacher is also a constraint or problem in implementing changes in DEO such as teacher's do not implement the classroom assessment, teachers do not implement the *PdPc* Module, the teachers comfort zone problems and there are teachers that being guided who do not give full cooperation (Mohd Izham Mohd Hamzah and Nurul Sahadila, 2018).

Learning organizations are still new to be understood especially among education institutions such as the District Education Office (Ghani et al., 2014). The failure of organizational members to understand the concept of learning organization has also led to a culture of positive change that resulting from a lack of exposure to the importance of learning organizations in DEO (Maidin, 2012). Thus, learning organizations can make management in the education sector more meaningful. Progress and change in education system reflect many organizations including education through learning organization approach. Learning organization is one of the strategies for enhancing the quality, competitiveness, effectiveness and excellence of organizations where the use and application of knowledge benefits not only the individual but to the organization as well.

The Process of Empowering the District Education Office as a Learning Organization

In the context of the process of empowering the District Education Office, the delegation of authority and responsibility from the Ministry to the DEO requires high accountability for the task to be carried out properly (Ministry of Education Malaysia, 2013). The process of empowerment is through Kanter's (1993) structural empowerment theory, whereby the process of empowerment of the District Education Office requires access to information, support, resources and opportunities where it affects job satisfaction, commitment organization and service effectiveness. This is supported by Walston's (2012) study that empowerment can improve job satisfaction among nursing students. According to Kanter (1993), power is a key driver in the process of empowerment and he believes that power can be enhanced and expanded if the implemented empowerment is used to share power with subordinates.

The theory of learning organizations presented by Senge (1992) explains much about the learning organization that involves five main concepts namely personal mastery, mental models, shared vision, team learning and thinking systems. To ensure the successful implementation of DEO through the District Transformation Program, DEO needs to plan and provide effective initiatives to help schools in need. This requires employees like SIPartners + and SISC + to use their knowledge, skills and creativity to guide schools or teachers in need. Such learning processes which integrated into daily work can result in changes in knowledge, beliefs and behaviours. Learning organizations encourage individuals to contribute new ideas, and it is important for individuals to come up with ideas that they think through action to enhance organizational excellence. Finding research from Bitty Salwana and Azlin Norhaini (2018) also show the lowest mean score for knowledge is to design effective staff development programs whereas for skills is to establish cooperation among subordinates. The changes implemented in DEO require each individual to develop constructive perceptions so that the process of empowering DEO can be achieved. Leaders also need to assure staff of the benefits of change implemented able to reduce the barriers to change. This is because mental models influence the way individuals deal with problems and how they react to them. Therefore, it is necessary to go through a team building and strengthening process to achieve results with other members of the DEO.

In addition, team learning is also important as it is a process of sharing and gathering information by a diverse group of individuals. The District Transformation Program creates a Performance Dialogue to monitor disciplinary issues, problem solving and action taking. According to Aida Hanim and Azlin Noraini (2018) research, major findings revealed that the teachers viewed some aspects of the policy has increased their workload and also a glaring gap between the implementation of the programme in the schools and the knowledge of the policy among teachers. Performance dialogues are a forum held at all levels, from MoEMs to schools to discuss educational performance based on data and facts from the dashboard, followed by robust and focused actions to achieve KPI goals. This process requires a lot of tolerance and respect in order to encourage the dissemination of ideas among the staff at the DEO, JPN and the Ministry. Therefore, meetings, web or paper

presentations are essential for sharing experiences, skills and opinions in order to spark new ideas that can contribute to the process of empowering DEO and achieving DTP success. So, the process of empowering DEO as a learning organization requires continuous learning and involves all people in DEO. Hence, the research question of this study is "What is the practice of learning organization in District Education Office in Malaysia?".

2. METHODOLOGY

This study is a qualitative study using a semi-structured interview method. The informants were selected using purposive sampling and snowball sampling. A total of five District Education Offices including two State Education Departments were involved in this study to represent the four selected zones, namely North Zone, South Zone, East Zone and Central Zone. Seven (7) officers were involved, consisting of five District Education Officers and two Program Managers (Table 1). The informants are fully involved in implementing changes in the DEO empowerment process through the DTP program as a learning organization. Informants also have the knowledge and experience in successfully implementing changes including the SISC + and SIPartners + programs and are capable of reflection and can provide clear explanations.

Table 1 The informant for the semi-structured interviews

Informant	Position	Service Period	State
HDEO1	Head of District Education Officer	Less than one year	Selangor
HDEO2	Head of District Education Officer	2 years	Melaka
HDEO3	Head of District Education Officer	5 years	Johor
PM4	Program Manager	More than 11 years	Putrajaya
HDEO5	Head of District Education Officer	2 years	Perak
PM6	Program Manager	3 years	Kedah
HDEO7	Head of District Education Officer	2 years	Kelantan

In addition, Darussalam et al., (2014) stated that validity of instrument is significant to ensure the accuracy of the instrument as well as the data. In addition, the interview transcriptions were given to the participants as a means of member checking to ensure that the participants' responses were accurately transcribed and that the data were accurately interpreted; that the themes were correctly developed. This was also a measure of ensuring validity of the data. Thus, in this study, researchers have used Cohen Kappa Coefficient Index Analysis to determine the reliability of categories, themes, sub-themes and sub-themes developed from interview findings.

The researcher has gained the view of three qualitative experts to evaluate the emerging themes and then calculate the value of consensus of intercoder appointed experts. The results of the calculations made for the three experts show the overall average value of the Kappa coefficient of approval is 0.822. The value K = 0.822 obtained was very strong at the level Idris (2013). Then, the Nvivo 11 application was used to manage the data according to themes and sub themes according to the research questions and research framework. Data collection procedure for qualitative was as follow; first researchers make a phone call to agree to an appointment to meet with all the DEO officers involved. Second, researchers explain to all DEO Officers regarding the purpose of the study, the length of time the researcher was at the DEO, the data collection procedure and the number of study participants involved. Lastly, the researcher established friendly relations with all participants. So that there is a cohesive relationship between the researcher and the participant during the interview session. In addition, the researchers also asked the participants to set the appropriate time and place for the convenience of conducting the interview. The researchers received excellent cooperation and moral support from all participants in the selected DEO.

Then, the Nvivo 11 application was used to managed the data according to themes and sub themes according to the research questions and research framework. The software can break down categories into larger themes, themes, sub themes and sub-sub themes. The interview data in this study were divided into sub-sections or sub-themes (elements) as well as sub-themes. This will facilitate researchers in the coding process of sub-themes and sub-themes that have been developed for each component of the empowerment process, learning organization and indicators of change management implementation. Each existing theme needs to be given a specific code and researchers determine the theme using inductive methods from the results of the interviews and then deductively follow the constructions from the reading of the literature. During the coding process, the researcher constantly made comparisons between categories, major themes, themes, sub-themes and sub-themes and conducted cross-checking. This method of comparative analysis is important in the study approach as the coding process in this study has been the basis for comparing and asking questions. In addition, the themes that are formed are "mutually exclusive", the themes that emerge are accurate and not transferable (Creswell, 2012)

3. RESULT AND DISCUSSION

The objective of the study was to explore informants' overall view of the organization of learning in the District Education Office. The qualitative feedback obtained reflects the induction of a broad range of perspectives of the informant of the study, as if it were a reflection of the broader experience of learning organization practices that have taken place in DEO. In particular, the diversity of views includes the aspects of 1) personal mastery, 2) mental model, 3) shared vision, 4) team learning, and 5) thinking system. The feedback on the practice of learning organization at the District Education Office is shown in Figure 1 below.

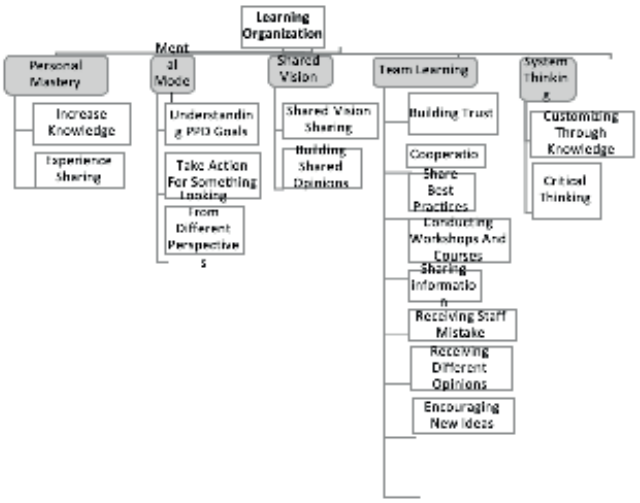

Figure 1. Feedback on learning organization practices at the District Education Office

Learning organization refers to an organization that always provides space and facilities for all organizational members to build learners (Nawai, 2006). In this study, the learning organization adopted five principles of learning organization by Senge (1992), namely personal mastery, mental model, shared vision, team learning and thinking system. Learning organization practices can make every person in DEO want to increase their knowledge and skills to cope with educational change. This is in line with the statement by Maidin (2012) that the practice of learning organizations is necessary to equip teachers with the latest knowledge, skills and information that enable them to respond to dynamic educational changes.

Based on the analysis of the interviews, there are two aspects of personal mastery practiced in DEO, namely 1) knowledge enhancement and 2) experience sharing. This finding is in line with the study of Ghani et al., (2014) that is related to the sequence of learning organization practices, where individual learning within the organization is followed by collective learning culture, organizational leadership, organizational climate and structure as well as the vision and mission of the learning organization. The qualitative findings indicate that there are four ways in which the HDEO has taken steps to improve its knowledge, attend workshops and courses, read and conduct dialogue sessions. To attend workshops and courses such as organized courses, DEO officials attend courses organized by PADU and the Ministry. This statement is supported by the Deputy DEO (PM6): "…courses organized by the Department, through the courses I attend, at least I have new knowledge, like new programs from the Ministry, new policies that we need to work on, such as moving forward." (PM6).

HDEO encourages staff to attend appropriate courses, as well as staff with their own initiative to attend courses to enhance their knowledge and skills so that tasks can be performed better. The findings of this study are in line with the findings of Azeez et al., (2015), which show that among the principals that need to be paid attention to is the focus on efforts to improve teachers' knowledge and skills through continuous capacity building to overcome student violence. Attending courses helps staff to improve their skills and knowledge in performing tasks. The finding of this study also supports the study of Ishak et al., (2014), which in relation to the leadership practice of learning organizations in Malaysian high schools where the findings indicate the need to attend courses as crucial to improving one's skills and knowledge.

In addition, the learning organization practices are well practiced in each DEO, where the sharing and gathering of information between experienced DEO staff and leaders is ongoing and individuals in DEO are constantly striving to improve their knowledge and desire to remain in a state of continuous learning. For a dialogue session with colleagues to enhance their knowledge, the Head of DEO (HDEO3) stated that:

> …I prefer brainstorm sessions with friends who have different backgrounds because in terms of communication, I really like those who have ideas, for discussions because I can quickly pick up instead of reading which is probably just a theory. But talking to people in different fields will improve our knowledge quickly. (HDEO3)

The findings of this study also support the findings of the study conducted by Keong et al., (2018), by showing that school teachers share feedback or educational information especially on learning improvement and teaching activities related to student's achievement. Therefore, HDEO practices the learning organization for the dimension of personal mastery well in DEO.

In addition, the results of the interview found that sharing of vision was divided into two aspects: sharing of vision and forming a shared opinion. HDEO implemented shared vision sharing through workshop slots, meetings and bunting displays. However, this finding is contrary to the findings of Ghani et al., (2014), where the practice of learning organization is in the simple and satisfactory way that allows the vision team to help new scholars to understand their vision's needs. Sharing a vision with staff can provide a clear understanding on how to achieve that vision. The preference of HDEO in usually shares its vision during workshop slots, meetings and bunting displays is to ensure all staffs are

aware that the vision needs to be taken together. For sharing the vision through the workshop slot, HDEO would like to share the vision in the workshop slot based on the statement by the Head of DEO (HDEO2) which is: "…at the Principal level, I'll take the slots in the ongoing workshop. It was like last night My officer had a meeting with the KK GP in high and low school. I came back last night to see a workshop and asked for my one-hour slot." (HDEO2).

This method can also provide an emphasis on the vision that the DEO wants to achieve and know the level of vision achievement. The findings of this study support the study by Pak (2012), where sharing this vision enhances the commitment and workforce of the team members. This finding is also in line with Senge's (1990) statement that shared vision can also create strong motivation and leaders need to share their vision with staffs to achieve organizational success.

The Head Education Officer also develops a collective opinion of staff through two aspects, which are in line with the organization's goals, plan, vision and mission of two methods such as the Gantt Chart and the Plan Organize Lead and Check (POLC). The wanted goals should be in line with the goals that are designed according to the vision and mission. These are officials for those who use the POLC to ensure that the goals are still in line with the DTP goals. This is based on the statement by the Deputy Director (PM4):

> "…I need to have a plan for my level. My plan is more about how to lead how to organize because of POLC, Plan Organize Lead and Check. So, I'm more into the planning, this department is the lead. So that's how I set my goals based on POLC." (PM4).

In addition, teamwork is a collaboration between staff to think together to achieve the same goals. Team learning is also a process of sharing and gathering information with a diverse group of staff with diverse experiences, expertise and ideas from multiple perspectives. Eight themes are shown in the interviews, which consisting of building trust, collaboration, sharing best practices, conducting workshops and courses, sharing information, accepting staff mistakes, accepting different opinions and encouraging new ideas. Based on the findings, there is a good relationship between staffs and school in making DEO a learning organization. For friendship, this is clearly stated by the Head of DEO (HDEO3) i.e.:

"We really don't have a problem when we are out of the field, we are playmates, jokes and so on. But when it comes to work, it works and needs to be serious." (HDEO3).

In implementing the change in DEO, KPDD builds the trust of staff through a friendly relationship, where it recognizes the weaknesses and strengths of staff and has a good relationship with the school. The findings of this study support the findings of Yaakob and Ramle (2017), by showing that collaboration practices can foster a sense of belonging among teachers in schools. In addition, cooperation practices are well implemented in DEO. There are several aspects of cooperation that include cooperation, Human Resource Development, formal council co-operation, effective communication, and mutual support between sectors. In terms of cooperation, staff at DEO have always adopted a cooperative attitude towards achieving the goals of DEO. This is supported by the Head of DEO (HDEO3):

> "…so this (cooperation) must be felt by all staff as a team, not necessarily the title of the boss so that we can work in the team, it's important that they respect, they know we are the boss. But in other words, co-existence exists if we do not put ourselves from top to bottom, bottom to top." (HDEO3).

The practice of cooperation is very important in the DEO because in order to bring about change, the cooperation of all citizens is necessary in order to attain change in common. The findings of this study are in line with the findings of Hussein et al., (2016), which found that teamwork and learning were found to be closely related to organizational innovation. Teamwork and learning are also the important elements in contributing to high achievement. The findings of this study also support the findings of Ghani et al., (2014) by stating that organizational structures and systems need to support organizational people to form a workforce in solving problems and that teamwork needs to be implemented across disciplines or departments. In addition, cooperation also involves the effective communication aspect of obtaining support from other officers. Among them is the Deputy DEO (PM6): "...how we communicate with all the officers and get the approval and support of all the officers, it is only natural that some employees are dissatisfied. That is usually the end they will accept and do the work together..." (PM6).

This aspect of communication is also important to ensure that the best decisions are made by engaging all parties in making decisions. The findings of this study support the findings of Ismail and Ismail (2018) that communication is a very important aspect of applying the 21st Century Learning (*PAK21*) concepts in teaching and learning (*PdPc*) in schools.

In addition, sharing of best practices is also often practiced in DEO and this is the portrayal of improving personal and school performance. Interviews show that team learning also involves sharing best practices within the school and within the DEO itself. There are three aspects to best practice sharing which consisting of PLC sharing, best practice benchmarks and cluster formation. For PLC partnerships where they share teacher innovations in the classroom, the Head of DEO (HDEO2) states that: "So we created a PLC partnership and for the rest of the day we were able to bring together all the teacher's innovations in the classroom and we created a carnival at DEO." (HDEO2).

This is in line with the findings of Yaakob and Ramle (2017) who found that collaborative practice enables teachers to share teaching practices in the form of knowledge or physical activity such as sharing of teaching aids; excellent teachers

giving guidance to novice teachers so that novice teachers are exposed to knowledge and new skills in the teaching and learning process (McLaughlin & Talbert, 2001). In addition, there are also practices of conducting workshops and courses related to *PAK21*, *PILL* and courses at IAB. There are DEOs that conduct workshops and courses related to *PAK21* for principals and teachers, by allowing these parties to enhance their knowledge and skills in *PdPc* in more interactive and fun way, and according to the DTP goals. This is clearly stated by the Head of DEO (HDEO2) i.e.: "...we have a PAK21 workshop. We always call the teacher, but this time I want the Headmaster to participate in the workshop. He needs to know *PAK21* because he's an instructional leader…" (HDEO2).

The findings of this study support the findings of the study by Amrullah et al., (2018) as it found high levels of confidence in implementing in teaching as they have been trained in based pedagogy since university and teacher education institutes. The confidence also being gained through the attended courses which organized in school and DEO. In addition, HDEO regularly conducts information sharing with staffs and schools including information sharing at DEO, external agency invitations, Facebook social media and Compact Disc (CD) to share *PdPc PAK21* with all teachers including principals. The findings of this study are in line with the findings of Sabri (2017) who found that knowledge sharing is an informal study among participants (three principals and three senior assistants, two Mathematics committee chairmen and two Mathematics teachers) who conduct informal discussions in the teachers' room with the committee chair as well as informal discussions with instructional leaders of other schools through telephone and booklet (Facebook) Mathematics teachers.

Information sharing takes place at each DEO where they regularly conduct discussions such as performance dialogues, morning briefings, in-person meetings, group discussions and sessions with DEO leaders. Information sharing is also a common place when employees acquire new knowledge about DTP after attending a course. Information sharing within the DEO is usually briefed as stated by the Deputy DEO (PM6):

> "...our morning briefing is on Sundays which is the first day of the week, for example there is an important briefing where an officer goes to the course, we can share in two to 15 minutes we report in the morning briefing what other DEO officials need to know." (PM6).

Information sharing can induce people in the organization new knowledge that can be used to perform their tasks. The findings of this study support the study by Nor Forniza (2013), who stated that team learning is a process of sharing and gathering information with staffs with diverse experiences, expertise and ideas from multiple perspectives. The findings of this study further support the study by Farrukh et al., (2015) by stating that information sharing factors are the critical factors that must be in place for organizations to become learning organizations.

In addition, the interview also showed that KPP received staff error in a prudent way; through good language style, the use of social media Standard Operating Procedure (SOP). It is a common practice for HDEO to accept staff error by admonishing them to use soft language style and intonation to avoid conflict between headmaster and DEO. This finding is also in line with the findings of Humairah (2017) who found that Madrasah's leaders practiced democratic leadership in improving the quality of Madrasah Aliyah State 1 Medan, where Madrasah's leaders openly received criticisms and suggestions from subordinate, accepting others' opinions, joint decision-making between staff and leaders, always motivating staff, adopting high quality relationships and tolerance among all schoolchildren.

The interview also showed that HDEO received different opinions through managing perceptions and through meetings. The HDEO accepts the opinion by managing the perception that all opinions expressed at the meeting are acceptable if the opinion is sound, as the HDEO always ensures that the final decision is satisfactory to all parties. This finding supports the findings of Zainuddin (2015) by showing that accepting others' opinions is one of the most effective leadership qualities in school management. The role of school leaders and administrators is very important in accepting the ideas and opinions of others, especially teachers when implementing a policy, program or activity where such ideas or views are analyzed and discussed to achieve the best results. In addition, the HDEO also promotes new ideas among staffs as well as principals and head teachers through both formal and informal mediums. To formally encourage new ideas is through meetings. Among them is the Head of DEO (HDEO1) who stating that:

> "I always see any staff who always offers ideas in discussions. I always see these kind of officials (meetings) because they always give me ideas."
>
> "(Researchers ask about mediums to stimulate new ideas through discussion). Yes, discussion. Sometimes I see in the monthly meetings, there are management meetings, sometimes executive meetings involving these principals who are responsible for creating subordinate excellence in him." (HDEO1).

There are CDEOs that encourage staff to provide ideas especially during discussions and meetings. In addition, the idea of giving ideas is also using virtual mediums such as WhatsApp Group or Telegram Group where opinions are always taken into account by HDEO to evaluate the impact of the idea. The findings of this study are in line with the findings of Zainuddin (2015), who found that quality leaders always listen, evaluate and accept ideas and opinions from others; even when the ideas are given by their subordinates, where good ideas are accepted to be implemented, while the views the less well-intentioned will be rejected for better by giving reasonable reasons. Further, for the thinking system, the interview found that the HDEO was able to adapt through knowledge by understanding these two aspects; open-mindedness and discussion meetings or workshops. HDEO is able to adapt to changes that occurring in DEO through

the knowledge of security. The open-minded CDEOs tend to receive knowledge from employee's easier especially the one that is technology related. This is supported by the statement of Deputy Director (PM4):

> "So, that meant for me to adapt to change, one I had to open up to and I had to learn even though I knew, but we weren't good at computers. So, we have to be more open and I catch up with technology because otherwise I would miss it. So that's my preparation to adapt to the environment." (PM4).

Furthermore, the HDEO also adapts to the knowledge shared during the discussions or workshops. Indirectly they can teach each other or share their knowledge to facilitate their day-to-day work in DEO. The findings of this study are in line with the findings of Yusoff and Ismail (2016), as it found that leaders in national secondary schools in the northern zone, Peninsular Malaysia have high levels of distributive leadership practice and conflict management of high school leaders. Learning new knowledge and exchange knowledge and skills are among of those practice. Further, the findings indicate that the HDEO is able to think critically while analyzing an issue. Critical thinking skills include the ability to compare and contrast, prioritize, and analyze something (Pusat Perkembangan Kurikulum, 2001). There are CDEOs who can resolve issues critically using Ishikawa's approach as well as prioritizing the most important issues to resolve. This is based on the statement made by the Chairman of the DEO (HDEO3) i.e.:

> "For me when we see a small problem, we are actually looking for a big problem. I use Ishikawa's theory for example where we look for an issue but can solve many things, for example he has five things, not all five things we want to solve, maybe we will solve one and the other will be done automatically." (HDEO3).

The findings of this study support the findings of Peng and Nadaraja (2016) which showing that the application of critical and creative thinking skills (KBKK) in terms of implementation in KOMSAS teaching and learning at Petaling district secondary school is satisfactory where students agree when teachers ask students to think of how many solutions to a question as well as characterize and categorize subjects accordingly.

Finally, the interview found that the HDEO was able to see things from a different perspective, by thinking outside the box. This is in line with Senge's (1994, 2002) statement that the practice of mental models should encourage diverse perspectives among employees and acts as a process of reflection in the organization. However, this finding is consistent with the findings that HDEO does not make assumptions to understand goals and take action, but HDEO understands DTP and DEO goals based on predefined guidelines, which are based on the District 3 Transformation Program Management Handbook (2017b). HDEO defines organizational goals in order to make it easy to plan and achieve them. In addition, HDEO also understands the objectives of the workshops and meetings attended. Subsequently, the HDEO takes action against data or evidence based on the priority issues that need to be resolved immediately. Interview analysis shows that the HDEO is based on evidence or investigation and priority issues. The HDEO also takes action based on the evidence or investigation and this is supported by the Deputy Director's (PM4) statement which is:

> "…I usually make Ishikawa, Ishikawa fish bone diagram because I like what they say based on the data. So, I'm usually going to call the teachers because the teachers know more about the issue, but I don't want to talk about it, assumption. When it comes to that kind of source, what data does it support." (PM4).

Therefore, the overall results of the interviews show that the HDEO practices of learning organization practices are using known features such as personal mastery, mental models, shared vision, team learning and thinking systems. It is hoped that the characteristics of the learning organization in this study can serve as a guide and reference in the effort to maintain DEO as a learning institution.

5. IMPLICATION

Senge's (1990) learning organization theory consists of five principles, namely personal mastery, mental models, shared vision, team learning and thinking systems. Research conducted shows that the District Head Education Officer (HDEO) practices the five principles of learning organization well in managing change in DEO. Based on the findings of this study, this study supports and reinforces the five principles of Senge's (1990) learning organization. In detail, the Head Education Officer practice personal control followed by shared vision, team learning, thinking systems and mental models. In addition, the findings of this study were found to have implications for learning organization theory by adding the value of the "characteristics of learning organization practice" implemented by HDEO in DEO. Learning organization practices at the District Education Office can be used as a guide to improve organizational practice in DEO. The Table 2 shows characteristics of the learning organization practices which practiced by the HDEO based on five principles: personal mastery, mental models, shared vision, team learning and thinking systems.

Table 2 Characteristics of HDEO learning organization practices at the DEO

Senge (1990)	Findings
Personal Mastery The desire to increase knowledge and to be in a constant state of learning Individuals have their own experiences that form the basis of a knowledge Being able to see things in a creative way Learn from mistakes while performing tasks	**Personal Mastery** Enhance knowledge through four methods Attend workshops and courses such as organized courses, and own initiatives; Read; The dialogue sessions are divided into three, one-on-one dialogues with the Head of DEO, Principal and Headmaster and colleagues; Creating creativity. Sharing experiences
Mental Model Assumptions, generalizations, or depictions of an individual understand the world and how they respond to it Encourage different perspectives among staff as a process of reflection cycle	**Mental Model** Understand the goals of DEO The guidelines set by the Ministry, define the goals as well as through meetings and workshops Take action on something Take action based on evidence or investigation and take action based on priority issues Looking at it from a different perspective Thinking outside the box
Shared Vision Leaders share a shared vision with staff to achieve organizational success. Build personal goals that align with your organization's vision	**Shared Vision** Sharing a shared vision Sharing your vision through workshop slots, meetings and bunting displays Build an opinion together Build a collective opinion of staff through two aspects: Goals are in line with organizational goals Plan in line with the vision and mission of two methods such as Chart Gantt and Plan Organize Lead and Check (POLC)
Team Learning Collaboration between staff to think together to achieve common goals Communicate publicly by accepting mistakes without criticizing staff Encourage group activities as a way to address work issues Listen to staff opinions Respect employees' ideas by looking at them from their perspective	**Team Learning** Build trust Friendship, recognizing the strength of friends, acquaintances, and good relationships with customers Cooperation Attitudes towards cooperation, human resource development, formal councils, effective communication, and mutual support among the sectors Share best practices PLC sharing, benchmarking of best practices and cluster formation Conduct workshops and courses 21st Century Education (*PAK21*), Five-Step Intervention Plan (*PILL*) courses and courses from IAB. Sharing information Sharing information District Education Office Briefings, sessions with the Chairman of the DEO, internal partnerships, group discussions, and meetings or meetings External agency invitation *Facebook* *Compact Disc* (CD) Receiving staff mistake Language style, use of social media and Standard Operating Procedure (SOP) Accept different opinions Manage perceptions and through meetings Encourage new ideas Through the medium formally and informally
System Thinking Ability to think overall without segmentation Ability to adapt to the outside environment and within the organization Consider and address issues that exist within the organization	**System Thinking** Adjust by knowledge Open-mindedness and discussion of meetings or workshops Critical Thinking

4. CONCLUSION

The District Transformation Program (DTP) is largely focused on strengthening the District Education Office (DEO) and students' learning in schools. Successful implementation of DTP through the change management indicators requires the principles of organizational learning and its practice among leaders and staff. The empowerment process is also necessary to make DEO a learning organization especially in terms of accountability and support. Therefore, the findings of this study can add value and give positive implications onto the implementation of empowerment

processes in order to enhance the level of practice of learning organizations in DEO. Besides, it would produce to more knowledgeable and proactive DEO citizens in making DTP successful. The indicators can be a guide to ensure changes are made in accordance with DTP planning and goals.

Acknowledgment

The researchers would like to acknowledge the Ministry of Higher Education (MOHE) for the financial funding of this research through Fundamental Research Grant Scheme (FRGS) [Code: FRGS/1/2016/SSI09/UKM/02/9] & Research Grant FPEND 1 (GG-2019-031).

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Pensamiento de Víctor Andrés Belaunde y José Carlos Mariátegui y su influencia en la formación axiológica de los docentes de la UNAMBA – Perú

Víctor Andrés Belaunde and José Carlos Mariátegui's thought and their influence on the axiological training of UNAMBA teachers – Peru

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RESUMEN

La investigación explica cómo el conocimiento del pensamiento dos intelectuales peruanos: Víctor Andrés Belaunde y José Carlos Mariátegui influyen en la formación axiológica de los docentes de la Universidad Nacional Micaela Bastidas de Apurímac, el propósito del estudio se orientó en la investigación cuantitativa. Se realizó una encuesta y un cuestionario cerrado a 40 docentes de las Escuelas Académico Profesionales de Educación Inicial y Ciencias Sociales. El resultado demuestra que la percepción de los encuestados se inclina hacia la influencia positiva del pensamiento socialista del autor José Carlos Mariátegui en la labor docente y que al contrario la percepción de influencia del pensamiento de Víctor Andrés Belaunde tiende a ser negativa. Se puede concluir que el pensamiento de José Carlos Mariategui es más conocido y por ende más influyente que el de Víctor Andrés Belaunde en la formación axiológica de los docentes de la UNAMBA.

Palabras Claves: Pensamiento, Conocimiento, Formación axiológica, filosofía, educación.

ABSTRACT

The investigation explains how the knowledge of the thought of two Peruvian intellectuals: Víctor Andrés Belaunde and José Carlos Mariátegui's influence the axiological training of the teachers of the National University Micaela Bastidas de Apurímac, the purpose of the study was oriented in quantitative research. A survey and a closed questionnaire were carried out with 40 teachers from the Professional Academic Schools of Initial Education and Social Sciences. The result shows that the perception of the respondents leans towards the positive influence of the socialist thought of the author José Carlos Mariátegui in the teaching work and that on the contrary the perception of influence of the thought of Víctor Andrés Belaunde tends to be negative. It can be concluded that José Carlos Mariategui's thinking of is better known and therefore more influential than that of Víctor Andrés Belaunde in the axiological training of UNAMBA teachers.

Keywords: Pensamiento, conocimiento, formación axiológica, filosofía, educación.

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Recibido: 05/07/2019 Aceptado: 18/11/2019

1. Introducción

La educación es una herramienta práctica transformadora que se afianza en la reflexión y el manejo del docente. En la actualidad la educación superior debe superar varios obstáculos que no le permiten que el proceso de enseñanza genere un clima de aprendizaje significativo, los retos apuntalan a desarrollar ciudadanos que se sientan comprometidos con su cultura, cosmovisión, valores y además con una visión holística de su entorno social que le lleve a trascender en su contexto histórico, social y cultural.

Las necesidades sociales de las últimas décadas han llevado a plantear nuevos caminos para la formación universitaria, en esta era de la modernidad líquida (Bauman, 2005) resulta necesario determinar nuevas estrategias formativas donde la figura del docente es un elemento valioso, en este no solo recae la labor de formar a sus estudiantes, el profesor es además un actor importante en el sistema de influencias educativas ya que actúa en el proceso de formación de la personalidad profesional, que va más allá del ámbito académico trascendiendo hacia la formación personal y social del joven.

En este sentido, la formación axiológica será un factor esencial en el proceso de enseñanza aprendizaje, pues contempla las principales cualidades y capacidades que un docente debe poseer para poder incluir dentro de la planificación de sus actividades académicas con el propósito de fomentar y dotar a los profesionales de un conjunto de valores morales, éticos, estéticos y espirituales que le preparen para insertarse en el campo laboral y en la vida misma como lo visualiza Soraya Willlen López (2006) cuando insta a que se debe incorporar la formación axiológica al currículo universitario.

Tomando en consideración el panorama antes propuesto en el que se justifica la importancia de la formación axiológica en la enseñanza universitaria, es necesario recalcar que para llegar a esta meta se requiere del manejo de estos elementos por parte de los docentes, para la formación en valores es preciso reflexionar en la vida misma, en el ámbito escolar y en la cultura de su comunidad, a fin de crear una cultura educativa que convierta a un individuo en persona a través de un proceso de humanización y espiritualidad. Es imperante recordar que cada pueblo se convierte en nación al desarrollar sus posibilidades espirituales, y que los valores de un pueblo tienen su origen en la historia, las tradiciones y sus modos de vida (Willen, 2006:49).

Por ende, el presente estudio se enfocó en estudiar a través del paradigma cuantitativo cómo influye el pensamiento de dos grandes eruditos del país como son Víctor Andrés Belaunde el cual se caracterizó por tener una postura filosófica enfocada en la ética del humanismo cristiano personalista, inclinada al análisis de la sociedad, abogando por la educación de todos los ciudadanos, y José Carlos Mariátegui, quien presenta una tendencia hacia el pensamiento socialista-marxista invitando a la lucha de clases, el objetivo principal será conocer cuál de estas dos posturas paradigmáticas es más conocida por los docentes de la UNAMBA, y por tanto cual es la que más influye en su formación axiológica.

2. El panorama: una sociedad con crisis de valores

En la actualidad, la humanidad atraviesa por una crisis en la práctica de valores y virtudes, en medio campea la corrupción en distintas esferas de la sociedad, cada día hay más familias disfuncionales; esta crisis axiológica de orden mundial se traduce en la falta de valores y virtudes, en las instituciones educativas a lo largo de nuestra región los estudiantes, docentes, autoridades y personal en general, esta problemática se ve reflejada en la falta de identidad institucional, en la rivalidad entre compañeros de trabajo, coimas a estudiantes por notas, acoso sexual, estas y otras prácticas repudiables se hacen presentes en el día a día educativo . Al respecto Enrique Rojas expone que:

> Una vida sin valores queda reducida a un programa cuyo argumento carece de unión, ya que el mesianismo ha desaparecido y los sistemas de redención del hombre-mitos de realización revolucionaria- se han desvanecido. Sin embargo, sí existe la solidaridad y su consolidación en el hombre actual, que es consciente de su estado de microcosmos, pero que es capaz de unirse con otros en un proyecto común para hacer un mundo mejor (Rojas, 2000: 95).

Muchos autores han debatido sobre los valores, por ser un tema álgido ya que este concepto implica una revisión muy personal que incluye una visión muy subjetiva de la realidad, el mundo de vida[1] de cada uno es determinante para la formación de los valores, considerando que la realidad es algo que cada uno construye con las experiencias y forman parte de su mundo fenoménico. En otras palabras: el mundo de la vida es un mundo simbólico, mítico y ritual (Mélich, 1998). De igual manera, Scheler al estudiar el tema de los valores, intenta establecer la existencia de principios universales que no pueden aprehenderse como las esencias, por medio de la inteligencia, pero que tienen una función decisiva para la conducta humana puesto que son las bases universales y necesarias de la conducta (Xirau, 2000). Karol Wojtyla (Papa San Juan Pablo II) pasa por alto la discusión entre empiristas e idealistas al tratar de demostrar que en la acción moral, no en la psique o en el cuerpo, hallamos el centro de la persona humana, el núcleo de nuestra humanidad, pues en la acción moral que la mente, el espíritu y el cuerpo llegan a formar la unidad de una persona (Wojtyla, 2011).

De esta manera, la realidad presenta una situación en la que los valores son inmutables, el bien siempre es el mismo, lo que es relativo es el punto de vista hacia el bien o la manera de realizar el bien (Xirau, 2000). En consecuencia se debe un llamado al crecimiento espiritual si se quiere que el hombre light salga de su estado actual en que sólo preocupa el dinero y el placer para evitar las consecuencias típicas que de ello se derivan: tener, acumular, amasar y, por supuesto, ruptura de matrimonio o pareja (una o varias veces) (Rojas , 2000:4).

1 Teoría en la que se postula que el mundo de vida es el mundo co t diano que se da por real, donde las personas desarrollan su vida, donde se interactúa con los demás. El mundo de la vida co t diana es la región de la realidad en que el hombre puede intervenir y que puede modi f car mientras opera en ella mediante su organismo animado. Schütz y Luckmann, 1977), 25.

Esta realidad plantea un gran desafío, ya que la meta es elevar la calidad de la educación a un nivel más integral, y esto requiere de un docente con una formación axiológica que asuma este reto. Por lo tanto, la enseñanza docente debe estar caracterizada por el aprendizaje para la práctica reflexiva, en la que se tenga por objeto la formación de profesionales con una dimensión más humana que frene la crisis de valores; el docente deberá asumir el compromiso de ser un agente transformador y emancipador, que guie al alumnado hacia la formación de verdaderos valores éticos a través de la adopción de una postura reflexiva, más crítica y transformadora. En definitiva, se trata de conseguir un hombre más digno, que quiere ser más culto para ser más libres; hacer un mundo más cordial y comprensivo; crear un espacio más afectivo, donde quepan lo material, lo espiritual y lo cultural (Rojas, 2000)

3. Generación del 900: Víctor Andrés Belaunde y Carlos Mariátegui

Es esta perspectiva el conocer el pensamiento de los intelectuales en la historia del Perú, en este caso Víctor Andrés Belaunde y José Carlos Mariátegui ayudará, a percibir la influencia de sus pensamientos en la formación axiológica, filosófica y educativa de los docentes de la UNAMBA de Apurímac del Perú. Ahora bien, para abordar esta tesis es preciso conocer la realidad de cada uno de los autores, una de las generaciones más articuladas en el ámbito intelectual, fue la del novecientos, también conocida como la generación arielista.

Fueron llamados así por su identificación con Ariel, el libro del uruguayo José Enrique Rodó (1871-1917), los arielistas renovaron el discurso público de su tiempo, apelando al idealismo, al compromiso con la política de sus países y al retorno al nacionalismo programático, reivindicando la historia particular de cada pueblo americano (Santiváñez, 2014: 245)

En cuanto al panorama presente explica Martín Santiváñez que:

> La corrupción estaba vinculada a la decadencia materialista de la civilización utilitaria propia del orbe anglosajón. Era un sub- producto, una extensión impuesta por el expansionismo del Calibán. Como remedio, el arielismo propuso una solución mixta que otorgaba a la reforma institucional el apoyo eficaz de una regeneración valorativa. La apuesta por un idealismo panamericano capaz de plasmarse en la construcción de instituciones eficientes, configuraba una ruptura frontal con el clima positivista que dominaba la academia y la administración pública (p. 245).

En Intelectual emblemático de la generación erudita del 900, Víctor Andrés Belaúnde Diez Canseco destacó en la filosofía, las ciencias políticas, la política parlamentaria y la diplomacia. Aportó una preocupación por la religiosidad y la metafísica al positivismo imperante en sus años universitarios (Centro Nacional de Planeamiento Estratégico 2011). Víctor Andrés Belaunde fue un pensador católico, pero el recorrido de su vida empieza por el positivismo y luego tiene una conversión auténtica hacía la iglesia católica estudiando a San Agustín de Hipona y Santo Tomás de Aquino, humanista que plantea un país como esperanza desde el cristianismo.

Su vida política e intelectual se inicia con el discurso titulado La crisis presente, fue una de sus obras más importantes gracias a la repercusión que obtuvo en su época y en el entorno social, será compendio del proyecto ético-institucional arielista, este disertación fue pronunciada por Belaunde el 13 de julio de 1914, en la apertura del año académico del viejo claustro de San Marcos. Es este el joven Belaunde esboza la grave crisis política, económica, social e institucional de la nación peruana además plantea el problema de la crisis moral y ética también, invocando a los valores como instrumento epistemológico para comprender el subdesarrollo y la corrupción de ese «grande y amado enfermo que se llama el Perú» (Centro Nacional de Planeamiento Estratégico, 2011:175).

Belaunde tuvo una visión claramente positiva del país. Según su propuesta, el Perú es una síntesis viviente en la que la cultura andina y la occidental española se habían fusionado creando una nueva civilización. Opinaba que ambas fuentes son buenas, a pesar de las sombras que puedan haber oscurecido ciertas etapas de la historia (Robles, 2013).

> El nacionalismo académico y universitario de la generación arielista se convirtió en el caldo de cultivo del posterior indigenismo político de carácter programático- partidista y contribuyó al surgimiento de las diversas izquierdas que, al alcanzar protagonismo, minimizaron la influencia arielista, optando por vincularse intelectualmente al «González-pradismo» y su discurso reivindicador, a manera de pensamiento proto-revolucionario por excelencia. Sánchez, el gran polígrafo aprista que protagonizó, junto a Mariátegui, la polémica sobre el indigenismo, reconoció «la rebeldía general de la promoción de 1920 frente a sus maestros» (Sánchez, 1968, 47).

De este movimiento forma parte José Carlos Mariátegui el cual se estableció como escritor en forma autodidacta. Antes de cumplir 20 años ya era un periodista de opinión afamado que firmaba con el seudónimo de Juan Croniqueur e integraba parte de la bohemia periodística convocada por Abraham Valdelomar. La realidad de José Carlos Mariátegui es vista desde una perspectiva filosófica del marxismo socialista, plantea una visión de Perú desde el lamento, desde la problemática, partidario de la solución marxista. Mariátegui estudia el socialismo que surge en Francia en el siglo XI, posteriormente entrara en contacto con las ideas socialistas de Marx, Mariátegui

tuvo seguidores por todo el país, sobretodo en la Sierra y Costa del país, todos los partidos de izquierda y socialistas tienen su génesis en el partido mariateguista del Perú.

En la historia del marxismo en América Latina y su relación con los pueblos originarios del continente constituye un capítulo especial que debe referirse con el nombre de socialismo indoamericano la relación entre marxismo y pueblos indios, a fue representado por el ensayista José Carlos Mariátegui (1894-1930). El desarrollo del socialismo indoamericano, justo como expresión latinoamericana del marxismo, significa tratar el marxismo como un simple instrumento metodológico que, liberado de su ropaje teórico europeo, ayuda a analizar la propia realidad. El programa de crear un socialismo indoamericano es un intento de profunda transformación del marxismo vez que ésta influye en él y lo transforma. Conlleva la transformación del marxismo a otro nivel que, siguiendo la terminología del propio Mariátegui, será ideológico, a fin de designar con ello la transformación de las leyes de la dialéctica y de los dogmas del sistema en convicciones personales que dan firmeza en la acción, pero que no conducen al dogmatismo ni a la intolerancia (Dussel, 2009).

En la dimensión filosófica al analizar las obras de ambos autores, en este caso Víctor Andrés Belaunde y José Carlos Mariátegui, subyace una visión ética, que lleva a plantear el *OPERARI SEQUITUR ESSE*, el obrar sigue al ser; para que se pueda saber cómo debe comportarse el hombre, se debe conocer ¿Qué es el hombre?, estos eruditos proponen un análisis del Perú, y en ella una visión ontológica del hombre, con una ética y un comportamiento embarcados en la perspectiva paradigmática de su formación intelectual y de su propuesta política y social para abordar la crisis imperante en la realidad peruana que le toco vivir.

4. Planteamiento metodológico

Para establecer la influencia del conocimiento de la vida y obra de los autores Víctor Andrés Belaunde y José Carlos Mariátegui en la labor docente de la UNAMBA, se aplicó una investigación de tipo cuantitativa, no experimental transversal, en la que se aplicó como instrumento de recolección de datos la encuesta con respuestas cerradas según lo mostrado en la tabla 1.

Tabla 1. Descripción de las preguntas realizadas y rango de valoración

Pregunta	**Descripción**				
P1	¿En qué nivel ubicaría su conocimiento sobre la vida y obra del escritor Víctor Andrés Belaunde?				
P2	¿En qué nivel ubicaría su conocimiento sobre la vida y obra del escritor José Carlos Mariátegui?				
P3	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento educativo de Víctor Andrés Belaunde?				
P4	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento educativo de José Carlos Mariátegui?				
P5	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento filosófico de Víctor Andrés Belaunde?				
P6	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento filosófico de José Carlos Mariátegui?				
P7	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento ético humanista de Víctor Andrés Belaunde?				
P8	¿En qué nivel considera usted que está influyendo en la labor de los docentes de la UNAMBA el pensamiento ético socialista de José Carlos Mariátegui?				
Rangos de Valoración	0 = Muy Deficiente	1 = Deficiente	2 = Regular	3 = Bueno	4 = Óptimo

Fuente: elaboración propia

La encuesta se aplicó a una muestra total de 40 docentes de la UNAMBA pertenecientes a las especialidades de Educación Intercultural Bilingüe y Ciencia Política y Gobernabilidad de la Facultad de Educación y Ciencias Sociales, como se observa en la tabla 2.

Tabla 2. Distribución de la muestra de estudio

FACULTAD DE EDUCACIÓN Y CIENCIAS SOCIALES	**Total Docentes**	**Porcentaje**
EAP. Educación Intercultural Bilingüe	26	60%
EAP. Ciencia Política y Gobernabilidad	14	40%
TOTAL	40	100%

Fuente: elaboración propia de los autores.

A partir de los datos obtenidos se realizó estadística descriptiva y gráficos de frecuencia para establecer la percepción de los encuestados respecto a las preguntas de investigación. También se aplicó un análisis de correlación mediante el estadístico R de Pearson para establecer las relaciones o asociaciones entre el conocimiento de la vida y obra de los autores y el ejercicio docente en la UNAMBA, con un grado de significancia de 0,05 y nivel de confianza de 95%

Luego del tratamiento estadístico de los datos y su respectivo análisis se realizó una discusión cualitativa donde se analizaron las posibles relaciones causales entre las variables propuestas y así identificar y definir cuales aspectos del pensamiento de los autores guardan relación con la labor docente.

Resultados

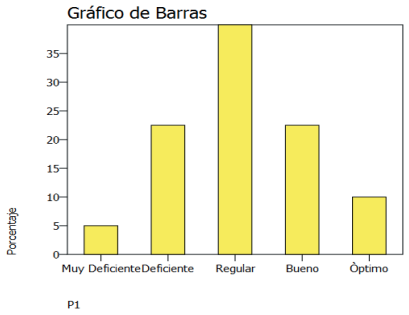
A continuación, se muestran los resultados obtenidos del tratamiento estadístico de los datos obtenidos a partir de las encuestas realizadas. Se observa en la tabla 3 y la figura 1, la distribución porcentual del nivel de conocimiento de los encuestados respecto a la vida y obra del escritor Víctor Andrés Belaunde (pregunta 1).

Tabla 3. Estadística descriptiva de la pregunta 1

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	2	5.00	5.00	5.00
Deficiente	1	9	22.50	22.50	27.50
Regular	2	16	40.00	40.00	67.50
Bueno	3	9	22.50	22.50	90.00
Óptimo	4	4	10.00	10.00	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 1. Distribución de frecuencias de las respuestas a la pregunta 1



Fuente: elaboración propia de los autores.

Respecto al conocimiento de la vida y obra del autor Víctor Andrés Belaunde, se observó que el 72,5% de los encuestados manifestó tener un conocimiento de regular a óptimo, siendo el conocimiento regular el de mayor porcentaje con 40,0%. De lo anterior se deduce que en su mayoría los docentes de la Facultad de Educación y Ciencias Sociales de la UNAMBA tienen cierto conocimiento sobre la vida y obra del citado autor, sin embargo, el nivel de conocimiento se inclina por ser regular, es decir un conocimiento intermedio.

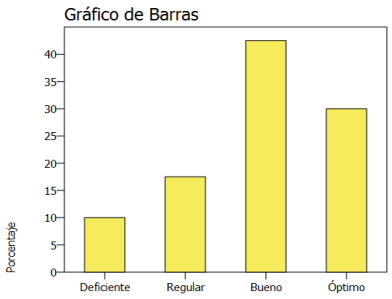
En la tabla 4 y la figura 2 se muestra la distribución de los resultados obtenidos a partir de las encuestas realizadas respecto al nivel de conocimiento de los encuestados sobre la vida y obra del escritor José Carlos Mariátegui (pregunta 2).

Tabla 4. Estadística descriptiva de la pregunta 2

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Deficiente	1	4	10.00	10.00	10.00
Regular	2	7	17.50	17.50	27.50
Bueno	3	17	42.50	42.50	70.00
Óptimo	4	12	30.00	30.00	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 2. Distribución de frecuencias de las respuestas a la pregunta 2



Fuente: elaboración propia de los autores.

En este caso particular, se observó que el 90,0% de los docentes de la Facultad de Educación y Ciencias Sociales de la UNAMBA tienen conocimiento de regular a óptimo de la vida y obra del autor José Carlos Mariátegui. En la figura 2 se observa una gráfica con sesgo hacia la derecha, lo que indica una percepción de conocimiento que se inclina a ser de buena a óptima, por lo que el nivel de conocimiento bueno fue el de mayor porcentaje con 42,5%.

La percepción de los encuestados respecto a la influencia del pensamiento educativo de Víctor Andrés Belaunde en la labor docente de los profesores de la Facultad de Educación y Ciencias Sociales de la UNAMBA (pregunta 3), se muestra en la tabla 5 y la figura 3.

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	6	15.00	15.00	15.00
Deficiente	1	14	35.00	35.00	50.00
Regular	2	17	42.50	42.50	92.50
Bueno	3	3	7.50	7.50	100.00
Total		40	100.0	100.0	

Tabla 5. Estadística descriptiva de la pregunta 3

Fuente: elaboración propia de los autores.

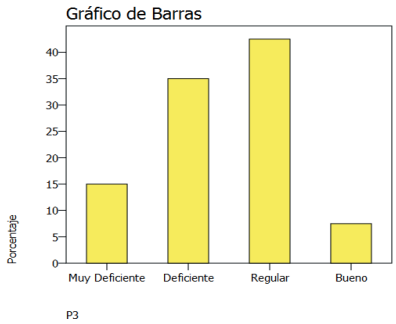


Figura 3. Distribución de frecuencias de las respuestas a la pregunta 3

Fuente: elaboración propia de los autores.

En los resultados se observa que el 92,5% de los docentes considera que la influencia del pensamiento educativo del autor en la labor docente es de regular a muy deficiente. Lo anterior hace que el gráfico de frecuencias mostrado en la figura 3 se muestre sesgado hacia la izquierda, sin embargo predomina la percepción de la influencia regular con 42,5%. De lo anterior se deduce que la percepción de los encuestados es baja respecto a la influencia del pensamiento educativo de Víctor Andrés Belaunde sobre la labor docente, lo que indica que en su mayoría los profesores consideran que hay poca relación.

En la tabla 6 y la figura 4 se observan los resultados de la estadística descriptiva y la distribución de frecuencias para los resultados de la influencia en la labor de los docentes de la UNAMBA del pensamiento educativo de José Carlos Mariátegui (pregunta 4).

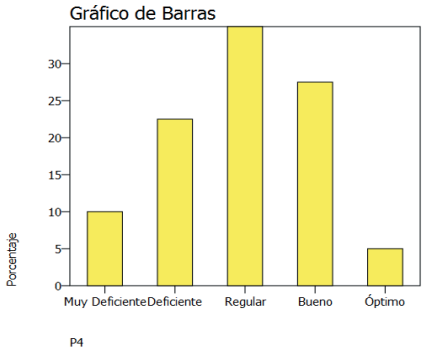
Tabla 6. Estadística descriptiva de la pregunta 4

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado

Muy Deficiente	0	4	10.00	10.00	10.00
Deficiente	1	9	22.50	22.50	32.50
Regular	2	14	35.00	35.00	67.50
Bueno	3	11	27.50	27.50	95.00
Óptimo	4	2	5.00	5.00	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 4. Distribución de frecuencias de las respuestas a la pregunta 4



Fuente: elaboración propia de los autores.

Se observa que el 67,5% considera que la influencia es de regular a óptima, con una percepción regular de 35,0% y una percepción buena de 27,5%. Lo anterior indica que la mayoría de los encuestados considera que si existe una relación importante entre la labor docente y el conocimiento del pensamiento educativo del autor, lo que hace que el gráfico de frecuencia muestre una tendencia normal bastante simétrica, con predominancia del punto medio, es decir la percepción regular, pero con aporte importante de la percepción buena.

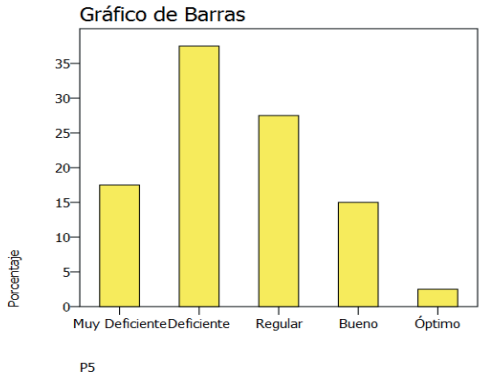
Respecto a la opinión de la muestra encuestada respecto a la influencia en la labor de los docentes de la UNAMBA del pensamiento filosófico de Víctor Andrés Belaunde (pregunta 5), se muestran los resultados en la tabla 7 y la figura 5.

Tabla 7. Estadística descriptiva de la pregunta 5

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	7	17.50	17.50	17.50
Deficiente	1	15	37.50	37.50	55.00
Regular	2	11	27.50	27.50	82.50
Bueno	3	6	15.00	15.00	97.50
Óptimo	4	1	2.50	2.50	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 5. Distribución de frecuencias de las respuestas a la pregunta 5



Fuente: elaboración propia de los autores.

Al observar el comportamiento de las respuestas a la pregunta 5, se obtiene que el 82,5% de los encuestados considera que la influencia del pensamiento filosófico del autor sobre la labor docente es de regular a muy deficiente, lo que

implica que la percepción es de poca influencia. Se observa en el gráfico de frecuencias una tendencia sesgada a la izquierda con un valor máximo en la percepción deficiente con 37,5%, que indica que para la mayor parte de la muestra de estudio, el pensamiento filosófico del autor Víctor Andrés Belaunde no ejerce influencia s obre la labor docente de los profesores de la Facultad de Educación y Ciencias Sociales de la UNAMBA.

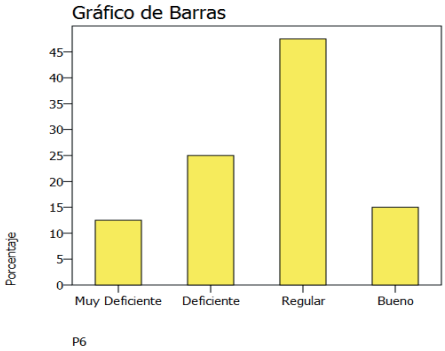
En la tabla 8 y la figura 6 se observan los resultados de la estadística descriptiva y la distribución de frecuencias para los resultados obtenidos de la pregunta 6, la cual se refiere a cómo influye en la labor de los docentes de la UNAMBA el pensamiento filosófico de José Carlos Mariátegui.

Tabla 8. Estadística descriptiva de la pregunta 6

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	5	12.50	12.50	12.50
Deficiente	1	10	25.00	25.00	37.50
Regular	2	19	47.50	47.50	85.00
Bueno	3	6	15.00	15.00	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 6. Distribución de frecuencias de las respuestas a la pregunta 6



Fuente: elaboración propia del autor.

Se observa una tendencia a que los encuestados tengan una percepción mayoritaria hacia la influencia de regular a buena, ya que el 62,5% de las respuestas se ubicaron en ese rango. De lo anterior se deduce que la mayoría de la muestra de estudio considera que si existe una influencia del pensamiento filosófico del autor en la labor docente con una percepción regular mayoritaria con 47,5%, lo que se observa en el gráfico de frecuencias, el cual presenta sesgo hacia la derecha.

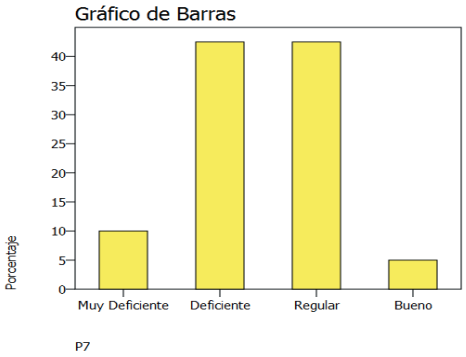
Respecto a los resultados obtenidos de la opinión sobre la influencia en la labor de los docentes de la UNAMBA del pensamiento ético humanista de Víctor Andrés Belaunde (pregunta 7), se observa la tendencia de los mismos respecto a la estadística descriptiva en la tabla 9 y la distribución de frecuencias en la figura 7.

Tabla 9. Estadística descriptica de la pregunta 7

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	4	10.00	10.00	10.00
Deficiente	1	17	42.50	42.50	52.50
Regular	2	17	42.50	42.50	95.00
Bueno	3	2	5.00	5.00	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 7. Distribución de frecuencias de las respuestas a la pregunta 7



Fuente: elaboración propia de los autores.

Los resultados indican una tendencia bastante uniforme de la percepción de los encuestados respecto a la pregunta 7, sin embargo el 52,5% se inclina hacia una influencia de deficiente a muy deficiente, por lo que se puede inferir que la mayoría no considera influyente el pensamiento ético humanista del autor en la labor docente. A pesar de lo anterior, en la figura 7 se observa una distribución centrada con igual frecuencia en las percepciones deficiente y regular, por lo que se podría decir que no es concluyente afirmar una tendencia de las opiniones, pues el margen entre la percepción regular a bueno es pequeño respecto a la percepción de deficiente a muy deficiente.

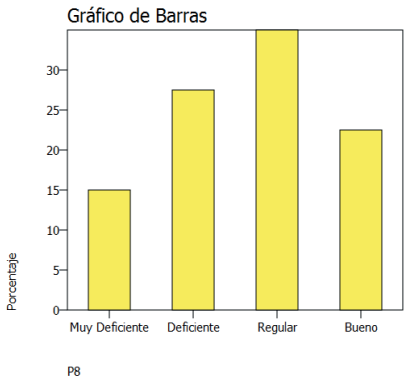
Las respuestas a la pregunta sobre la influencia en la labor de los docentes de la UNAMBA del pensamiento ético socialista de José Carlos Mariátegui (pregunta 8) se observan en la tabla 10 con el tratamiento estadístico descriptivo correspondiente. También se muestra en el gráfico de la figura 8, la distribución de frecuencias de las opiniones obtenidas.

Tabla 10. Estadística descriptiva de la pregunta 8

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Muy Deficiente	0	6	15.00	15.00	15.00
Deficiente	1	11	27.50	27.50	42.50
Regular	2	14	35.00	35.00	77.50
Bueno	3	9	22.50	22.50	100.00
Total		40	100.0	100.0	

Fuente: elaboración propia de los autores.

Figura 8. Distribución de frecuencias de las respuestas a la pregunta 8



Fuente: elaboración propia de los autores.

Se observa que el 57,5% de los encuestados considera una influencia de regular a buena del pensamiento ético socialista del autor sobre la labor docente. A pesar de que un porcentaje importante (42,5%) opina que la influencia es deficiente a muy deficiente, es evidente que existe un sesgo en la percepción que inclina las opiniones hacia una influencia positiva. Lo anterior se puede observar en la figura 8, donde la tendencia de la distribución de frecuencias es sesgada hacia la derecha, es decir hacia las opiniones positivas.

En la tabla 11 se muestra la comparación entre la percepción de los encuestados respecto a la influencia de los pensamiento de los autores Víctor Andrés Belaunde y José Carlos Mariátegui sobre la labor docente de los profesores de la Facultad de Educación y Ciencias Sociales de la UNAMBA.

Tabla 11. Resumen sobre la influencia del pensamiento de los autores Víctor Andrés Belaunde y José Carlos Mariátegui.

Pensamiento	Víctor Andrés Belaunde	José Carlos Mariátegui
Educativo	-92,5%	+67,5%
Filosófico	-82,5%	+62,5%
Ético Humanista/Ético Socialista	-52,5%	+57,5%

Fuente: elaboración propia de los autores.

Se observa en la tabla 11 que en términos generales, la percepción de los encuestados se inclina hacia la influencia positiva (regular a óptima) del pensamiento del autor José Carlos Mariátegui en la labor docente en la Facultad de Educación y Ciencias Sociales de la UNAMBA y que al contrario la percepción de influencia del pensamiento de Víctor Andrés Belaunde tiende a ser negativa (regular a muy deficiente). Lo anterior se correlaciona con el conocimiento de ambas autores por parte de los encuestados, ya que el 90,0% aseguró tener un conocimiento positivo (regular a óptimo) respecto a la obra de José Carlos Mariátegui y en el caso de Víctor Andrés Belaunde el porcentaje de conocimiento fue también positivo pero menor con 72,5%. Esta relación también se puede sustentar al observar los gráficos de frecuencia mostrados en las figuras 1 y 2, en donde para el caso del conocimiento sobre la obra del autor Víctor Andrés Belaunde la distribución es simétrica con predominio de la media (regular) y en el caso del conocimiento de la obra del autor José Carlos Mariátegui la distribución mostró un marcado sesgo a la derecha con predominio de la opción buena.

A partir de los datos obtenidos, se realizó un análisis de correlación para sustentar la posible relación entre el nivel de conocimiento de los encuestados de las obras de los autores y su percepción de la influencia del pensamiento de cada uno de ellos en la labor docente.

En la tabla 12 se pueden observar los resultados obtenidos del análisis de correlación entre el conocimiento de los encuestados de la obra del escritor Víctor Andrés Belaunde.

Tabla 12. Correlación entre el nivel de conocimiento de la vida y obra del escritor Víctor Andrés Belaunde con la labor docente.

		P1	P3	P5	P7
P1	Correlación de Pearson	1.00	.39	.15	.14
	Sig. (2-colas)		.013	.369	.379
	N	40	40	40	40

Fuente: elaboración propia de los autores.

En la tabla de correlación se observa que para todos los casos existe una relación positiva, es decir con R > 0. En el caso de la relación entre el conocimiento y la percepción de influencia de los pensamientos del escritor, las correlaciones fueron según la clasificación de Hopkins (2014), moderada para el pensamiento educativo y bajas para los pensamientos filosóficos y ético humanista. Por otro lado, se observa que sólo la relación entre el conocimiento y el pensamiento educativo es estadísticamente significativa (Sig. < 0,05). Lo anterior permite inferir que, según la opinión de los entrevistados, los pensamientos filosóficos y éticos humanistas del escritor Víctor Andrés Belaunde no guardan relación significativa con la labor docente en la UNAMBA.

Tabla 13. Correlación entre el nivel de conocimiento de la vida y obra del escritor José Carlos Mariátegui con la labor docente.

		P2	P4	P6	P8
P2	Correlación de Pearson	1.00	.30	.24	.35
	Sig. (2-colas)		.057	.133	.026
	N	40	40	40	40

Fuente: elaboración propia de los autores.

En los resultados mostrados en la tabla 13, se observa que existe correlación positiva (R > 0) entre el conocimiento de los entrevistados de la vida y obra del escritor y el pensamiento del mismo. Según la clasificación de Hopkins (2014) todas las relaciones son moderadas, destacándose la existente entre el conocimiento de los entrevistados y su percepción de la influencia del pensamiento ético socialista del autor en la labor docente con el mayor R de 0,35. En concordancia con lo anteriormente planteado, se observa que sólo la correlación del conocimiento de los encuestados con su opinión sobre el pensamiento ético socialista del escritor es estadísticamente significativa con Sig. < 0,05.

5. Conclusiones

Como resultado se obtuvo que los encuestados se inclinan hacia una influencia positiva (regular a óptima) sobre el pensamiento de José Carlos Mariátegui en la labor docente en la Facultad de Educación y Ciencias Sociales de la UNAMBA y que al contrario la percepción de influencia del pensamiento de Víctor Andrés Belaunde tiende a ser

negativa (regular a muy deficiente). Por tanto, se puede concluir que el pensamiento de José Carlos Mariátegui es más conocido y por ende más influyente que el de Víctor Andrés Belaunde en la formación axiológica de los docentes de la UNAMBA, demostrando que el pensamiento inclinado al socialismo es el que más predominio en la formación docente.

Este espacio sirve para reflexionar sobre la importancia de concebir el nuevo rol estratégico de la universidad, en función de la realidad apurimeña y nacional, que impulse nuevos sistemas de gestión estratégica. Sus retos a futuro consisten en introducir cambios significativos en la gestión institucional, en el sistema de enseñanza; convertirse en un centro de formación de ciudadanos comprometidos con su región a través del conocimiento y manejo del pensamiento de intelectuales con posturas filosóficas que fomenten la formación axiológica. La importancia de esta investigación radica en deliberar sobre en el aporte que pueden realizar las instituciones de educación superior si se incorpora a su diseño curricular, por ende, a sus temáticas de clases y a tópicos de las investigaciones aspectos éticos y morales a fin de promover el desarrollo de una cultura de justicia, encaminada hacia el desarrollo de la ética y las virtudes. Sobre todo, en esta era digital donde el conocimiento se encuentra a la mano de todos y de forma inmediata, en la cual se comparte información y rituales sociales que se alejan de las pautas de una adecuada educación en valores.

En tal sentido, se propone la creación de un tribunal de honor o cátedras libres que se encarguen de velar por la organización a través de eventos, actividades extracurriculares y otras acciones que promuevan un ambiente ético, transparente, axiológico, con una cultura de paz y tolerancia que permita la congregación de docentes, estudiantes, autoridades de la institución y demás miembros que hacen vida académica.

De igual manera, se sugiere el diseño de un código de ética profesional de la Universidad Nacional Micaela Bastidas de Apurímac (UNAMBA), con la colaboración y aporte de todo el claustro de académico, a fin de establecer normas sobre el actuar, la moral y la ética del docente con el propósito de garantizar el mejoramiento del acto educativo, el buen desenvolvimiento de la praxis educativa y el fomento de los valores y las buenas costumbres en las aulas de clases y demás espacios del recinto universitario.

Así mismo, se propone la creación de programas de formación y capacitación axiológica para los docentes de la Universidad Nacional Micaela Bastidas de Apurímac, que se sustente en teorías y paradigmas que afiancen la formación en valores, y que sirvan de como centro de discusión donde se generen nuevas propuestas que generen una verdadera transformación no solo en el personal docente sino en todos los grupos que forman parte de la universidad.

Como punto final, se debe recalcar la importancia de establecer correctivos e incentivar la formación axiológica en la institución, y servir de ejemplo para que a nivel regional y nacional otras entidades educativas, gubernamentales, públicas y privadas, puedan incorporar este tipo de estrategias y programas que permitan disminuir un poco la crisis de valores que está acaeciendo en la actualidad y forjar una verdadera transformación social y una cultura de paz.

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Are Obesity Levels Increasing in the "Transition Countries?"

¿Están aumentando los niveles de obesidad en los "países en transición"?

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ABSTRACT

In recent years, obesity and overweight has been recognized as a rising public issue in all countries in the world, especially among Middle-Eastern countries. From 1980 when the prevalence of obesity more than doubled, individual studies have been published. However, no evidence is collated on the overall problem in Middle East. To systematically review the prevalence of obesity/overweight in Middle East region. A systematic review of studies, which measured prevalence of obesity/overweight in countries of Middle East. Results were given separately for women/men and urban/rural participants. In this review, ten studies were selected and included. All studies were conducted in Middle East countries in different time periods. Final analysis showed that overall, prevalence of obesity and overweight are increasing trend in this region. In addition, it was demonstrated that females are more overweight and obese. 31-59 age groups had the highest prevalence of obesity/overweight among both sexes. Urban participants are more obese and overweight than rural. Prevalence of obesity and overweight has increasing trend in Middle East Region. That is why; governments of this region should develop special programs and actions, which will consider specific cultural and social barriers of Middle East.

Keywords: obesity, Middle East countries, Transition countries, overweight, Arab states of the Persian Gulf.

RESUMEN

En los últimos años, la obesidad y el sobrepeso han sido reconocidos como un problema público en aumento en todos los países del mundo, especialmente entre los países del Medio Oriente. Desde 1980, cuando la prevalencia de obesidad se duplicó, se han publicado estudios individuales. Sin embargo, no se recopilan pruebas sobre el problema general en Oriente Medio. Revisar sistemáticamente la prevalencia de obesidad/sobrepeso en la región del Medio Oriente. Una revisión sistemática de estudios, que midió la prevalencia de obesidad/sobrepeso en países de Medio Oriente. Los resultados se dieron por separado para mujeres/hombres y participantes urbanos/rurales. En esta revisión, se seleccionaron e incluyeron diez estudios. Todos los estudios se realizaron en países de Medio Oriente en diferentes períodos de tiempo. El análisis final mostró que, en general, la prevalencia de obesidad y sobrepeso es una tendencia creciente en esta región. Además, se demostró que las mujeres tienen más sobrepeso y son obesas. 31-59 grupos de edad tuvieron la mayor prevalencia de obesidad/sobrepeso entre ambos sexos. Los participantes urbanos son más obesos y con sobrepeso que los rurales. La prevalencia de la obesidad y el sobrepeso tiene una tendencia creciente en la región del Medio Oriente. Es por eso que; Los gobiernos de esta región deberían desarrollar programas y acciones especiales que consideren las barreras culturales y sociales específicas de Medio Oriente.

Palabras clave: obesidad, países de Medio Oriente, países en transición, sobrepeso, estados árabes del Golfo Pérsico.

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Recibido: 20/09/2019 Aceptado: 10/11/2019

1. Introduction

Obesity/overweight is a state associated with abnormal or excessive fat accumulation affecting children as well as adults. In society, obesity is now a common state that it is replacing more traditional public health issues, such as infectious diseases and malnutrition (WHO, 2018a).

In 2013, a systematic review by Weston K et al. demonstrated that people with diabetes have a higher risk for fracture compared to people without diabetes, and obesity is a risk factor (Weston, Wisløff, Coombes, 2013).

Also, obesity is a risk factor for mortality from cardiovascular disease (CVD), mainly from heart disease and stroke, which were the leading cause of death in 2014 (WHO, 2017).

In 2014 (Al Hadad, 2014), Al Hadad investigated the prevalence of colon cancer among obese people. He found that the prevalence of colon cancer was 2.1 per cent higher for participants, who had BMI>30 kg/

The study by Kelly D. (2015) showed that obesity has a negative association with testosterone production. Changes in body mass have a greater impact on testosterone than even age. However, low testosterone leads to a further accumulation of fat mass. In 2016, a study was conducted among Iranian teenagers in order to investigate the associations between body image and actual body index (BMI) (Kelishadi et al., 2016). Life satisfaction and self-rated health were included as independent mortality and morbidity factors. In this study, almost 40 per cent of participants misperceived their body image. Misperception as overweight/ obesity was associated with low odds for life satisfaction and self-rated health. Overall, more than 1.9 billion adults, 18 years and older were overweight in 2014.Of these, over 600 million were obese. The prevalence of obesity is higher among women (15 per cent) than men (11 per cent). (WHO, 2018a).

Bogardus C. and Swinburn B. in 2017 suggested (Bogardus, Swinburn, 2017) that if the prevalence of obesity continues to rise, then by 2030 half of the world's adult population will be obese or overweight.

The prevalence of obesity is becoming a public issue in developing (transition) countries as shown in the figure below (Figure 1) (OECD, 2019). Transition countries are a group of countries, which are changing their economy from a centrally planned to a market-based. The transition process includes several changes, but the most important is economic liberalisation. The prices are set by market forces rather than by a central planning organisation. According to the World Bank List of Economies (2004) there are 70 transitional countries. In the Middle East, transition process started in 1945 with mass oil production in several countries (Iran, Kuwait, Iraq, the United Arab Emirates and Saudi Arabia). The Middle East region includes 17 countries with different economic development. A rapid economic transition process has led to a dramatic increase of obesity level within a few generations and reaching epidemic level in this region.

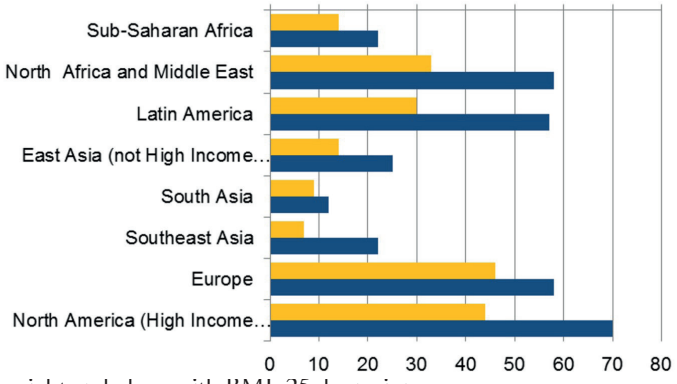

Figure 1. Percentage of overweight and obese with BMI>25, by region

Source: Organisation for Economic Co-operation and Development (OECD), 2019

In terms of levels of overweight and obesity, the Middle East is on the second place after North America (high income countries).

According to the data of the WHO (2018a) the prevalence of obesity in Middle East region is higher among women than men. For instance, in Saudi Arabia only 28 per cent of men and more than 44 per cent of women were obese. In Kuwait, the level of obesity is 36 per cent for men and 48 per cent of women. In Palestine, the prevalence of obesity also was high at 41 per cent (49 per cent and 30 per cent in women and men, respectively).

In 2014, the study of Musager (Musager et al., 2014) tried to investigate different barriers to weight maintenance among students in Kuwait by obesity levels and gender. The main barriers to physical activity and healthy eating were "Not having time to prepare or eat healthy food", "Do not have skills to plan, shop for, prepare or cook healthy foods", "Not having time to be physically active" and "The climate is not suitable for practicing exercise". These barriers were the same for both genders. Obese participants were more likely to face with all these barriers than non-obese.

The aim of this study is to systematically review the prevalence of obesity in Middle East region.

2. Factors Impacting Obesity Prevalence in Middle East

During last 20 years, it was a massive transition process in the Middle East due to social, demographic and economic changes (United Nations, 2018). There are four main trends influencing the transitions processes: globalization; urbanization;

biopsychosocial and technological advancements. All these trends have led to new nutrition characteristics: monotonous diet, which was high in fiber previously, has changed to varied diet which is high in fat; alcohol and sugar. The main factors, which had impacted on these changes, are speedy urbanization, the rapid changes in the demographic characteristics of the Middle East region, social development in the absence of steady and significant economic growth. For instance, the real GDP growth has increased in this region from 2.8 in 2009 to 4.5 in 2016 (The World Bank, 2017). In 2015, the largest Middle East economies were in Saudi Arabia; Iran and Turkey (The World Bank, 2016). Around 20 per cent of known oil reserves and production are in Saudi Arabia and a national GDP is $657 billion. The economy of the United Arab Emirates is the second after Saudi Arabia with a GDP of $377 billion.

At the same time, within all these trend changes the highest dietary energy excess was seen in the Middle East. In spite of this recognition, a qualitative study by Ibrahim (Nair, Sheikh, Ibrahim, 2019) showed that obesity/overweight issue is under-treated and under-recognised in Middle East. While 32 per cent and 66 per cent of participants met all the criteria for obesity and overweight respectively in the United Arab Emirates (UAE), only 9 per cent of patients had recorded BMI or obesity (overweight) in their medical records. 6 per cent of participants were directed to a nutritionist and only for 6 per cent were offered physical activity and diet advice. It was reported that local doctors and physicians had sufficient knowledge, but lacked training in obesity management and adequate time for counseling. The findings confirmed that it is necessary to develop not only interventions, which promote lifestyle changes, but also programs, which help to decrease the gap between optimal obesity management recommendations and the current practices of their trainees (Ibrahim, 2015).

Another possible factor is biopsychosocial advancement. In most of the Arab countries, being overweight /obese is a symbol of beauty, fertility and sign of a social status. The systematic review (Fakhrzadeh et al., 2016) among Iranian adults demonstrated that Iranian women may have less physical activity level than men. This is because of limited access to sport activities due to social and religious conditions. Consequently, Internet and TV became the main leisure activity. In Middle East, almost 99.5 per cent of women do not exercise (WHO, 2018a). Also, high fertility rate, especially multiple pregnancies and genetic predisposition for women can be potential risk factors. It is necessary to note that very hot climate of this region has a great impact on physical activity among people. For example, during summer period the temperature can reach 49' C and the blazing sun makes it impossible and undesirable to spend time outdoors. It can be a reason for the low level of sports and exercise activities. Religion and social features of Middle East has impact on education level among women. In Kuwait (Weiderpass et al., 2019), the prevalence of obesity was higher among women with a primary education level. In addition, high income level families, especially in Kuwait, Saudi Arabia and United Arab Emirates (UAE) prefer to employ cooks and maids leading to high level of obesity among women. Moreover, smoking can be associated with a lower BMI. The systematic review (Abou et al., 2015) of prevalence among Iranian adults demonstrated that smoking rate was higher among men (28.1 per cent) than women (5.8 per cent). It can explain a lower prevalence of obesity/overweight among Arab men.

Another factor is a rapid urbanisation process in Middle East. Urban people are more obese. The reason can be that urban residents are more likely prefer to eat western type of food, which is full of sugar, fat and alcohol. Also, urban people are less physically active due to the use of all technological advancements. For instance, in Kuwait the obesity level is higher in the East/North and around the capital city. However, in the West of Kuwait, the prevalence is lower due to mountains and deserts, and is less economically developed. Also, many studies indicate that married people are more susceptible to being overweight and obese (Vats, 2017). It is possible, because usually married couples are less active and used to eat together. The study by Taguri et al. (2009) in five Arab countries (Djibouti, Libyan Arab Jamahiriya, Morocco, Syrian Arab Republic and Yemen) showed that overweight ranged from 8.9 per cent in Yemen to 20.2 per cent in Syrian Arab Republic. For obese adults risk ratio (RR) ranged from 2.14 in Djibouti to 3.85 in Libyan Arab Jamahiriya. Also, they found that stunting can be a potential risk factor for obesity, because risk ratio (RR) ranged from 0.76 in mildly stunted adults of Yemen to 7.15 in severely stunted adults in Libyan Arab Jamahiriya.

It can be seen that in recent years, obesity and overweight has been recognized as a rising public health problem in all countries in the world, especially among Middle-Eastern countries. Since it is increase from the 1980s when the prevalence of obesity more than doubled, several individual studies have been published. However, no evidence is collated on the overall problem in Middle East. Moreover, in some countries (Iran, Oman, and Tunis) there was limited information about the prevalence of overweight in adulthood before 2007. The aim of this study is to systematically review the prevalence of obesity in Middle East region.

3. Methods

The main aim of this research project is to systematically review the prevalence of obesity in Middle East Region.

The objectives of this systematic review were to investigate possible differences between the prevalence of obesity and demographic trends such as: gender, age groups, rural/urban areas, education status, countries (in Middle East).

Clinical Effectiveness Review

Inclusion criteria

i) Types of studies for review;

This systematic review included only full text, English language studies for any primary study design from Middle

East region.

ii) Population/participants;

Target population/participants were adults, living in the Middle East region.

iii) Outcomes.

Primary outcomes: prevalence of obesity in the Middle East, any possible associations with demographic trends.

Exclusion criteria

The review will exclude studies that do not report prevalence of obesity. Abstracts, conference proceeding, letters, editorials or opinion articles will be also ineligible for inclusion in the systematic review. Also, studies in developed countries, which had a population from the Middle East region, were excluded.

Search strategy

A robust search was conducted for all published studies from two electronic databases: Embase and MEDLINE. The search was limited from 1980 till 2016, because during this time period worldwide prevalence of obesity more than doubled (WHO, 2018b). MESH Subject headings and text words were used for obesity, Middle East and prevalence including truncation symbols $ and "adj". These were appropriately combined with Boolean operators OR/AND to identify relevant citations.

Data Management Process

After the search process, all citations were exported to Refworks and duplicates were removed. Using a checklist of inclusion/exclusion criteria, the systematic reviewer screened all the abstracts and titles of citations in order to identify relevant studies and in the process excluded any unsuitable studies. Secondly, for relevant studies, the reviewer read full text versions and identified the potentially eligible studies using an Eligibility Screening form.

Data Extraction strategy

For data extraction a special data extraction form was developed and piloted for this review. Data extracted were: study characteristics such as aims/objectives of the study, study design, participant's inclusion/exclusion criteria, participant's baseline characteristics such as age, gender, socioeconomic status, prevalence data and associations with demographic trends (if available).

Quality and Equity Assessment of included studies

A validated quality assessment tool called EPHPP (Effective Public Health Practice Project) tool for quantitative studies was used in order to assess the quality of included studies. Two reviewers independently assessed the quality of a few included studies before reaching a consensus agreement.

Microsoft Excel 2013 and SPSS 17 were used for data analysis.

Four out of six studies reported the prevalence by age groups. However, these grouping were all different within each study. For this review, all participants were divided into three categories (<30, 31-59, >60) to highlight OW/obesity levels in younger, middle age and older populations in similar groupings. In addition, some studies reported prevalence of overweight and obesity separately. For these studies OW/obesity levels were combined to get overall rates, guided by appropriate formulae (Sutton AJ et al., 1998).Data was also analyzed according to the gender of participants as presented in the papers. After this, IBM SPSS was used to build forest plots for gender and age groups.

For the analysis of the settings (urban/rural), one study provided prevalence of urban and rural areas (Abdul-Rahim et al., 2003). One other study in Turkey was a systematic review which had prevalence data for obesity, some at a national level and some among cities. For this review, only the urban data from this study was considered for analysis. Where confidence intervals were not provided, these were calculated (Sutton et al., 1998). The data from urban rural setting were similar which yielded to meta-plot. Random effects method was used for this review.

Finally, results of the other studies where obesity was assessed as a risk factor for health conditions are presented as descriptive analysis.

4. Results

Overall, 456 citations were identified (137-MEDLINE; 319- Embase) following the search. After removing all duplicates through Refworks, there were 208 articles. Titles and abstracts were screened and 11 full text studies were selected for critical appraisal. One study was excluded because it was conducted in a developed country (Sweden) with women from the Middle East Region and hence did not meet the inclusion criteria and 10 studies were included in the review (Bjermo, Lind, Rasmussen, 2015).

Number and type of included studies

All included studies were divided into two groups: studies, which measured the prevalence of obesity in the Middle East Region (six studies) (Abdul-Rahim et al. 2003; Al-Nuaim et al., 1996; Al-Lawati, Al Riyami, Mohammed, Jousilahti, 2002; Erem, 2015; Musaiger, 1995; Sibai, Hwalla, Adra, Rahal, 2003) and the studies that assessed obesity as a risk factor for various health conditions (four studies) (Weiderpass et al., 2019; Abou, Salameh, Nasser, Nasser, Godin, 2015;

Vats, 2017; El Taguri et al., 2009; Weiderpass et al., 2019; Abou, Salameh, Nasser, Nasser, Godin, 2015; Vats, 2017; El Taguri et al., 2009).

All the six prevalence studies were conducted in the Middle Eastern countries from 1995 till 2015. The earliest cross-sectional studies were conducted in 1995 in Saudi Arabia (Al-Nuaim et al., 1996) and United Arab Emirates (Musaiger, Radwan, 1995). Study in United Arab Emirates included only university female students (n=215). In contrast, study in Saudi Arabia included larger population of both sexes (n=13,177). Chronologically, the next study, which measured prevalence of obesity/overweight, was done in Palestine in 2003 (Abdul-Rahim et al., 2003). Studies conducted by Sibai et al (Abla Mehio Sibai, 2003) in Lebanon (Sibai, 2003) and by Al-Lawati et al. (2002) in Oman (Al-Lawati, 2002) were conducted in 2002. The latest and the most modern cross-sectional study were conducted in Turkey in 2015 (Erem, 2015).

Four studies which assessed obesity as a risk factor were conducted much later in the Middle East from 2005 till 2013. These studies considered different health conditions, different groupings and measurements but assessed obesity as a risk factor. Consequently these could not be combined in a meta-plot. The reasons for the differences are given below:

The study conducted by A. Esteghamati et al (Esteghamati et al., 2009) included different age groups of participants, which were not possible to include in a final meta-plot analysis. The study by Nasser M. Al-Daghri and colleagues (2013) did not measure prevalence of obesity and overweight, but reported only BMI of females and males, with and without metabolic syndrome. In the study conducted by Bouguerra R. and colleagues (2006), the average BMI among rural/urban women and men were described. The latest study (Hajat, Harrison, Shather, 2012) did not report number of participants in each age group. The results were given as a descriptive analysis.

Obesity as risk factor for health conditions

Four studies measured obesity and overweight as a possible risk factor for a health condition. These studies will be reported in a descriptive way.

In the study by Esteghamati et al (2009) the aim was to present the latest prevalence rates of non-communicable diseases (NCD) and their risk factors among Iranian population. Risk factors, which were associated with NCD were the prevalence of diabetes, hypertension, obesity, and central obesity. Authors divided participants into two groups: having known diabetes mellitus (KDM) and newly diagnosed diabetes. If a doctor had ever diagnosed diabetes, participant was included to the first group (KDM). In a group without KDM, fasting plasma glucose (FPG) of 126 mg/dl was determined as newly diagnosed diabetes. Hypertension was determined as systolic blood pressure ≥ 140 mmHg, diastolic blood pressure ≥ 90 mmHg. They also included pre-hypertension, which was defined as ≥120 mm Hg to < 140 mmHg systolic blood pressure or ≥80 mmHg to ≤ 90 mmHg diastolic blood pressure in non-hypertensive participants. The BMI was calculated as kg/. In this study, researchers used WHO definition for overweight (BMI≥ 25) and obesity (BMI ≥30). Also, they used the International Diabetes Federation (IDF) criteria for definition of central obesity (WC ≥ 80 cm in females and ≥ 94 cm in males). They found that among Iranians, the lowest prevalence of obesity and overweight were in 25-34 (n=1081) age group with 14.4 per cent of obesity and 31.8% of overweight. The highest prevalence was in 45-54 age groups with 29.3% of obesity and 39.8% of overweight. Females were more obese (30.6%) than males (14.2%). However, males were more overweight (37.5%). Also, urban participants were both more obese (23.8%) and overweight (38.2%) than rural residents (obesity-18.5%, OW-31.7%).

In the study by Nasser M. Al-Daghri et al (2013) the aim was to measure prevalence of metabolic syndrome among population of Saudi Arabia. Metabolic syndrome is a combination of several risk factors, such as central obesity, insulin resistance, dyslipidemia and hypertension. Authors also measured BMI of participants in order to investigate obesity/overweight as a risk factor. WHO definition was used for obesity and overweight, which has already been mentioned. The IDF (International Diabetes Foundation) criteria were used in order to determine the prevalence of metabolic syndrome. According to this criteria, central obesity as defined by ethnic and sex-specific waist circumference cutoff-points (males, 90 cm; females, 80 cm), plus two of the four other factors: raised triglycerides ≥ 150 mg/dL or 1.7 mmol/L), elevated BP (systolic BP ≥ 130 mmHg or diastolic BP ≥ 85 mmHg), raised fasting plasma glucose (≥5.6 mmol/L or ≥100 mg/dL) and low HDL cholesterol (<1.03 mmol/L or 40 mg/dL for males; or <1.29 mmol/L or 50 mg/dL for females) (Al-Daghri et al., 2013). Authors found that BMI of females with metabolic syndrome (31.1) was higher than without (28.3). The same trend was observed among males. BMI of males with syndrome (29.0) was higher than without (25.9). This study supported the idea that obesity/overweight can be a possible risk factor for development of metabolic syndrome.

In the study conducted by Bouguerra R. et al (2006) the aim was to report the prevalence of diabetes mellitus and impaired fasting glucose (IFG) among Tunisian population then compare their results with results from the previous study and to investigate possible relationships between diabetes and obesity (overweight), age, sex, residence. According to diabetes status, participants were divided into two groups: having known diabetes (if self reported) and having diabetes according to the ADA (American Diabetes Association) diagnostic criteria (if a fasting plasma glucose (FPG) ≥7 mmol/l). IFG (impaired fasting glucose) was defined as an FPG ≥6.1 mmol/l but <7 mmol/l (Bouguerra et al., 2006). All prevalence rates had been adjusted according to the area of residency (urban/rural). Also, authors measured BMI of participants. WHO definition was used for obesity and overweight, which has already been described. They found that in both years (1981 and 1996) average of BMI was higher among urban residents in both sexes. Also, women had a higher BMI in both years than men. For instance, in 1996 BMI (women) was 27.1 compared to BMI (men) 24.3. Overall, looking at time trends from 1981 to 1996 BMI increased among rural and urban residents in both sexes. The average BMI among urban women increased by 1.1units, while in urban men it increased by 0.7 units. Central obesity

in 1996 was three times higher among urban women (60.8%) compared to men (26.0%).

In the study conducted by Hajat C. and colleagues (2012) the main aim was to report the prevalence of NCD among population of the United Arab Emirates (Abu Dhabi) and possible risk factors, such as obesity/overweight, smoking and physical activity. Researchers also measured prevalence of diabetes and gave the latest rates of mortality and morbidity. Moreover, they analysed the impact of NCD on economic, social and health systems of Abu Dhabi. All data for this study were taken from a National cardiovascular screening program Weqaya, which was developed in 2008. BMI of participants was measured and WHO definition was used for obesity/overweight. Authors found that obesity and overweight prevalence were higher in 50-59 age groups both among females and males (males: obesity-39%, OW-78%); (females: obesity-64%, OW-85%). Overall, females were more obese compared to males. However, males were more overweight. Also, they measured physical inactivity prevalence among urban and rural participants and found that urban residents had a higher level of inactivity. 60-60 age groups had the highest rate of physical inactivity (63%-urban males; 79%-urban females).

5. Discussion

Factors, which could have impacted the increasing trend of obesity and overweight in Middle East

Results of review demonstrated that from 1945, when transition process has started in this region, prevalence of obesity and overweight has increased dramatically and now is becoming a complex public issue.

According to the Arab Center for Nutrition (2012), the first reason is the rapid change in lifestyle, which has been occurring during the last four decades, especially associated with low levels of physical activity (Musaiger, 2012). The systematic review showed that among Middle Eastern adults 20 years and above, physical inactivity ranges from 80% to almost 95% (Sharara et al., 2018). In Middle East, physical inactivity by using cars for transport and hiring maids for household work is associated with prosperity and high financial status. Another possible barrier is that daily exercises are not a habit for most of Middle East population, including not only women, but also men and children. Consequently, researchers recommend the idea of taking more steps.

The second possible factor can be dietary patterns, which have significantly changed in most Arab Middle East countries during the last 40 years, with increases in per capita fat and energy supplies from 1971 to 1997 (Table 1).

Table 1

Trends in daily per capita dietary energy and fat supplies in the Arab Middle Eastern Countries, 1971-1997

Country	Calories, Kcal			Fat, g		
	1971	1997	% increase	1971	1997	% increase
Egypt	2,351	3,287	39.8	47.1	57.6	22.3
Iraq	2,258	2,619	16.0	42.5	77.2	81.6
Jordan	2,436	3,014	23.7	58.5	86.2	47.4
Kuwait	2,637	3,096	17.4	71.4	94.7	32.6
Lebanon	2,356	3,277	39.1	62.9	107.8	71.4
Lybya	2,457	3,289	33.9	74.1	106.1	43.2
Saudi Arabia	1,876	2,783	48.3	32.3	78.6	143.3
Sudan	2,180	2,395	10.0	66.3	75.3	13.6
Syria	2,342	3,351	43.0	61.9	92.9	50.1
Tunisia	2,279	3,283	44.0	56.8	92.9	63.6
Yemen	1,779	2,051	15.3	30.2	36.5	20.8
UAE	3,093	3,39	9.6	85.6	109	27.3

Source: Musaiger, 2002.

Trends in daily per capita dietary energy and fat supplies in the Arab Middle Eastern Countries (1971-1997).

For example, increase trend in calorie supplies ranges from 9.6% in the UAE to 48.3% in Saudi Arabia. In fat supplies, increase trend ranges from 13.6% in Sudan to 143.3% in Saudi Arabia (Abdul-Rahim, et al., 2003). Today, vegetables, fruit and brown bread intakes are significantly decreasing in Middle East. As a result, intake of dietary fiber has become very low. Study about nutrition situation in Gulf countries (Naja et al., 2017) demonstrated that almost 75-80% of Arabic population prefer salty taste and around 70% like a sweet taste. These specific preferences have led to add more salt, sugar to their food and have a great impact on next generation, because children grow up being used to salty and sweet food. For example, number of children at aged 12-17 years with high cholesterol is increasing and around 14% of them had a high blood pressure (Gies, 2017).

Our review showed that urban population is more obese than rural. It can be clearly observed in studies, which were conducted in Trabzon city in Turkey during different time periods (Erem, 2015). This study showed that from 1995 until 2012, total prevalence of obesity significantly increased from 19.2% to 34.4%. It demonstrated that rapid urbanization process and increasing domestic production and oil boom import had an indelible nutritional impact on economic

growth of Middle East. As nutrition transitions appeared, population's diets tend to include more salt, sugar, junk food, and increased level of carbohydrates, and lifestyles become increasingly sedentary. Also, the highest prevalence of obesity/overweight was observed in 31-59 age groups followed by <30 and then the levels were decreasing. Possible reason for it can be that >60 people might be suffering from other ailments and obesity related illnesses, on medications which could be leading to lower levels of obesity.

Another sociocultural factor may be related to a high physical inactivity and may affect excess weight gain (Rahim, 2014; Martiradonna, 2014). It is clear, that in Middle East there are a lot of cultural and social barriers. It is especially a public issue for women, because men and women are not culturally allowed to mingle together. Only rich women are allowed to go to specific women's gym classes so other women do not have opportunity to increase their physical activity. Another putative risk factor for obesity among Arab Muslim women is an extremely hot weather in addition to high dietary food intake.

Moreover, in most of Middle East countries, being obese for women is a symbol of fertility, beauty, prosperity and high social status (Peltzer, Pengpid, 2015). In addition, Arab male population, especially older than 40, think that Western women, who are too slim and they prefer women who are overweight. The result of this belief has led to the Arabic women to be overweight before they get married. Moreover, their weight continued to increase after pregnancy and childbirth. Multiple pregnancies are a normal cultural feature of Middle East. At the same time, multiple pregnancies can be one of the contributors to obesity. In addition, education level among women in Middle East is not so high compared to Western society, so women in this region believe that if they eat more, it is good for their newborn (Zeng et al., 2014). As a result, they do not care about their weight during pregnancies.

Possible solutions for reducing obesity in Middle East

Most of researchers support idea that Middle East should find their own solutions for this public issue, due to the cultural aspects. Kanter R. believes (Kanter, Caballero, 2012) that there are a lot of different social and cultural barriers in this region and all of them need to be considered when trying to find solutions. For instance, shopping malls are being used as a way for walking among people with diabetes and heart disease. Another idea is promoting gym classes separately for women and men. For example, in Bahrain there are several outdoor parks, which on certain days are available only for women and families, but on other days it is mixed.

However, it is commonly believed that governments in the Middle East do not have a policy or plan of action in order to reduce prevalence of obesity/overweight and NCD among population. Observers suggest that the ministers of health in Arab countries are not well versed in the nutritional knowledge. Moreover, they could appear more interested in quick results from treatment than the long haul of prevention (Moonesar, Lewis, 40). Research also suggests that the Arab countries use books from Western countries in their education system. These educational materials do not have information about habits and cultural features of the Middle East. Consequently, the food pyramid of the USA was deemed not relevant for Arabic countries. Therefore, Arab Center for Nutrition has developed and published a food dome for Arab countries, which includes all necessary dietary patterns, with local vegetables and fruits.

6. Conclusion

This review found that overall, prevalence of obesity and overweight has increased from 1980 among both sexes and age groups in the Middle East. Some countries however found that prevalence of obesity and overweight significantly decreased among females from 1991. 31-59 year old had the highest level of obesity and overweight in all studies, which were included in final analysis. Also, this review showed that urban population is more obese and overweight than rural residents. This review also shows that obesity and overweight can be potential a risk factor for developing of NCD.

Possible factors which may have impacted on increasing trend in obesity and overweight are changing nutritional trends with high energy consumption and decreased levels of physical activity, enhanced by social and cultural restrictions.

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I - AQRAN module construction for Arabic vocabulary consolidation: A needs analysis

I- AQRAN Construcción del módulo para la consolidación del vocabulario árabe: un análisis de necesidades

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ABSTRACT

This is a study of phased needs analysis that is aimed at identifying the needs for the construction of Modul i - AQRAN in consolidating the Arabic vocabulary mastery among students in one of the public universities in Kelantan. Learning Arabic vocabulary using interactivity, also known as peer-tutoring Arabic vocabulary learning method (*Aqrān*: Arabic), is through the use of interactive multimedia. This in-depth analysis uses survey design and data analysis through a quantitative approach. The sampling techniques used in this study were a stratified random sampling because of the uneven population size and also simple random sampling. The total population of 3600 people yielded the sample size of 346 people. This study also used a set of questionnaire as a research instrument. Before the actual questionnaire was administered to the students. Subsequently, a pilot questionnaire was conducted on 30 students to gain the "Cronbach Alpha" reliability. Once the pilot study's data was confirmed, the actual study was then carried out on the sample of the study. The data were analysed using descriptive statistic that involved mean analysis and standard deviation. The findings show that there is positive response to interactive Arabic learning in the classroom whereby students feel comfortable learning with friends and work with other friends to complete the assignment. Moreover, this interactivity-based technique used in learning Arabic vocabulary in the classroom have shown a high positive response where students ask friends about new words. On the other hand, the skills that are needs in Arabic interactive learning show that students give high positive responses towards Youtube/ video application and learning web sites and software for interactive learning. In conclusion, the findings of this phased needs analysis can be reinforced as inclusive elements in the design phase and the construction of the i - AQRAN Module in consolidating Arabic vocabulary among the students.

Keywords: Arabic Vocabulary, Interactive Multimedia, Interactive Learning, Needs Analysis, Peer Learning.

RESUMEN

Este es un estudio de análisis de necesidades por fases que tiene como objetivo identificar las necesidades para la construcción de Modulo i - AQRAN para consolidar el dominio del vocabulario árabe entre los estudiantes de una de las universidades públicas de Kelantan. Aprender vocabulario árabe usando la interactividad, también conocido como método de aprendizaje de vocabulario árabe de tutoría entre pares (Aqrān: árabe), es a través del uso de multimedia interactiva. Este análisis en profundidad utiliza diseño de encuestas y análisis de datos a través de un enfoque cuantitativo. Las técnicas de muestreo utilizadas en este estudio fueron un muestreo aleatorio estratificado debido al tamaño desigual de la población y también un muestreo aleatorio simple. La población total de 3600 personas arrojó el tamaño de la muestra de 346 personas. Este estudio también utilizó un conjunto de cuestionarios como instrumento de investigación. Antes de que el cuestionario real fuera administrado a los estudiantes. Posteriormente, se realizó un cuestionario piloto en 30 estudiantes para obtener la confiabilidad "Cronbach Alpha". Una vez que se confirmaron los datos del estudio piloto, el estudio real se llevó a cabo en la muestra del estudio. Los datos se analizaron mediante estadística descriptiva que incluía el análisis de la media y la desviación estándar. Los hallazgos muestran que hay una respuesta positiva al aprendizaje interactivo de árabe en el aula por el cual los estudiantes se sienten cómodos aprendiendo con amigos y trabajan con otros amigos para completar la tarea. Además, esta técnica basada en la interactividad utilizada en el aprendizaje del vocabulario árabe en el aula ha mostrado una alta respuesta positiva donde los estudiantes preguntan a sus amigos sobre nuevas palabras. Por otro lado, las habilidades que se necesitan en el aprendizaje interactivo en árabe muestran que los estudiantes dan respuestas altamente positivas hacia la aplicación de Youtube/video y sitios web de aprendizaje y software para el aprendizaje interactivo. En conclusión, los resultados de este análisis de necesidades por fases pueden reforzarse como elementos inclusivos en la fase de diseño y la construcción del módulo i - AQRAN para consolidar el vocabulario árabe entre los estudiantes.

Palabras clave: vocabulario árabe, multimedia interactiva, aprendizaje interactivo, análisis de necesidades, aprendizaje entre pares.

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Recibido: 07/08/2019 Aceptado: 12/11/2019

1. INTRODUCTION

In these recent years, teaching and learning approach in the classroom has gradually undergone changes in line with the nation's education policy. Education system transformation is not only oriented to primary and secondary schools which have been implementing 21st century learning, but also to Institution of Higher Education (IPT). Therefore, lecturers at Higher Education Institutions today need to have integrated innovative skills in implementing teaching and learning methods in line with the Industrial Revolution 4.0 (IR4.0). This matter is made significant due to new insights that the 21st century student generation is also categorised as ready-made students for complex life and a challenging academic environment (Gusti, 2015; Innovation & Innovation Skills, 2014). In conjunction with realising the Minister of Higher Education's goals 2018, i.e. to blend Higher Education and Industrial Revolution 4.0 together and to transform traditional teaching and learning methods into the Industrial Revolutionary Teaching and Learning 4.0 , it is clear that Teaching & Learning-Industrial Revolution 4.0 has started to emerge positively as the 21st Century Learning (PAK-21) which includes Heutagogy (self-study), Paragogy (peer-to-peer learning) and Cybergogy (virtual learning).

This study is a research of phased needs analysis that aims to identify the needs of the i - AQRAN Module in consolidating Arabic vocabulary among the students. The needs analysis phase is the initial phase of study in which information in context and from its environment needs to be analysed and collected (Aliza & Zamri et al., 2015; Saedah, Norlidah, Dorothy, & Zaharah, 2013). In this study's context, needs analysis is implemented at the beginning of the module construction to investigate how appropriate teaching plan or approach is implemented by lecturers so that Arabic vocabulary learning became more meaningful and effective.

Based on the objectives of the study, there are three questions to be constructed in order to answer the objectives of the study, namely:

a) What are the needs of students in an interactive learning classroom for Arabic?

b) What is the need for students' interactivity level in learning Arabic vocabulary in the classroom?

c) What are the needs of students' skills in using interactive Arabic learning materials?

Therefore, in this study, the researchers took the relevant initiative to identify students' needs on peer-tutoring- interactive learning in strengthening their Arabic vocabulary mastery. Arabic vocabulary interactive learning is therefore a method that involves peers' help (*Aqrān*) and the application of interactive multimedia.

Vocabulary learning is one of the biggest challenges in learning a second language. This is because students need to master many vocabularies to succeed in their learning. In order to overcome these challenges, language learners need a method of learning (Mohd Zaki & Kaseh, 2016; Asgari & Ghazali, 2011; Schmitt, 2010; Ellis, 1985; Lightbown & Spada, 1994) especially for vocabulary. The ineffective selection of teaching and learning methods has been identified as a major factor that hinders the mastery of vocabulary among learners. The failure of selecting and varying teaching and learning methods is also identified as the most important source of unsuccessful teaching and learning of the Arabic language. This has led students to feel less and less attracted to learn the language (Fairosnita & Kamarul Shukri, 2015; Saifuddin, 2002). Methods of teaching and learning vocabulary are the primary target for students with a specific aim, in order to achieve in their language learning (Indoor Silk & Indica, 2018).

According to Nabihah, Harun & Maimun Aqsha, (2018); Nadwah & Nadhilah, (2014), the problems among students who are studying Arabic are the absence of vocabulary, lack of interaction and achievement in Arabic communication because of the lack of support from their environment. The researchers have also found that only through peer-to-peer assistance can help them to understand and master Arabic well. In addition, students also experience boredom during the teaching session because teachers still use traditional teaching and learning methods. Meanwhile, according to Ghazali Yusri and colleagues, (2012), the weakness of Arabic language mastery among university campus students in one of public universities generally happens due to several factors; among others is the use of self - learning methods in teaching and learning. This view is in line with Noor Anida, Rahimah & Zaiton, (2014) i.e. peer-to-peer learning is one of the methods in the self-learning concept. Self-learning is defined as a learning process based on students. There are many studies showings that peer-assisted learning methods have a positive impact on student academic achievement (Elizabeth, Stanley & Edwin, 2016; Ayvazo & Aljadeff-Abergel, 2014; Bowman-Perrott, 2013).

According to a study by Nur Khamimi & Muhammad Sabri Shahri, (2016) on the use of Multimedia Software for Arabic Language Teaching among public university students, there is still a lack in the aspect of using computer technology for learning purposes. Most Arabic instructors are found to be inefficient in the use of computers during the teaching and learning process. This is because they lack exposure to the use of technology especially among the generations of veteran instructors (Mohd Feham & Isarji, 2000; Mohd Feham, 2006; Zawawi, 2008). In fact, most multimedia software in the field of Arabic language is not designed using appropriate learning theories and design principles. Hence, in this study, the researchers took the initiative to identify peer-assisted interactive learning needs in strengthening the Arabic vocabulary among students in the Kelantan branch public university. Additionally, the researchers intend to incorporate peer-assisted interactive learning elements into the design and construction phase of interactive peer-assisted learning modules, in order to reinforce Arabic vocabulary learning and teaching so that it would be more innovative and interesting.

Peer Tutoring (Peer-to-Peer Learning)

Peer-to-peer learning is believed to be an effective method for classroom learning. It refers to the teaching process in which a student (tutor) teaches one or more students who are his or her peers (Dyah, 2018; Gregory, Walker, Mclaughlin, & Peets, 2011; Mackinnon, Haque, & Stark, 2009). Peer-to-peer learning methods are often being made a model reference

by educators as they improve the quality of learning, contribute to the development of social skills, develop a variety of other skills and provide emotional well-being to students (Ayvazo & Aljadeff-Abergel et al., McKellar, 1986). According to Bowman-Perrott et al., (2013), peer-to-peer learning methods have been accepted as one of the innovative teaching methods in recent years. This method has begun to be implemented at every level of education from primary to tertiary education.

The findings not only enhance student performance, but also have a positive impact on social relationships, attitudes and self-esteem among students. This study is supported by Naseerali, (2013); Hussain, (2011); Robinson, Schofield & Steers-Wentzell, (2005); Topping, (2003); Britz, (1989), there are studies that prove that peer-assisted learning methods are often implemented abroad and this method has given positive results in improving academic achievement, improving students' confidence, forming attitude as well as interest in the course. Therefore, it can be concluded that based on past studies that are related to the use of peer-assisted learning methods, they have shown positive impact on students' achievement. It is more evident that this method has its significant relationship with other various issues highlighted in the study of teaching and learning. The development of this methodology of study is still a major focus for both local researchers and those abroad.

Arabic Vocabulary Learning

Vocabulary learning is one of the biggest challenges in learning a second language. This is because students need to master many vocabularies in order to succeed in their learning (Mohd Zaki & Kaseh et al., (2016); Asgari & Ghazali, 2011; Schmitt, 2010). According to Abdul Razif, Khirsulnizam & Mohd Haron, (2016), vocabulary is a basic element that needs to be emphasised in language learning. An alternative is needed in the learning of Arabic vocabulary as it is a necessity to develop applications, capable of expanding vocabulary among students. According to Fairosnita & Kamarul Shukri et al., (2015), good vocabulary mastery can directly help students pick up other language skills too. Alternatively, educators should choose effective teaching and learning methods to stimulate students' motivation. This opinion coincides with the views of Irma Martiny, Maimun Aqsha & Zaid, (2017).

The use of Arabic language vocabulary is one of the main components that must be mastered in Arabic language learning. According to Fadilah, Isa, Harun, (2017), the use of cognitive strategies in learning Arabic vocabulary should be addressed to enhance the consolidation process of existing vocabularies as well as new words. In addition, students need to make full use of cognitive strategies in learning Arabic language vocabulary in order to strengthen their vocabulary retention in the long run. The studies trend shows various issues in relation to Arabic vocabulary research that are implemented in a more interesting design. This proves that until today, issues regarding Arabic language vocabulary continue to gain attention from researchers, regardless of location whether within the country or abroad. The development of Arabic language vocabulary has led to a diversification and widening of strategy in teaching and learning.

Use of Interactive Multimedia for Arabic Language Learning

According to Norhayati, Shaferul and Mohd Fauzi, (2013), the use of technology in Arabic learning is still in its early stages. This is a challenge for Arabic language lecturers. Lecturers also need to be more creative and innovative in giving their students the best. According to Zahratun Fajriah, (2015), there is an increase in the mastery of Arabic language vocabulary among students who apply animation in interactive multimedia assisted learning. Based on the study by Nurkhamimi & Muhammad Sabri Sahrir et al., (2016) on public university students majoring in Multimedia Courseware for Arabic Language Teaching, it is found that even though the use of these educational software cannot be generalised for all teaching purposes and settings, some designs and development principles can be applied in the same context.

Correspondingly, the study can also be emulated by other institutions based on problem situations and learning issues. According to Siti Zulaidah and colleagues et.al., (2017), the use of interactive multimedia modules is the best and effective way of presenting information as it is easy to learn and understand. In addition, the learning theory also supports the use of pictures, graphics, video and voice to help students understand and remember what they are learning well. This view coincides with Hashiroh & Norshuhada's opinion, (2017); Lowenthal, (2008), that the presentation of instructional media needs to be more interactive and innovative to provide an innovative way of delivering creative learning content.

2. METHODOLOGY

This study uses a survey questionnaire and the study data is analysed through a quantitative approach. The main focus of this study is to conduct a needs analysis to determine the required basis in the designing and constructing phase of the i - AQRAN module which is meant for the consolidation of Arabic vocabulary among students in one of public universities in Kelantan.This study uses survey methods through online surveys that are extended to a number of public university students throughout Malaysia. In this study, the sample selection used was stratified random sampling because of the uneven population size and was followed by the use of simple random sampling. The selection of study sample was made based on students' intakes that were obtained from the public university student management information system, which was estimated to be a total of 3600 students.

Accordingly, the researcher calculated and determined the number of samples based on referenced to Krejcie & Morgan, (1970) sample determination table- which states that for a population of 3600 people, the number of suitable samples were 345 people. Thus, the total number of samples were appropriate and sufficient for the generalisation purpose of Arabic subject takers at the Kelantan branch public university in Malaysia. Students with a Bachelor of Arabic Language courses were selected as they have had Arabic language learning experience and knowledge while taking Arabic course at their previous campus. Therefore, they were expected to be accustomed to

the Arabic teaching and learning atmosphere at the campus.

The set of questionnaire that was developed for the students consisted of 2 sections i.e. part A- concerning students' demographic information, and part B- on 3 constructive questions involving 5 likert scales with the scoring method of Strongly Disagree (SD): one point score, Disagree (D): two points scores, Less Agree (LA): three points, Agree (A) with four points and Strongly Agree (SA) with a score of five points. This set of questionnaire was developed based on the adaptation and modification of previous questionnaires that had been implemented for a similar purpose by Harun, (2014); Ghazali Yusri, Nik Mohd Rahimi & Parilah et.al, (2012).

Before the actual needs analysis was administered to the students, the set of questionnaires had been adapted based on the critical reviews by three experts who lectures at public universities in Malaysia, i.e. an Arabic language lecturer, and a Multimedia Technology lecturer. Later, a pilot study was conducted on 30 Arabic Language Students at the Kelantan branch. For reliability test the "Cronbach Alpha" was computed with the aid of SPSS Version 24 package through "item correlation and reliability" analysis, to obtain the reliability and validity of the questionnaire.

The analysis shows the value of Alfa Cronbach based on 3 constructs which the first construct is Arabic interactive classroom learning = 0.88, the second construct (interactivity in learning Arabic vocabulary in classroom) = 0.86 and the third construct (skills requirement for Arabic interactive learning) = 0.81. Cronbach Alpha value which exceeds 0.70 is often used by researchers as a reliability index in the study (Mohd Majid, 1990). The higher the value of Alpha Cronbach, the higher the reliability of the item. Normally, values of 0.7 and above are accepted as justifiable reliability values (Nunally, 1978).

Once the pilot data had been obtained, the actual study was carried out on the sample of the study. The data obtained were analysed using descriptive statistic involving mean analysis, percentage and standard deviation. Therefore, this needs analysis may answer the research objectives of i - AQRAN Module construction for the purpose of strengthening the Arabic vocabulary among the students. Additionally, the data obtained are helpful in the process of selecting and determining the appropriate content and elements that should be included in the design phase and construction of the i - AQRAN as supplementary learning material for Arabic vocabulary reinforcement effort.

3. RESULT AND DISCUSSION

Analysis of this study was conducted according to what had been suggested through the quantitative approach. The focus of this study is to conduct a needs analysis to determine the basis required in the designing and constructing phase of the i - AQRAN module among students. Below is the analysis for this evaluation.

Table 1 Arabic Interactive Learning in Classroom

NO	Item	Mean	Standard Deviation	Interpretation
1	I cooperate with my friends to complete the assignments.	4.27	0.63	High
2	I spend time to discuss the lesson with my friends.	4.08	0.69	High
3	I feel courageous enough to give my opinion when I'm with my friends.	4.13	0.71	High
4	I feel confident to communicate spontaneously with my friends.	3.97	0.85	High
5	I feel comfortable in my group.	4.27	0.72	High
	Total Mean	4.14	0.72	High

Based on table 1, the total mean of the five items is (mean = 4.14) and the standard deviation (0.72) is at the high-level min interpretation. Among the items that show a high level of mean interpretation are item (5): "I work with my colleague to complete the assignment" (mean = 4.27, sd = 0.63), item (1) which is the second highest mean value: "I feel comfortable in my group" (mean = 4.27, sd = 0.72), item (3): "I feel courageous enough to give opinion when I'm with my friends" (mean = 4.13, sp = 0.71), item (2): "I spend time to discuss the lesson with my friends" (mean = 4.08, sd = 0.69), and item (4): "I feel confident to communicate spontaneously with my colleagues" (mean = 3.97, sd = 0.85). There are no items in this section that have recorded a mean score of the medium and low levels. This shows that not even one of the Arabic interactive learning in the classroom items has been rejected entirely, and this is directly relevant as a necessity in interactive learning in the classroom.

Based on the first objective of this study, the findings showed that the highest-level mean value was scored by "Students feel comfortable in a group of friends" (item 5). This finding supports the opinion of Nabihah, Harun & Maimun Aqsha et al., (2018); Soly Mathew Biju, (2018); and Horan, (2016), the main reason for the successful use of learning methods with peers is that students are more comfortable with the instructions from other students rather than the teachers' instructions. Learning through peer-to-peer learning methods can yield better communication links between tutors (tutors) and tutee (other students).

According to Emily Hudson, (2014) and Webb, (2002), educators need to create a positive group environment that makes students feel comfortable and less anxious when they contribute answers to a question during learning discussions. In other words, they can give detailed explanation and not just a brief reply. In addition, teachers need to focus on the concept of understanding the lesson and not just memorisation procedures. Meanwhile, according to Popejoy & Asala, (2013), creating learning methods with peers improves students' confidence in obtaining higher grades in class and achievement in the exam. This opinion is in line with Hanita & Norzaini's views, (2018) and Bandura, (1989), i.e. peer support in learning can encourage students to learn and improve their academic achievement.

According to Arsaythamby, Ruzlan & Sitie, (2016), cooperative learning is a good teaching and learning method to achieve high academic performance among students. This opinion coincides with the views of Umi Kalthom & Ahmad, (2014), i.e. cooperative learning (group work) can help one to be a good problem solver because through discursive engagement, students can get various perspectives on problem solving. Individual accountability in cooperative learning also takes place when individual student makes a public performance, i.e. performing or sharing what they have learned or mastered in front of their group members (Kagan & Kagan, 2009).

Apart from that, the findings of the study show that the highest mean score is for "Students work with their peers to complete the task" (item 1). This is in line with the views of Bhavani & Zamri et al. (2017), i.e. students in a group should practice the value of cooperation and be responsible in providing assistance to their group members so that they can all understand the concepts that are learned, and help each other especially the one chosen to represent their group in providing answers for their presentations. The sense of responsibility of each individual of a group project also becomes evident through the completion of a task which requires contribution of specific roles or skills that are combined together to produce a quality assignment.

According to Puji & Jayne C., (2016) and Kagan & Kagan, (2009), the individual's sense of responsibility becomes effective in a co-operative learning setting when the individual student performs a presentation i.e. sharing what he or she has learned with their group members. This activity does not exist in conventional learning and becomes disadvantageous to the students (tutors) who are supposed to have the opportunity to train themselves using the target language with their own peers and friends.

Table 2 Interactivity in Learning Arabic vocabulary in the classroom

No	Item	Mean	Standard Deviation	Interpretation
1	I ask my lecturer so that I know the meaning of a new word.	3.86	0.75	High
2	I ask my classmates about the meaning of a new word.	4.15	0.66	High
3	I mention the word I learned repeatedly to other students.	3.87	0.81	High
4	I ask for Arabic language lecturer to help check the meaning of new words.	3.79	0.84	High
5	I interact and use the word along with other students who can speak Arabic	3.68	0.86	High
6	I mix the words I learned in Arabic with words from my first language when I talk. Example: **انا** *suka* **فكاوفلا**	3.69	0.86	High
	Total Mean	3.90	0.79	High

Based on table 2, the total mean for six (6) items is (mean = 3.90) and standard deviation (0.79) which is at high level mean interpretation. Among the items that are recorded the mean value at high level is item (2): "I ask my classmates about the meaning of a new word" (mean = 4.15, sp = 0.66), which is followed by item (3): "I mention the word I learned repeatedly to other students" (mean = 3.87, sd = 0.81), item (1): "I ask my lecturer so that I know the meaning of a new word" (mean = 3.86, sd = 0.75), item (4): "I ask for Arabic language lecturer to help check the meaning of new words" (mean = 3.79, sd = 0.83) , item (6): "I mix the words I learned in Arabic with words from my first language when I talk" (mean = 3.69, sd = 0.86), and item (5): "I interact and use the word along with other students who can speak Arabic" (mean = 3.68, sd = 0.87).

The findings show that there are no items that has recorded a mean score of average and low level. This shows that there is no interactivity elements in Arabic vocabulary learning that is rejected entirely, and indirectly this shows that interactivity in i - AQRAN learning is relevant. However, the selection of interactivity needs in the study of Arabic vocabulary in the classroom requires items that have scored mean value of high level for the designing and construction phase of the

i - AQRAN module.

Based on the second objective of this study, the findings showed that the mean score of the highest in terms of "Students ask classmates about the meaning of the new word" was (item 2). This insight is supported by the opinion of Martin Martiny, Maimun Aqsa & Zaid Arafat, (2017), i.e. students spend some time searching for vocabulary meaning by asking teachers and friends instead of searching the meaning of words in the dictionary. They are perceived to be more confident of working with friends to get information faster than referring to the dictionary on their own. According to Noor Anida, Rahimah & Zaiton et al., (2014) and Baharin, Othman, Syed Mohd Syafiq & Haliza et al., (2017), students tend to ask question regarding the meaning of words more from their friends rather than refer to the manual dictionary. This type of collaboration is therefore seen as helping students to master the language. Additionally, students feel more comfortable communicating with their friends because they feel they are the same in terms of knowledge level of a foreign language.

Table 3 Needs of Skills in Arabic Language Interactive Learning

No.	Item	Mean	Mean	Standard Deviation
1	Learning Websites	3.95	0.74	High
2	Blog	3.68	0.88	High
3	Wiki	3.62	0.91	High
4	You Tube/ Video	4.05	0.77	High
5	Powtoon	3.87	0.86	High
	Total Mean	**4.43**	**0.83**	**High**

Based on table 3, the total mean of five (5) items is (mean = 4.43) with standard deviation of (0.83) which is at high level of mean interpretation. Among the items that show high-level min interpretation are item (4) "You Tube / Video" (mean = 4.05, sd = 0.77) , and the second highest mean value is item (1) "Learning Websites" (mean = 3.95, sd = 0.74). Meanwhile, item (5) "Powtoon" has scored (mean = 3.87, sd = 0.86). Item (2) "Blog" follows with (mean = 3.68, sd = 0.88). There is one item i.e. (3) "Wiki" which has scored an average mean level of interpretation (mean = 3.62, sp = 0.91). Overall, the findings show that respondents agreed with the overall skills requirement for interactive Arabic learning purpose. This is based on most of the skills that are needed in Arabic language interactive learning has scored total mean value of high level of interpretation.

Based on the third objective of this study, the findings of the skills requirement in Arabic interactive learning have shown that the highest score of mean is for "You tube / video" (item 4). This result is supported by Salmi & Noor Shuhada (2017), i.e. the video has become one of the most popular media among educators. The combination of multimedia elements such as text, graphics and audio has proven to attract students' attention and interest and can stimulate visual and auditory senses. In line with the 21st century learning features which include student-centered learning with intentions, throughout the teaching and learning process the role of the student is more important than the lecturer, who only plays the role as a guide.

Besides, according to Berlian, Anis, Mohamad Jafre & Amelia, (2017) and Tuzi & Mori (2008), videos that contain precise language content can be applied as teaching model that focus on grammar and vocabulary usage such as introducing new words and grammar components. It can be done through various activities such as training, scripts, surveys, and others. This is further elaborated by W. Marc, (2014) and O'Connor, (2011), when teachers see the potential of getting involved with discussions and collaborative activities after watching Youtube video of microteaching. This method seems very good in establishing professional relationships among them. There are also teachers' education studies that have been conducted by Abendroth, Golzy, and O'Connor, (2012), which have expressed that the use of Youtube in microteaching has helped these teachers in preparing themselves for class presentation that applies student-oriented classroom setting.

In addition, the findings of skills requirement in interactive Arabic learning show that the mean score is the highest for "learning website" (item 1). This is supported by Mohd Noorhadi & Zurinah, (2017), i.e. teaching and learning method which is based on learning web sites is an integration of information and communication technology in the education system. Other than creating active involvement by students in the learning process, it also enhances the level of learning among students and makes the teaching process of lecturers at public university easier and smoother (Chang, 2001). Moreover, Norliza, (2017), has stated that teaching and learning based on the learning website is not only aimed at facilitating lecturers and students but also a transformation towards high quality and effective education.

This phased need analysis study has contributed to the design phase and the construction of the i - AQRAN Module in strengthening Arabic vocabulary among students in one of public universities in Kelantan. In summary, the overall findings of this study have shown a positive response to the needs of the students to design and build the i - AQRAN Module. Obviously, students feel comfortable when they are with friends and work together to prepare for something. This shows that students who often learn together will feel comfortable to sit and spend time among themselves in a group. Additionally, shame or fear of being ridiculed by other friends can soon be controlled. The desire to do work co-operatively will strengthen the relationship between students and they can get used to each other. Space and opportunities with colleagues do not only happen in the classroom, but also happen outside the classroom (Noor Anida, Rahimah & Zaiton et al., 2014).

Introspectively, the implementation of interactive learning through interactive multimedia has also shown positive results to the reinforcement of Arabic vocabulary. This shows that the use of peer-to-peer interactive multimedia helps students to reinforce their Arabic vocabulary. This is because interactive multimedia learning can nurture and increase the student's interest in continuing to learn. The help of multimedia elements increase the student's concentration and

understanding of the presentation contents and the topics being discussed.

The implication of this study also encourages lecturers to diversify their teaching and learning methods from time to time. Lecturers need to transform the traditional learning methods into innovative and effective learning methods. This is because, if the lecturers still retain the old teaching and learning methods, it will create a passive and 'dim' teaching and learning atmosphere, especially among students. In addition, through this method, it will help Arabic lecturers to make improvements in their teaching pedagogy and to find suitable solutions to the problem of vocabulary mastery.

According to Rafiza & Maryam (2013), it is important for educators to choose the teaching methods that suit their student's ability in order to stimulate and attract students' interest, so that the teaching and learning process achieves its objectives. This is further supported by Mohamad Bilal and colleagues, (2013), i.e. it is undeniable that the use of multimedia technology in education promises great benefits to educators as well as to students, given the importance of multimedia technology application in the field of education.

The implication of this study is to provide input to the students to improve the quality of learning by using a particular strategy, especially to achieve academic excellence and at the same time to be able to control the environment so that it becomes positive. Additionally, this method gives students the opportunity to express their views which can be added with certain evaluation to Arabic language teaching and learning. The results of the study help students to realise in depth their own problems in Arabic language vocabulary mastery for betterment purpose.

Besides, the results of this study also implicate in terms of assisting the faculty or language learning centre to identify problems of students' language performance and to improve teaching and learning methodology and quality. This will indirectly fulfill the objective's outlines- to have students perform excellently in their academic assessments and to achieve good academic pointers in general. Therefore, the administration of Arabic Language courses in the Academy of Language Studies needs to plan and form a module specifically for strengthening the Arabic language mastery among students. Teaching courses and workshops need to be organised for lecturers in order to strengthen teaching skills among the Arabic lecturers. Continuous lecturer training is important to encourage lecturers to use the most appropriate methods of teaching that suits the current environment needs, and transform them to be up-to-date and effective for students.

4. CONCLUSION

It can be concluded that Malaysia is now heading towards becoming a developed nation in the globalised era in terms of education. Therefore, the need for education transformation should be emphasised, in particular, by the Institute of Higher Education. This matter coincides with the mandate of the Minister of Higher Education, i.e. to realise Higher Education to be affiliated with the Industrial Revolution 4.0., and thus requires lecturers to be skillful and competent in the teaching and learning field. It is important for them to be more innovative and to compete healthily with other developed countries in terms of education technology.

This goal is also in line with the 21st Century Learning core element which emphasises 11 paradigm shifts for the transformation of the education system under the Malaysian Education Development Plan 2013-2025. Hence, the findings of this study can contribute to the university in general to improve academic achievement and to minimise traditional teaching and learning methods. In addition, it is a source of information to the faculty or the language academy to formulate more effective methods to enhance the reinforcement of Arabic vocabulary with more interactive and innovative learning methods in the classroom. The result of this study also gives meaningful input to the Kelantan branch public university in Malaysia, and the Ministry of Higher Education in identifying interactive learning methods that are appropriate for language learning that goes along with the Industrial Revolution 4.0.

ACKNOWLEDGMENT

This researchers would like to acknowledge the Universiti Kebangsaan Malaysia for the financial funding of this research through Research Grant GG-2019-058.

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Investigation of Morteza Momayez's Illustrations in Epic of Gilgamesh Based on Julia Kristeva's Intertextuality Theory

Investigación de las ilustraciones de Morteza Momayez en la epopeya de Gilgamesh basada en la teoría de la intertextualidad de Julia Kristeva

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ABSTRACT

The issue of death and the desire for eternal life is found in the myths of the nations of the world. The myths of Mesopotamia are no exceptions. One of the Mesopotamian myths in which the sorrowful inevitability of death is reflected is the Epic of Gilgamesh. In this myth, Enkidu's unbelievable death represents the first thoughtful confrontation of a Mesopotamian man with the shocking reality of death, and Gilgamesh's failed attempt to attain immortality indicates that the ancient Sumerian man accepts the mortality of his kind as an integral part of his destiny and succumbs to it. In the meantime, Ahmad Shamloo's literary recreation of the epic of Gilgamesh has been studied with Morteza Momayez's illustration. In this paper, we try to examine the Mesopotamian Epic of Gilgamesh with illustrative representation of Master Momayez (Iranian artist) through an adaptive-analytical approach to Julia Kristeva's intertextuality theory, which is a new approach. The purpose of this study is to express Kristeva's view to show a new reading and explanation of the Mesopotamian epic with an explanation and illustration from an Iranian artist. In this regard, the text and its degree of adaptation to the images are examined using intertextual relations. The findings indicate that although these images are illustrated on the basis of Gilgamesh, the Iranian explanation and readability of Momayz can be visible in it.

Keywords: Gilgamesh, Morteza Momayez, Mesopotamia, Humbaba, Illustration

RESUMEN

El tema de la muerte y el deseo de vida eterna se encuentra en los mitos de las naciones del mundo. Los mitos de Mesopotamia no son excepciones. Uno de los mitos mesopotámicos en los que se refleja la triste inevitabilidad de la muerte es la epopeya de Gilgamesh. En este mito, la increíble muerte de Enkidu representa la primera confrontación reflexiva de un hombre mesopotámico con la impactante realidad de la muerte, y el intento fallido de Gilgamesh de alcanzar la inmortalidad indica que el antiguo hombre sumerio acepta la mortalidad de su especie como una parte integral de su destino y sucumbe a ello. Mientras tanto, la recreación literaria de Ahmad Shamloo de la epopeya de Gilgamesh ha sido estudiada con la ilustración de Morteza Momayez. En este artículo, tratamos de examinar la epopeya mesopotámica de Gilgamesh con una representación ilustrativa del maestro Momayez (artista iraní) a través de un enfoque adaptativo-analítico de la teoría de la intertextualidad de Julia Kristeva, que es un enfoque nuevo. El propósito de este estudio es expresar el punto de vista de Kristeva para mostrar una nueva lectura y explicación de la epopeya mesopotámica con una explicación e ilustración de un artista iraní. En este sentido, el texto y su grado de adaptación a las imágenes se examinan utilizando relaciones intertextuales. Los hallazgos indican que aunque estas imágenes se ilustran sobre la base de Gilgamesh, la explicación iraní y la legibilidad de Momayz pueden ser visibles en ella.

Palabras clave: Gilgamesh, Morteza Momayez, Mesopotamia, Humbaba, Ilustración.

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Recibido: 10/06/2019 Aceptado: 18/09/2019

Introduction

The epic of Gilgamesh is the story of the king of the land of Uruk; he is a very oppressive ruler who oppresses the people of his land. The people of Uruk complain to god of gods "Shamash", who rid them of Gilgamesh's oppression. As a punishment for him, Shamash sends a giant named Enkidu to confront him. But after a while, the two become friends. For entertainment, Gilgamesh takes Enkidu to the Cedar Forest to fight with "Humbaba" the guardian" the Cedar Forest. After he wins, he decapitates him and returns to the city triumphantly. The rest of the story has been recreated by an Iranian artist and poet "Ahmad Shamloo" and then Morteza Momayez, an Iranian artist, has made illustration for it (Barthes, 1977). This study examines the fourth and fifth tablets of epic of Gilgamesh, in which Gilgamesh and Enkidu fight with Humbaba and finally Humbaba is killed. And Morteza Momayez has painted three pictures for this event (Shamloo, 2010). In the twentieth century, theorists in the field of literature and linguistics have been able to present different and varied theories, one of them is Julia Kristeva. Kristeva came up with a great discovery in the field of literature and art by inventing the theory of intertextuality. According to Kristeva, "intertextuality is mainly a way of recording history in us; us two people, two destinies, two souls. Intertextuality is a way of entering history in its structuralism and its lonely and orphan texts and interpretations" (Kristeva, 1980). Intertextuality was based on this simple sentence that "every text is made on the basis of previous texts" (Namvar, 2008). In this study, while trying to explain Kristeva's intertextuality theory, we try to analyze and evaluate Momayez's illustrations by relying on this theory (Mumayyiz, 2005).

Research methodology

This research is primarily an attempt to make a (content-intertextual) comparison of images created from Gilgamesh's narrative, especially the scene of Humbaba's appearing that "as an intra-cultural study body, which was limited to the study of the three works of Morteza Momayez due to the extensiveness of the subject" which is associated with fourth and fifth tablets of the epic of Gilgamesh. Shamloo and are analyzed according to Julia Kristeva's intertextual theories and approaches (Shamlo). The research methodology used in this research is (content analysis) that is to potentially identify the data as symbolic phenomena, and to analyze the selected images without interrupting them and therefore it tries on how Master Momayez utilized the previous illustrated texts, myths, folklore stories and at the same time to use the artist's imagination in an attempt to achieve this goal. This entails examining various factors in the field of intertextuality in the illustrator's understanding of Gilgamesh's narrative and its representation in his works.

Research background

Research in the field of recognizing the Mesopotamian myths, and in particular the Gilgamesh myth, is an important part of Orientalism knowledge. Orientalists have authored and published numerous books and articles to explore the various aspects of the historical and cultural life of the nations in the East. (Pritchard et al, 2011) compiled Oriental texts including mythological, legal, social texts and ...of Mesopotamia. The book includes the first translation of the tablets obtained from Mesopotamia and there is no interference and possession in it. In this book, he describes Gilgamesh story. In this book, he describes Gilgamesh's story. Allen describes the theory of intertextuality and proves that texts are created by affecting one another with an emphasis on intertextual relations (Allen, 2011). Fakhari Zadeh had a conversation with a group of Iranian cultural and literary figures, including Morteza Momayez, in which he has garnered Momayez's comments and point of view on Iranian art (Fakharizadeh, 2015). On the other hand, George Smith first translated the tablets from Cuneiform into English, and then Monshizadeh translated them into Persian. In this book, while describing the history of this legend, the story of Gilgamesh and the tablets remained from it are described. Mourizinejad describes contemporary Iranian illustrators and the type of styles and methods used in their works. Among these illustrators, works of Momayez have also been examined. Kristeva, describes the intertextuality approach in the field of criticism of art and literature. Intertextuality is a new and very applicable theory according to which every text has a pre-text that is also influenced by it (Kristeva, 1986).

Many other works are listed in the references. It seems, however, that there is no work among the researches done in the field of illustrations by Master Momayez for the epic of Gilgamesh, which specifically belongs to the study of these three images based on Kristeva's theory.

Humbaba's being decapitated	Humbaba being killed by Gilgamesh and Enkidu	Humbaba's appearing

Table 1- Three stages of a) Humbaba's appearing b) being killed c) being decapitated by Gilgamesh and Enkidu (Quinn, 2013)

Theoretical approach

Intertextuality is one of the theories of the twentieth century, which provides new insights from the relation of elements in texts and deals with intertextual relations. In the twentieth century, Julia Kristeva, the Bulgarian immigrant lady in French territory, coined the words and terms for this new theory and introduced a new approach to scholars and critics of the arts and literature. Kristeva believes that every text is created on the basis of its previous texts. There is no text that is completely produced or even received independently. Therefore, pre-texts always play a fundamental role in producing and receiving a text. In other words, without intertextual relations no text can be created; according to intertextual theorists, there are two main theories about the sources and references of texts: first the group that consider one text to be made of other texts and that the search for their sources to be useless. Second, those who are determined to find traces and elements of other texts in the new text. Kristeva's intertextuality is in the first group and is not as a way of observing elements derived from other texts, but rather is used for new explaining and reading of texts (Jenaabadi, 2013).

An important feature of Kristeva's intertextuality is "contrasting it with criticism of resources"[1]. Kristeva did not agree with the decoding of the text and considered it very difficult and even impossible. In this study, we have attempted to analyze the illustrations and reading of Master Momayez for Gilgamesh myth through Kristeva's intertextuality approach (Kristeva, 1986).

Gilgamesh myth

Gilgamesh is a Mesopotamian myth, Mesopotamia is a plain, almost flat land in western Asia that today corresponds to the current state of Iraq, Iran's neighbor. The land, as its name implies, lies between the Tigris and Euphrates rivers. Gilgamesh is one of the oldest and most famous epic narratives in the world. This epic is originally a Sumerian myth that has a Babylonian narrative and contains six separate stories. The most complete available Babylonian text of this narrative has been obtained on the Twelve Tablets discovered from the library of Ashurbanipal (the Assyrian king) in Ninawa. Date of writing the Babylon text of this poem is attributed to the early seals of the second millennium BC [13]. These tablets tell the story of the life of the mythical hero Gilgamesh, one of the oldest kings of Uruk, who goes through many events on the path to achieve immortality and solve the mystery of death and eventually succumbs to the sorrowful inevitability of death [13-15,29].

In Iran for the epic of Gilgamesh, illustrations have been made by Master Morteza Momayez, for the recreated text of Iranian poet and writer Ahmad Shamloo. Because of the extensiveness of the subject, this study is limited to only three images of the work, related to Humbaba the demon and guardian of the Cedar Forest. The illustrations in Table 1 illustrate the three stages of Humbaba's appearing, killing, and ultimately his decapitation by Gilgamesh and Enkidu.

Morteza Momayez and illustrations

Morteza Momayez is known as the father of Iranian graphic art. Master Momayez's interest in Iranian ancient art motifs and ancient Iranian traditions is evident in the works and motifs existing in his illustrations. Momayez has designed images of the epic of Gilgamesh in black and white, which is an expression of archaism and reminiscent of the aforementioned motifs. As stated in Kristeva's theory of intertextuality: Texts are never created all at once and other texts are always involved in the creation of new texts. In this regard, the presence of pre-text in the new text

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can be seen [5]. According to this theory, the art of Momayez can be analyzed, the motifs, symbols and signs used by Momayez in his illustrations were not created by him all at once, but rather while Momayez has progressed by studying the epic of Gilgamesh and Mesopotamian myths, Momayez's pre-text, which is derived from ancient Iranian art and culture, has manifested in the illustrations. In illustration of Humbaba in the text it has been mentioned that his body is covered with scales; in this image (Figure 1) we can see that Momayez has tried to remain faithful to Mesopotamian text and culture, but at the same time, the Humbaba's image reminds us of Div (demon) in Iranian folklore (Gale, 2015)

It should be borne in mind here that Momayez tries to visualize the work in a way that it vivifies the atmosphere of that time to the audience. Therefore, it should be noted that while Momayez studying the myth of Gilgamesh and Mesopotamia, his power of imagination that is influenced by Iranian myth, culture, folklore and legends should be taken into account (Motlagh, 2015).

Intertextuality for Kristeva is not a way of observing elements derived from other texts, rather it is used for a new explanation of the new status of the text, it can be shown that in the illustrations of Master Momayez he has illustrated a Sumerian myth with a new explanation and reading of the Mesopotamian epic. In other words, he has mythologized for his pre-text and has altered the pre-text content (Gale, 2015).

And on the other hand, the characterization, display of the characters, the face, the legs, are all influenced by Morteza Momayez's pre-text of art and images remained from ancient Iran. A head that is displayed in profile while the body and eyes are shown from the front. Also the style of the face and hair of Gilgamesh and Enkidu, which is reminiscent of the Achaemenid art and the figure of the eternal soldiers depicted in the Palace of Darius in Susa (Tables 1, 2 and 3). As we said, we are not looking for decoding of the images as it is very difficult and even impossible to present such works perfectly. In addition to the intertextual relations in the formal and stylistic structure of the work, Momayez quotes: "The use of traditional motifs and bas-reliefs was created at a particular time when we used European experiences. That is, we found that European designers, in fact, also have an indirect view and attention to their own history and culture, and that is why they have acquired identity. That was when the issue of identity was raised for us young people of that time, and we necessarily referred to our cultural heritage, which is a long story.

In explaining the causes of these differences based on the theory of intertextuality and examining the pre-texts that Momayez had in his mind based on ancient Iranian art, he explored the hidden structures and relationships between texts and considered the sociocultural factors and extrinsic-component factors (Gale, 2015).

In another conversation, Momayez expresses his identity: "We are always Iranian and we will be because we have a special heritage. But our heritage, of course, is also affected by time and the world and becomes our present identity. So we need to know how to use our heritage with current condition of the time in a forethoughtful and proper way [20].As can be seen in the creation of the image (2 and 3), Momayez has gotten himself close to the thinking and insight of ancient Iran, especially the Achaemenids, and has made it his pre-text and created the illustration. His personal style has been the use of narrative and black and white lines, not using much colors in illustration to make his expression and more emphasizing the space of work and design. His technique in illustration is to create thin linear scratches on surfaces impregnated with black ink, being simple yet highly powerful. In this work he has used the scratchboard technique; and by using the features of this technique, such as contrast, line interference and texture obtained by composite scraping, he has tried to show the anxiety indicating the event (Ai, 2016).

He has also been effective in expressing his views and making culture and introducing the art of particular periods, and in some ways have manifested and accelerated part of the visual tradition and memory of the ancients in his new work by making changes in his own personal way. Thus, based on studies, it seems that every text preserves the ancestors' tradition and cultural heritage and that the texts are part of interconnected chains whose authors, preserving the contemporary atmosphere, preserve and display the impact of earlier texts in their work (Davodi, 2017).

And it should be borne in mind that we are not seeking to decode and adapt these motifs and symbols used in Momayez's illustrations because, according to Kristeva's theory, searching in these symbols does not seem possible due to the vastness of a nation's cultural history. And it should be borne in mind that many of the motifs in the illustrations are derived from the hidden layers of the artist's mind that are intermingled with his graphic view angle in his illustrations. Morteza Momayez is an Oriental man who has been overwhelmed with the Middle East's world. Momayez also studied other Mesopotamian myths to illustrate this book while studying the epic of Gilgamesh; however, it should be noted that Iran and Mesopotamia were neighbors and had a great influence on each other. Momayez's reading cannot be so far from the original work. He has created a contemporary work considering his pre-texts of the past, influenced by Mesopotamia, Iran, and so on (Motlagh, 2015).

Conclusion

After explaining Julia Kristeva's theory and adapting to the narrative of Gilgamesh in this model, we found that our hypothesis regarding adaptation of the narrative of Gilgamesh to the aforementioned method is verifiable and then by examining its illustrated representation in two different cultures based on the data obtained, we came to the conclusion that despite the similar text and the fundamental and common characteristics of the hero, there are differences and distinctions in the images that we used the intertextuality method to discover the causes of these differences in the images. Studying and examining the images based on intertextual relations, illustrations of "Morteza Momayez" Iranian artist remind us of bas-reliefs of Achaemenid, Assyrians, legends, myths and folklores of Iran. The artist seeks to recreate a space that relates to the ancestors. As it has been studied, with a scrupulous and accurate view, he has approached the ancient Iranian thought, got inspired by the style of mythology and illustration of that period, and has sought to preserve ancient Iranian art and make it applicable in today's society. In other words, he has revived the art and style of mythology of that time by transiting from the present to the past. In fact, Momayez has transformed the content of the pre-text with his own thought and created an independent and contemporary work, the product of his own mind, showing a part of the cultural and artistic background of that time, which was mentioned in this essay.

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