RELIGACIÓN

Revista de Ciencias Sociales y Humanidades
ISSN 2477-9083

RELIGACIÓN

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.

Se encarga de difundir trabajos científicos de investigación producidos por los diferentes grupos de trabajo así como trabajos de investigadores nacionales e internacionales externos.

Es una revista arbitrada con sede en Quito, Ecuador y que maneja áreas que tienen relación con la Ciencia Política, Educación, Religión, Filosofía, Antropología, Sociología, Historia y otras afines, con un enfoque latinoamericano. Está orientada a profesionales, investigadores, profesores y estudiantes de las diversas ramas de las Ciencias Sociales y Humanidades.

El contenido de los artículos que se publican en RELIGACIÓN, es responsabilidad exclusiva de sus autores y el alcance de sus afirmaciones solo a ellos compromete.

Correspondencia

Religación
CENTRO DE INVESTIGACIONES
en Ciencias Sociales y Humanidades desde América Latina

SUMARIO / *CONTENTS*

Sección General

Sur-Sur

General Section - English Version

South-South

Strategic university practices in student information literacy development*

Prácticas universitarias estratégicas en el desarrollo de la alfabetización informacional del alumno

Aidah Abdul Karim[1]
Universiti Kebangsaan Malaysia - Malaysia
eda@ukm.edu.my

Kamariah Abu Bakar[2]
Universiti Kebangsaan Malaysia - Malaysia
kamariah_abubakar@ukm.edu.my

Parilah M. Shah[3]
Universiti Kebangsaan Malaysia - Malaysia
parilah@ukm.edu.my

ABSTRACT

This study aimed to examine the role of university practice in student information literacy development. The study employed qualitative research design and involved 31 lecturers, librarians and students in a public research university. Data was collected using semi-structured interviews and analyzed using qualitative data analysis approach. The study found that student information literacy development is a discursive practice of information searching, organizing, analyzing, and synthesizing embedded in learning orientation that focuses on building, validating and disseminating knowledge and its mediating artefacts. The practice is influenced by multiple practices of communities within the institutions, namely the lecturers, librarians, students, and management. The study implicated student information literacy development could be supported by strategic partnerships between lecturers and librarians at the department level with lecturers holding an extra responsibility to stage the practice in the context of knowledge discipline so that students would develop, validate and disseminate knowledge and its mediating artefacts.

Keywords: information literacy, university practices, higher learning, Malaysia

RESUMEN

Este estudio tuvo como objetivo examinar el papel de la práctica universitaria en el desarrollo de la alfabetización informacional de los estudiantes. El estudio empleó un diseño de investigación cualitativa e involucró a 31 profesores, bibliotecarios y estudiantes en una universidad pública de investigación. Los datos se recopilaron mediante entrevistas semiestructuradas y se analizaron mediante el enfoque de análisis de datos cualitativos. El estudio encontró que el desarrollo de la alfabetización informacional de los estudiantes es una práctica discursiva de búsqueda, organización, análisis y síntesis de información incrustada en la orientación del aprendizaje que se enfoca en construir, validar y diseminar conocimiento y sus artefactos mediadores. La práctica está influenciada por múltiples prácticas de comunidades dentro de las instituciones, a saber, los profesores, bibliotecarios, estudiantes y directivos. El estudio implicaba que el desarrollo de la alfabetización informacional de los estudiantes podría estar respaldado por alianzas estratégicas entre profesores y bibliotecarios a nivel de departamento con los profesores que tienen la responsabilidad adicional de organizar la práctica en el contexto de la disciplina del conocimiento para que los estudiantes desarrollen, validen y difundan el conocimiento y sus artefactos mediadores.

Palabras clave: alfabetización informacional, prácticas universitarias, educación superior, Malasia

INTRODUCTION

Information literacy is defined as a set of skills and abilities needed to undertake information related tasks which include information access, interpretation, analysis, management, creation, communication, storage and sharing (The Library and Information Association, 2018). The application of such skills and abilities are necessary to assist the transformation of students' role from information receivers to knowledge constructors, indicated by the shift of higher learning approach toward student-centered learning. Similarly, information literacy standards for higher learning such as those developed by the Australian and New Zealand Institute for Information Literacy (Bundy, 2004), the Association of College and Research Libraries (2000), and the Society of College National and University Libraries (1999) stated that information literacy is a set of abilities that enables students to identify specific needs or goals for engaging with information and its sources; search, evaluate, analyse and synthesize information; use the information to accomplish those goals; and communicate and validate the goals and the process that lead to their accomplishment. Moreover, The Library and Information Association (2018) added that information literacy includes the ability to apply those skills confidently and ethically.

In the context of Malaysian higher education, student information literacy programs have been introduced to Malaysian public universities as a strategy to transform students into knowledge workers (Chan, 2003; Edzan & Mohd Saad, 2005; Mohd Saad & Awang Ngah, 2002) who are characterized by their ability to acquire, apply, synthesize and create knowledge. Later, the introduction of Malaysian Qualification Framework (Malaysian Qualifications Agency, 2007) had strengthened student information literacy development in higher education when the framework identified information problem solving skills as part of student learning outcomes in higher learning. Recently, the development of The Education Transformation Plan 2015-2025 for Higher Education (Ministry of Education Malaysia, 2015) has reinforced student information literacy development in higher education. The education plan required students to demonstrate information literacy in order to facilitate the development of university graduates who have inquisitive and innovative minds and able to apply and generate knowledge to solve problems. Both the qualification framework and education plan imply that student information literacy development is no longer confined within the library wall and slowly integrated into classroom learning.

To support student information literacy development in higher learning, current studies in information literacy have examined academics' perception of information literacy (e.g., Stebbing et. al, 2019), the use of technology such as flipped classroom approach to minimize plagiarism among students (e.g., Hare & Choi, 2019), innovative teaching and learning techniques to develop students' information literacy (e.g., Appleton, Grandal Montero & Jones, 2017; Whitver & Lo, 2017; Jarosz & Kutay, 2017) and authentic assessment methods to evaluate students' online information and academic skills (Tolland, Mogg & Bennett, 2019; Eastman et. al, 2018; Gammons & Inge, 2017). While existing studies suggested that student information literacy development are needed to be examined and developed in the context of communities of practice and culture of learning institutions, (e.g., Lokse et. al, 2017; Urena, 2003; Iannuzzi 1998;), there have been few empirical studies investigating how institutional practices influence student information literacy development.

Particularly in the context of Malaysian higher learning, information literacy development studies have been investigating approaches toward information literacy development (e.g., Karim et. al, 2010; Nor Fariza & Yaacob, 2009), and students' information literacy proficiency (e.g., Karim et. al., 2014; Judi, 2011), personal learning orientations and goals (e.g., Karim et al., 2015) and personal skills (e.g., Karim et. al., 2018) in information literacy development. However, there is still a lack of research identifying the interplay of university practices in information literacy development in the context of Malaysian higher learning. Therefore, this study aims to examine the role of university practice in student information literacy development as experienced and perceived by university lecturers, librarians and students in one research university in Malaysia. Understanding how institutional practice interplays in student information literacy development would provide a foundation for developing effective strategies to support student information literacy development in higher learning particularly in Malaysia and other Asian countries.

LITERATURE REVIEW

Competing perspectives underpinning information literacy studies further provide a deeper understanding of how student information literacy development would be designed and implemented in higher learning. For example, existing information literacy standards were criticized because most of the standards viewed information literacy learning outcomes in higher learning as sequential information-related thinking, skills and behaviours (Kapitzke, 2003; Marcum, 2002), indicating the influence of cognitive information processing perspective which is prevalent in information science studies. These abilities-based definitions of information literacy standards focused on information processing skills, particularly information retrieval and consumption skills, while overlooking the process of learning which involves complex and recursive process of transformation of information into knowledge or understanding (Marcum, 2002; Ward, 2006; Williams, 2001). Kapitzke (2003) added that such perspective undermined student information literacy development into a set of processes, concepts, behaviours, frameworks, attitudes, and skills that is located "inside [an] individual student's head" (p. 45), and thus advocating a positivist view of understanding information literacy. As a result, student information literacy development would be seen as a value-free 'operational' process of information consumption which ignores the "sociocultural, historical, and ideological processes of knowledge construction and justification" (p. 46). This might not be the reality as Chan (2003) and Badger and Roberts (2005) found that teachers' expectations, teaching approaches, and social roles might impact on the way students apply information literacy in their learning. In this light, there might a truth to a claim made by Bruce (1997) that existing standards are "views of experts" (p. 40) which might not necessarily reflect the experience and perception of participants involved in student information literacy development; i.e. students, lecturers and librarians.

Williams (2001) and Harris (2008a) further stated that the literature also ignores issues of uncertainty and risk-taking in student information consumption, production, and dissemination in the context of existing power and values within various socio-cultural dimensions. Specifically, Harris (2008a) highlighted the role of values or culture in student information literacy development by asserting that students develop information literacy as they engage in the practice of communities in which they are members. Using a critical perspective, Harris (2008b) further defined information literacy as a "discursive practice in information use" (Harris, 2008b, p. 431), an idea which is also developed by, among others, Talja and McKenzie (2007) who posited that "information needs, seeking, and use as part of or as embedded in cultural, social, or organizational practice" (p. 101).

Correspondingly, Iannuzzi (1998) introduced the role of institutional culture or 'campus culture' in student information literacy development in higher learning by categorizing campus culture into subcultures of library, faculty, and administration that would serve as indicators or 'hot spots' for librarians to initiate information literacy programs within their institutions. Assuming that librarians are ready to undertake the leadership role in higher education, Iannuzzi (1998) suggested that librarians clarify challenges of student information literacy development in their university, identify campus partners, establish a new approach to collaboration effort, develop information skills education models, and identify multiple strategies for influencing campus culture to initiate or reinforce student information literacy development programs within their institution of learning. Such efforts could be based on 'hot spots' or starting points for collaborative efforts identified within the university library, faculty and administration. Course syllabuses, assignments and assessments could be starting points for librarian-faculty collaborations. Such collaboration would be only possible if strategic and collective efforts are implemented at an institutional level (Bundy, 2004; Dugan & Hernon, 2002; Bruce 2001; Wright & McGurk, 2000). Likewise, Urena (2003) argued that institutional strategies are among factors that must be integrated in the development of student information skills programs. Further, there have been few empirical evidences supporting the role of institutional practice in information literacy development.

METHODOLOGY

This study employed a qualitative research approach characterized by real and information rich cases, and flexible and emergent in the nature (Bogdan & Biklen, 2007; Merriam, 2009). This study was conducted in a Malaysian public university that offered student information literacy programs and allowed an entry for data collection process. Working closely with a few librarians in the university's academic library, the study identified five student information skills programs that involved students and lecturers from undergraduate and postgraduate programs in pure and social science disciplines.

The study conducted four individual and one paired semi-structured interviews with the four librarians; five individual semi-structured interviews with the five teachers; and eleven individual, four paired and one trio semi-structured interviews with 22 students. The study employed semi-structured interviews because the interviews could help the study to identify, examine, acknowledge and incorporate aspects of students' application of information skills that were unique to the participants' experiences and contexts. The interviews also enabled the study to explore aspects of the students' application of information skills that were unrevealed during the observation and examination of the programs; besides interviewees could also raise other relevant materials during the sessions. In this respect, the semi-structured interviews provided "rigor, breadth, complexity, richness and depth" (Denzin & Lincoln, 2000: p. 5) to the construction of students' application of information skills as experienced and perceived personally by the participants.

Data in the study was analyzed using Merriam's (2009) steps of analyzing qualitative data that suggest using the study's research purpose to guide the data analysis process. Using the steps, the study developed bucket, open and analytical coding that helps the study to construct a meaningful "classification system" (Merriam, 2009, p. 180) of personal skills that was found in the study to empower students' information search and use. The classification system indicated patterns and regularities of major themes that appeared frequently across sources and cases. The study also employed Nvivo computer program for easy storage and retrieval of the data and the developed themes.

FINDINGS

The study found that student information literacy development is a discursive practice of information seeking, use, creation and dissemianation embedded in higher learning orientation promoted by the learning institutions. The study also found that the discursive practice is further influenced by the practice of members of the learning institutions namely the lecturers, librarians, students, management as they interact with others during their participation or non-participation in the higher learning orientation promoted by their learning institutions.

Higher learning orientation

The university was identified by the government as one of research universities in the country. This recognition placed a responsibility on the university to increase its research and consultation activities and establish lifelong education programs that support the development of national human capital for a knowledge economy. In this sense, the university's status as one of research universities in the country provided a direction and working framework for different communities of practice within the university to participate in the new university learning orientation that focuses on transforming the university graduates into creators of knowledge and innovation. As a result, the university learning orientation had been shifted slowly toward knowledge and innovation creation and

dissemination process which change the way students search, evaluate, analyze and use information. While lecturers and students were silent about the research university status, the study found that librarians were the opposite. The librarians pushed themselves to go beyond their comfort zone. They went to different departments and residence colleges within the university in order to promote student information literacy programs to lecturers, college principals and students. They also liaised with heads of departments and college principals to initiate and later conduct student information literacy programs at individual departments and residential colleges. Underpinning these efforts was the librarians' belief that the programs would help students to acquire skills related to information searching and organization necessary for students to create knowledge and innovation. The librarians also offered programs would help students to use word processing and presentation computer programs to better articulate and communicate the developed knowledge via the production of multiple form of mediating artefacts such as thesis, conference or journal articles, poster and electronic visual presentation.

The study also showed that the shift of the university learning orientation was motivated by the national qualification framework for higher learning introduced by higher education ministry. The framework required universities in the countries to employ outcome-based learning during the design and implementation classroom teaching and learning across their academic programs. Based on the national framework, the university developed its own working documents that featured student-centered learning in the design, implementation and assessment of classroom learning. While librarians associated student information literacy development with their research university status, lecturers and students associated student information literacy development with student-outcome based learning introduced by the national education framework. Benchmarking her undergraduate students' performance against the university learning outcomes, a lecturer (Wani) found that the students lacked information problem-solving skills; demonstrated by their inability to independently search, use, and transform information from multiple sources into knowledge and its mediating artefacts. Accordingly, she spent extra time and effort to engage the students in information literacy programs in the university library that would help them to acquire and apply information searching skills within their classroom learning. Similarly, another teacher (Onn) benchmarked his classroom learning with the attainment of the university learning outcomes related to communication skills. Onn employed an interactive classroom approach which required students to independently search and use information from multiple sources to construct personal understanding prior to the classroom learning and later sharing or reflecting the understanding during classroom learning.

Likewise, a final year undergraduate student (Razak) was of the opinion that the outcome-based learning approach employed by the university had provided explicit reasons for students to search, read, analyze and synthesize information from multiples sources independently from their classroom teachers and learning. Without the ability to search, evaluate and use information, Razak believed that students would not be able to complete their classroom assignments and answer their final examination questions. However, not all students are ready to participate in student-centered learning approach. To help such students, Onn persisted in employing various learning strategies such as enrolling the students in information literacy programs to acquire information searching skills, questioning the students during lectures and tutorial classes, assigning group and individual assignments to the students, conducting classroom discussion and presentation, and providing student consultation outside classroom learning. Onn strongly viewed that classroom interaction is an important element in classroom learning because under the outcome-based learning approach both he and the students would be assessed by the university in terms of their engagement in interactive and participative teaching and learning activities.

Lecturers' Practice

As student information literacy development is a discursive practice of searching, interacting, organizing, analyzing, synthesizing of information in building, reflecting and disseminating knowledge and its mediating artefacts, it is not surprising that the discursive practice is influenced by the lecturers' practice. Most lecturers and librarians respectively thought that centralized student information skills programs that were "coordinated" (e.g., Onn) or "synchronized" (e.g., Lea) at the department level would expose knowledge and skills related to information search and retrieval to a larger number of students to. According to a librarian, Lea such practice would enable the librarians to tailor information literacy programs to the departments' needs, requirements, schedules or activities. Similarly, another librarian (Azi) added that the practice would ensure a continuity of students' access to the courses, as the programs would no longer depend on specific teachers or courses. However, a few lecturers (Nora, Onn and Wani) acknowledged that not all lecturers share this practice. For example, Nora observed that some lecturers in her department assumed that university students are adult learners who should acquire information search and retrieval skills at their own efforts. Hence, these lecturers did not enroll students in any information literacy programs, and were also unwilling to share useful tips with their students on how they could better search and use information. In this regard, a final year fresh postgraduate student (Wina) was disappointed that her department did not coordinate any information literacy programs at the department level at the beginning of her study. Wina confessed that she and her classmates, just by chance, enrolled in the programs in her final year when a lecturer from their elective course integrated the programs in their classroom learning.

Librarians' Practice

The study demonstrated that the librarians' practice supports the discursive practice of searching, interacting, organizing, analyzing, synthesizing of information embedded in the university learning orientation. Following the university library mission, its operations had been geared toward the transformation of university students into lifelong learners, and knowledge and innovate creators. To fulfill the mission, librarians considered that classroom

teachers as the missing link between various information sources made available by the library and the students. Accordingly, the librarians decided that the best approach to expose the students to the information sources was by integrating student information literacy programs within classroom learning. To this end, the university librarians not only maintained good relationships with existing lecturers who were continuously enrolling their students in the programs; they also developed an outreach programs to promote the programs to heads of department and principals of college residences within the university. Due to the superiority status of university lecturers over librarians perceived within the university, the librarians decided that students would likely join information literacy programs whenever the programs had become an integrated feature of classroom learning.

Students' Practice

Students' practice also seems to influence the discursive practice of students' information search and use. A librarian (Lea) noticed that students in certain departments were more proactive in learning about searching or using information source made available by the university library. Lea said that the students formed their own groups and came to the library to request information skills programs for their groups. The study also found that young undergraduate students (Amy, Kay and Kam) were more inclined to copy and claim other persons' writing in the internet as their own, while mature postgraduate students (Naim and Nori) were found to be more committed and passionate in searching, sharing, evaluating, analyzing, synthesizing and using information to develop knowledge in the topics of learning. Upon further investigation, the young undergraduate students' plagiarism practice was influenced by lecturers' inability to detect or/and penalized such practice. Similarly, the mature postgraduate students' practice seemed to be influenced by lecturers' practice that focused on communicating, reflecting or negotiating students' personal understanding during classroom learning.

Management's Practice

The study also suggested that the university management's practice to some extend could influence the discursive practice of searching, interacting, organizing, analyzing, synthesizing of information in learning by hindering collaborative efforts between lecturers and librarians. For example, due to unavailability of specific budget, a lecturer (Sam) only could provide an appreciation letter to the university librarians who conducted his students' information literacy programs. Although such letter was insufficient to repay the librarians' time and effort in training his students which usually exceeded 60 in total number, Sam hoped that the letter would become handy during the librarians' annual assessment, and therefore increased the librarians' motivation to continuously conduct the programs for his classes in future. Another lecturer (Onn) discovered that the university financial system had restrained him from providing monetary incentive to librarians involved in his classes' information literacy programs. Onn said that on top of their daily tasks in the library, the librarians also spend time outside their working hours, usually during the night or over the weekend, to grade Onn students' information literacy assignments. Despite the librarians' extra efforts, the bursary department in the university told Onn that it was impossible for the university to provide a financial remuneration for the librarians because the student information literacy programs were run by the librarians within the university premises and working office hours.

DISCUSSION

Consistent to Harris (2008b), and Talja and McKenzie (2007), study found that student information literacy development in higher learning is a discursive practice of information seeking, use, creation and dissemination embedded in higher learning orientation that focuses on the construction, communication and validation of knowledge and its mediating artefacts. As highlighted by Harris (2008), the study asserted that students develop information literacy as they engage in the practice of communities in which they are members, such as communities of classroom learning, information literacy programs, knowledge discipline, peers. Moreover, similar to Iannuzzi (1998), the study found that student information literacy development must be supported by strategic collaboration efforts between lecturers, librarians, students, management as they participate in learning orientation that focuses on the construction, communication and validation of knowledge and its mediating artefacts. Accordingly, institutional top-down strategies at department level are required to develop students' information literacy as echoed by Iannuzzi (1998), Badger & Roberts (2005), and Grassian and Kaplowitz, (2001),

The study also indicated that student information literacy development could be traced to institutional learning missions, goals or vision documents, and strategic plans related to the national policy and accreditation as stated by Iannuzzi (1998; 1999) and Wright and McGurk (2000). As indicated by Julien and Boon (2002), a dedicated budget for purchasing necessary equipment and technology for student information literacy programs, and monetary incentives for librarians could reduce a 'burn out' phenomenon among librarians in academic libraries, particularly at the beginning of every university semester when the number of students enrolling in information skills programs are at their peak (Julien & Boon, 2002). The study showed that working with elements of university practice would reduce the failure of student information literacy development, which is due to a lack of understanding about student information literacy development at department level, and support from university administration as highlighted by Julien and Boon (2002), and Wright and McGurk (2000). As highlighted by previous studies (e.g., Badger & Roberts, 2005; Bruce, 2001; Jackson, 2007; Saunders, 2007), the study suggested that strategic partnership at the department level is the key to student information literacy development in higher learning.

CONCLUSION

The study aimed to examine the role of university culture in student information literacy development. The study revealed that student information literacy in higher learning is a discursive practice of searching, interacting, organizing, analyzing, synthesizing of information embedded in learning orientation that focuses on building, validating and disseminating knowledge and its mediating artefacts. The study also found that the discursive practice could be influenced by the practice of members of the learning institutions namely the lecturers, librarians, students, management as they participate in the institutional learning orientation. The study implicated that due to the superiority status of university lecturers over librarians perceived within higher learning institutions, coordinated information literacy programs at the department level is the key to successful student information literacy development. Additionally, the study implicated that in any collaborative efforts of student information literacy development, lecturers have an extra responsibility to engage students in the discursive practice of information searching, organizing, analyzing, and synthesizing in the context of discipline of knowledge where the knowledge and its mediating artefacts would be constructed and reflected. Future studies should be undertaken to examine the discursive practice of plagiarism in higher learning institutions and the role of institutional practice in preventing such practice.

BIBLIOGRAPHIC REFERENCES

Appleton, L., Grandal Montero, G., & Jones, A. (2017). Creative Approaches to Information Literacy for Creative Arts Students. Communications in Information Literacy, 11 (1), 147-167. doi: https://doi.org/10.15760/comminfolit.2017.11.1.39

Association of College & Research Libraries. (2000). Information literacy standards for higher education. Retrieved from http://www.ala.org/ala/acrl/acrlstandards/standards.pdf

Badger, J., & Roberts, S. (2005). Exporting e-literacy education. Journal of eLiteracy, 2(1), 27-41. Retrieved from http://www.jelit.org/54/01/JeLit_Paper_6.pdf

Bawden, D. 2001. Information and digital literacies: A review of concepts. Journal of Documentation, 52(2), 218-259. doi: http://dx.doi.org/10.1108/EUM0000000007083. Retrieved on: 17 October 2016.

Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods. Boston, MA: Pearson Education, Inc.

Bruce, C. (1997). The seven faces of information literacy. Adelaide, SA: Auslib Press.

Bruce, C. (2001). Faculty–librarian partnerships in Australian higher education: critical dimensions. Reference Services Review, 29(2), 106-115. doi: http://dx.doi.org/10.1108/00907320110394146

Bundy, A (Ed.). (2004). Australian and New Zealand information literacy framework: Principles, standards and practice (2nd ed.). Adelaide, SA: Australian and New Zealand Institute for Information Literacy.

Chan, S. N. (2003, August). Making information literacy a compulsory subject for undergraduates: The experience of the University of Malaya. Paper presented at The 69th International Federation of Library Associations.

Dugan, R. E., & Hernon, P. (2002). Outcomes assessment: Not synonymous with inputs and outputs. The Journal of Academic Librarianship, 28(6), 376-380. doi: http://dx.doi.org/10.1016/S0099-1333(02)00339-7

Eastman, T., Lundstrom, K., Strand, K., Davis, E., Martin, P. N., Krebs, A., & Hedrich, A. 2018. Closing the Loop: Engaging in a Sustainable and Continuous Cycle of Authentic Assessment to Improve Library Instruction. Communications in Information Literacy, 12 (2), 64-85. Doi: https://doi.org/10.15760/comminfolit.2018.12.2.2

Edzan, N. N., & Mohd Saad, M.S. (2005). NILA: A national information literacy agenda for Malaysia. Malaysian Journal of Library & Information Science, 10(1), 91-103.

Gammons, R. W., & Inge, L. T. (2017). Using the ACRL Framework to Develop a Student-Centered Model for Program-Level Assessment. Communications in Information Literacy, 11(1), 168-184. https://doi.org/10.15760/comminfolit.2017.11.1.40

Grassian, E. S., & Kaplowitz, J. R. (2001). Information literacy instruction: Theory and practice. New York, NY: Neal-Schuman Publishers.

Hare, J., Choi, K. 2019. Attribution and plagiarism in the creative arts. Journal of Information Literacy, 13 (1), 62-75. doi: https://doi.org/10.11645/13.1.2640.

Harris, B. R. (2008a). Values: the invisible 'ante' in information literacy learning. Reference Services Review, 36(4), 424-437. doi: http://dx.doi.org/10.1108/00907320810920388

Harris, B. R. (2008b). Communities as necessity in information literacy development: Challenging the standards. The Journal of Academic Librarianship, 34(3), 248-255. doi: http://dx.doi.org/10.1016/j.acalib.2008.03.008

Iannuzzi, P. (1998). Faculty development and information literacy: Establishing campus partnerships. Reference Services Review, 26(3-4), 97-102, 116. doi: http://dx.doi.org/10.1108/00907329810307786

Iannuzzi, P. (1999). We are teaching, but are they learning: Accountability, productivity, and assessment. The Journal of Academic Librarianship, 25(4), 304-305. doi: http://dx.doi.org/10.1016/S0099-1333(99)80031-7

Jackson, P. A. (2007). Integrating information literacy into blackboard: Building campus partnerships for successful student

learning. The Journal of Academic Librarianship, 33(4), 454-461. doi: http://dx.doi.org/10.1016/j.acalib.2007.03.010

Jarosz, E. E., & Kutay, S. (2017). Guided Resource Inquiries: Integrating Archives into Course Learning and Information Literacy Objectives. Communications in Information Literacy, 11(1), 204-220. https://doi.org/10.15760/comminfolit.2017.11.1.42

Judi, H. M., Amin, H.M, Zin, N.A.M. & Latih, R. (2011). Rural Students` Skills and Attitudes Towards Information and Communication Technology. Journal of Social Sciences. 7(4):619-626

Julien, H., & Boon, S. (2002). From the front line: information literacy instruction in Canadian academic libraries Reference Services Review, 30(2), 143-149. Emerald Database. doi: http://dx.doi.org/10.1108/00907320210428697

Karim, A.A., Shah, P.M., Din, R. (2010). Teachers` views and teaching approaches on the learning of Information Skills in Malaysian University. International Journal of Learner Diversity, 2 (1):15-44

Karim, A. A., Shah, P.M., Din, R., Ahmad, M. & Lubis, M.A. (2014). Developing Information Skills Test for Malaysian Youth Students Using Rasch Analysis.

Karim, A.A., Shah, M.S., Khalis, F. Ahmad, M. & Din, R. (2015). The role of personal learning orientations and goals in students` application of information skills in Malaysia. Creative Education, 2015 (6): 2002-2012. doi: http://dx.doi.org/10.4236/ce.2015.618205

Karim, A.A., Khalid, F., Nasir, M.K.M., Maat, S.M., Daud, M.Y. & Surat, S. Enablers to information search and use in higher learning. (2018). Creative Education 2018 (9): 2089-2100. doi: 10.4236/ce.2018.914151

Kapitzke, C. (2003). Information literacy: A positivist epistemology and a politics of outformation. Educational Theory, 53(1), 37-53. doi: http://dx.doi.org/10.1111/j.1741-5446.2003.00037.x

Lokse, M., Lag, T., Solberg, M., Andreassen, H. N. & Stenersen. M. (2017). Teaching information literacy in higher education: Effective teaching and active learning. Chandos Publishing.

Malaysian Qualifications Agency. (2007). Malaysian Qualifications Framework: Point of reference and joint understanding of higher education qualifications in Malaysia. Retrieved from http://www.mqa.gov.my/eng/mqf.cfm

Marcum, J. W. (2002). Rethinking information literacy. Library Quarterly 72(1), 27. Expanded Academic ASAP Plus Database. doi: http://dx.doi.org/10.1086/603335

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

Ministry of Education Malaysia. (2015). Executive Summary: Malaysia Education Blueprint 2015-2025 (Higher Education). Putrajaya: Ministry of Education Malaysia.

Mohd Saad, M.S. & Awang Ngah, Z. (2002, August). Information literacy programmes in Malaysian public universities: An observation. Paper presented at the 68th International Federation of Library Associations and Institution Annual Council and General Conference Glasgow. Retrieved from http://www.ifla.org/IV/ifla68/papers/142-098e.pdf

Nor Fariza, M.N., Ya`acob, A. (2009). Facilitating lifelong learning through development of information literacy skills: A study of integrated project work. European Journal of Social Sciences. 9(3):457-464

Saunders, L. (2007). Regional accreditation organizations' treatment of information literacy: Definitions, collaboration, and assessment. The Journal of Academic Librarianship, 33(3), 317-326. doi: http://dx.doi.org/10.1016/j.acalib.2007.01.009

Society of College National & University Libraries. (1999). Information skills in higher education: A SCONUL position paper. Retrieved from http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars2.pdf

Stebbing, D., Shelley, J., Warnes, M. & McMaster, C. 2019. What academics really think about information literacy. Journal of Information Literacy, 13 (1), 21-44. doi: https://doi.org/10.11645/13.1.2338

Talja, S., & McKenzie, P. J. (2007). Editor's introduction: Special issue on discursive approaches to information seeking in context. Library Quarterly, 77(2), 97-108. doi: http://dx.doi.org/10.1086/517839

The Library and Information Association. (2018). CILIP definition of information literacy 2018. Information Literacy Group. Accessed from https://infolit.org.uk/ILdefinitionCILIP2018.pdf at 15th June 2019.

Tolland, A & Mogg, R., Bennett, A. 2019. Using learning diaries to evaluate and improve online information literacy and academic skills provision. Journal of Information Literacy, 13 (1), 76-92. doi: https://doi.org/10.11645/13.1.2519.

Urena, C. P. (2003, August). The international IL certificate: a global professional challenge? Paper presented at the World Library and Information Congress: 69th IFLA General Conference and Council, Berlin.

Ward, D. (2006). Revisioning information literacy for lifelong meaning. The Journal of Academic Librarianship, 32(4), 396-402. doi: http://dx.doi.org/10.1016/j.acalib.2006.03.006

Whitver, S. M., & Lo, L. S. (2017). Asking Questions in the Classroom: An Exploration of Tools and Techniques Used in the Library Instruction Classroom. Communications in Information Literacy, 11 (1), 185-203. https://doi.org/10.15760/comminfolit.2017.11.1.41

Williams, D. (2001, November). Information literacy and learning on-line. SCROLLA Networked Learning Symposium . Retrieved from www.education.ed.ac.uk/dice/scrolla/resources/s1/williams_paper.pdf

Wright, L., & McGurk, C. (2000). Integrating information literacy: University of Wollongong experience. In C. Bruce & P. Candy (Eds.), Information literacy around the world: Advances in programs and research (pp. 33-98). Wagga Wagga, New South Wales: Centre for Information Studies, Charles Sturt University.

Issues on increasing students' motivation in teaching foreign languages

Problemas para aumentar la motivación de los estudiantes en la enseñanza de lenguas extranjeras

Shamansurov Shorasul*
Zhejiang University - China
11604077@zju.edu.cn

ABSTRACT

The article deals with the issues related to analyzing the notion of motivation and the role of techniques in increasing students' motivation for learning a foreign language. Of course, the very fact of using a variety of techniques and tasks does not mean anything. A mechanical increase in quantity does not mean good quality. However, if the teacher does not know and does not use anything in the lesson, except for question-answer exercises, reading aloud, translation and mechanical retelling of the read, it is unlikely that in such a style he/she will enhance the motivation for learning and the actual formation of communicative competence. Motivation is the main thing for achieving success. Choosing and using the forms of work in the classroom teacher decides him/herself. The most important thing is to remember that learning a language should be a pleasure and interesting.

Key words: communicative competence, activity, content, level, teacher's guide, motivation, learning process, individual.

RESUMEN

El artículo trata los temas relacionados con el análisis de la noción de motivación y el papel de las técnicas para aumentar la motivación de los estudiantes para aprender un idioma extranjero. Por supuesto, el solo hecho de usar una variedad de técnicas y tareas no significa nada. Un aumento mecánico en la cantidad no significa buena calidad. Sin embargo, si el maestro no sabe y no usa nada en la lección, excepto los ejercicios de preguntas y respuestas, la lectura en voz alta, la traducción y el recuento mecánico de la lectura, es poco probable que en ese estilo él / ella mejore la motivación. para el aprendizaje y la formación real de la competencia comunicativa. La motivación es lo principal para lograr el éxito. Al elegir y utilizar las formas de trabajo en el aula, el profesor decide por sí mismo. Lo más importante es recordar que aprender un idioma debe ser un placer e interesante.

Palabras clave: competencia comunicativa, actividad, contenido, nivel, guía del profesor, motivación, proceso de aprendizaje, individual.

* Corresponding author.

Modern psychologists and teachers are united in the fact that the quality of the activity and its result depend, first of all, on the motivation and needs of the individual. We must not forget that every teacher in his lesson is an actor and his place at the blackboard is a stage. The success of the lesson depends on how he plays in the lesson. But this does not mean that children, too, cannot take part in the "performance". The method of dramatization has been used in educational and extracurricular activities for a long time, but its forms depend on the imagination of the teacher and students.

In the modern world, the role of a foreign language is increasing significantly. Every teacher wants to make his work interesting and fascinating. The main goal of teaching foreign languages is the development of students' communicative competence, and their personality, willing to participate in intercultural communication in a foreign language and their further capability of self-improvement. But the quality of achieving the goal depends on the motivation and needs of the individual (Vlasova I. .2006).

In creating the abilities of learners, their level of exposure and creative potential the modern pedagogical technologies such as learning in collaboration, project method, the use of new information technologies, Internet resources help to realize a student-centered approach to learning, provide for individualization and differentiation of learning.

Mastering any foreign language requires hard and particular work. It is clear that such intellectual activity must be highly motivated. In this regard, questions of motivation are becoming increasingly relevant, they are studied by teachers, psychologists, methodologists. "It is necessary to note that motivation in learning is the foundation of progressive growth in learning English and serves as an excellent assistant in achieving your goals and obtaining a decent profession" (Galskova N.D. 2013)

Motivation is the most important basis for achieving success in learning languages. This is the main force that ensures student engagement in class work. Motivation is characterized, above all, by the students' interest in the subject and their desire and readiness to study it. Motivation is understood as a system of encouraging actions that guide learning activities, in the case of a teacher's positive attitude, to a deeper study of foreign languages, its improvement and a desire to develop speaking skills in a foreign language. For optimal organization of the educational process, it is important to know the motives of the students and the correctly identifying and intelligently managing this process (Gordeeva T. O. 2015).

There are following types of motivation:

- *Academic* - cognitive motivation of students. It is their persistent intrinsic motivation: "I want to study well", it is necessary that everyone should say to themselves: "I can! I will win! ";

- *Purposeful* - well absorbed what is needed for this activity, what it is aimed at and with the help of what is carried out;

- *The motivation for success*, if the subject succeeds, then it is studied with double interest. Motivation in learning a foreign language increases significantly if the prospect of using tasks is realized not only in class, but also in extracurricular activities.

- *Cultural motivation* - the language quickly responds to all social changes in the life of a country. It reflects the customs of the country. All this has a value for understanding the social nature of language.

- *Aesthetic motivation* - helps to make learning a language a pleasure.

- *Instrumental* - takes into account the temperament of students and allows each teaching to express themselves in their favorite type of work.

The problem of motivation in learning process arises by How to motivate students for learning FL? What methods need to select?

There are many ways to encourage students to learn English (Zaitseva M.V. 2014).

Creating an atmosphere of enthusiasm, optimism and learner's confidence in their abilities

Creating a motivation to learn a foreign language and to communicate is impossible without creating an atmosphere of enthusiasm and optimism, learner's confidence in their abilities and capabilities in the classroom. It is important for the teacher to be a real example of an optimistic person towards students and colleagues. It is extremely important and necessary to set for students or to help them set realistic and achievable goals and objectives for themselves.

Meetings and discussions with native speakers

Meetings and discussions with native speakers are another incentive that increases students' interest in learning English. Discussions, as a rule, take place on a given topic, a topic is usually selected according to the age group of students, or where you can ask a question on any topic, the conversation should be in the "question-answer" mode. During these discussions, students have the opportunity to practice speaking with native speakers and develop their listening skills, as well as realistically assess their level of English, which encourages deepening their knowledge of the English language.

Using the creative technique of "Six Thinking Hats"

"Six Thinking Hats" is a creative method of teaching foreign languages, contributing to increase the motivation of students for learning foreign languages. Six thinking hats is a method that helps students to discuss problems by expressing different points of view. This technology was created by Evard de Bono. This technology improves communication and decision-

making ability within the group. It helps to structure thinking and makes it more efficient. Suggestions, judgments, criticism, information and emotions are mixed together due to the each "Hat of Thinking" has a different style of thinking.

Working with newspaper materials

One of the goals of teaching English is to bring the educational level of students closer to the European standard. Newspaper vocabulary is relevant and modern. While working with the newspapers students understand the peculiarities of stylistics and new phenomena in learning languages.

The information contained in newspaper publications helps students to understand current trends in society.

Newspaper materials contain discussion questions which are helpful organizing discussion and will develop the skills of successful communication by using lexical units on a given topic.

Application of new information technologies

The use of new information technologies in teaching English is one of the most important aspects of improving and optimizing educational process as well as in organizing the lesson interesting and memorable for students.

Music

Music is one of the most powerful ways to influence the feelings and emotions of students. Music and song can be invaluable in learning a foreign language. The song provokes a big surge of enthusiasm and represents a pleasant and, at the same time, stimulating approach in studying the culture of foreign-speaking countries. Good songs are not forgotten, unlike grammatical structures that disappear from the head at the end of a lesson, songs can live for a long time and become part of one's culture. What are the methodological advantages of songs in teaching a foreign language?

- Songs are a means of better mastering and expanding vocabulary, as they include new words and phrases.

- The songs contain familiar vocabulary is found in the new contextual environment, which helps to activate it.

- Songs have better absorbed and activated grammatical structures

- Songs help improve pronunciation skills

- Songs contribute to the aesthetic education of students, collecting the team. Songs provide an opportunity to relax, relieve tension and restore performance.

Introduction of gaming technologies

The introduction of gaming technologies in class not only solves the problem of student motivation, but is also an effective tool at the stage of consolidating knowledge of vocabulary and grammar (Bocharova L.P. 1996) .

Dramatization

Dramatizing techniques contribute to the development of both the main types of speech activity and the formation of associative thinking, memory, teamwork skills, and creative initiative of the student.

In the process of dramatization, students improve their skills of dialogic speech, they learn to expressively read their roles, master some elements of stage writing. The value of dramatization in mastering the skills of speech activity is determined by the fact that it excludes mechanical reproduction of the material. In the course of dramatization, direct links are established with a specific situation, which creates favorable conditions for learning language material and developing the ability to communicate in the target language.

Literary translation of poems

Literary translation of poems creates the motivational needs of students of different levels of knowledge. There is no doubt that creative works increase students' interest in learning a language.   AT   as a result of working with rhymed texts, schoolchildren activate cognitive activity, which contributes to their self-realization.

Thus, it can be considered that the development of interest in learning English will be more successful if students have motivation formed by interesting additional teaching tools and teaching materials. The use of elements of various technologies in the classroom and extracurricular activities can help increase their interest and improve the various competencies of students in the English language.

As a result of the study, we can draw the following conclusions.

The main attention in teaching a foreign language should be given to the formation of communicative competence. As we mentioned before, motivation plays an important role the process of successful mastering a foreign language.

In addition, the main thing in teaching FL is pedagogical skills of the teacher, knowledge of their students, their age, personal, individual characteristics and the ability to choose the appropriate teaching aids, as well as correctly, methodically and competently organization of working with them.

Also, creative tasks are an important component in learning a foreign language. They help to keep the student's interest in the material being studied and to remove language difficulties. It is also evident that by complicating the tasks from the course to the course, it is possible to preserve the interest in the subject, and most importantly, develop the student's desire to search for information and correctly use it in his work.

Of course, the fact of using a variety of techniques and tasks does not mean anything. A mechanical increase in quantity does not mean good quality. However, if the teacher does not know and does not use anything in the classroom except question-answer exercises, reading aloud, translating and retelling the text, then this style is unlikely to enhance the motivation of learning and the actual formation of communicative competence. Most importantly, remember that learning a language should be a pleasure.

BIBLIOGRAPHIC REFERENCES

Bim I. L. (1989) Learning a foreign language. Search for new ways. SIN. N1

Bocharova L.P. (1996) Games on the lessons of the English language at the primary and secondary levels. INR. No. 3.

Galskova N.D. (2013) Modern methods of teaching foreign languages. M., 137 p.

Gordeeva T. O. (2015) Motivational factors influencing the achievements in learning activities or learning motivation: five conditions for success. Psychology in high school. N4.

Gotli, R. (2009) Social demand for knowledge of a foreign language. R. .Gotlib. Sociological Studies, No. 2. P. 122–127. 4.

Vlasova I. ., Lobashev V. D., Tropim V. F. (2006) Stimulating students' interest in learning activities. Standards and Monitoring in Education. N3.

Zaitseva M.V. (2014) Motivation and some ways to increase it. M., Publishing House "The First of September". p. 23

The comparison of headache in modern and traditional Iranian medicine

La comparación del dolor de cabeza en la medicina iraní moderna y tradicional

Seyed MohammadReza Soltani Moghadas*
Islamic Azad University, Mashhad - Iran
raysoltani123@gmail.com

ABSTRACT

Headache is one of the most common pains in during life all of the human, which even children sometimes suffer from it. In modern medicine, headaches are broadly classified into two primary and secondary. Primary headaches usually are headaches in which the illness or other factor has not caused headache, and include cluster headaches - migraines and tension-type headaches and chronic daily headaches. Secondary headaches have many causes and pathologies (disease or pathology) that affected by disease or problems in other parts of the body, or intracranial disease, such as meningitis, which has been shown as a headache. Fortunately, about 98% of the headaches are benign and improvable and 1to 2 percent of the headaches occur due to brain tumors or brain damage. According to the World Health Organization, 64% to 77% of the world's population experienced headaches at least once in their life, and 50% of the people once a year had headaches. In traditional Iranian medicine, as many as sixty types of headaches in various temperaments: Bilious, Sanguine, phlegmatic and melancholic, by Iranian great scientists such as Avicenna and Hakim Momen, have been investigated and various strategies for prevention and treatment many of them have been recommended. In this research, several studies to search in the authoritative traditional medicine resources and PubMed databases investigated and various mechanisms for the treatment of headache in Iranian traditional medicine have been interpreted.

Keywords: Headache, temperament, Sodaa (migraine), Iranian traditional medicine

RESUMEN

El dolor de cabeza es uno de los dolores más comunes en la vida de todo el ser humano, que incluso los niños a veces sufren. En la medicina moderna, los dolores de cabeza se clasifican ampliamente en dos primarios y secundarios. Los dolores de cabeza primarios generalmente son dolores de cabeza en los que la enfermedad u otro factor no ha causado dolor de cabeza e incluyen dolores de cabeza en racimo: migrañas y dolores de cabeza de tipo tensional y dolores de cabeza crónicos diarios. Los dolores de cabeza secundarios tienen muchas causas y patologías (enfermedades o patologías) que se ven afectadas por enfermedades o problemas en otras partes del cuerpo o enfermedades intracraneales, como la meningitis, que se ha demostrado como un dolor de cabeza. Afortunadamente, alrededor del 98% de los dolores de cabeza son benignos y mejorables y del 1 al 2 por ciento de los dolores de cabeza ocurren debido a tumores cerebrales o daño cerebral. Según la Organización Mundial de la Salud, del 64% al 77% de la población mundial experimentó dolores de cabeza al menos una vez en su vida, y el 50% de las personas una vez al año tenían dolores de cabeza. En la medicina tradicional iraní, se han investigado hasta sesenta tipos de dolores de cabeza en varios temperamentos: biliosos, sangrientos, flemáticos y melancólicos, por grandes científicos iraníes como Avicena y Hakim Momen, y se han investigado varias estrategias para la prevención y el tratamiento, muchos de ellos. recomendado. En esta investigación, se investigaron varios estudios para buscar en los recursos autorizados de la medicina tradicional y las bases de datos PubMed y se han interpretado varios mecanismos para el tratamiento del dolor de cabeza en la medicina tradicional iraní.

Palabras clave: Dolor de cabeza, temperamento, Sodaa (migraña), medicina tradicional iraní.

*Corresponding author. Naturopathic Researcher, Islamic Azad University, Mashhad Branch, Mashhad, Iran

1. Introduction

Headache is one of the most common pains in during life all of the human, which even children sometimes suffer from it. Perhaps, the simplest definition for the headache is the symptom of pain anywhere from the region of the orbit (socket of the skull in which the eye) to the back head toward the neck, which lasts from a few seconds to a few days (Kamali, Arizi and Abedi, 2012). Headaches are broadly classified into two primary and secondary. Primary headaches usually are headaches in which the illness or other factor has not caused headache, and include cluster headaches - migraines and tension-type headaches and chronic daily headaches (Britze et al, 2016). Secondary headaches have many causes and pathologies (disease or pathology) that affected by disease or problems in other parts of the body, or intracranial disease, such as meningitis, which has been shown as a headache. Headache is not a disease, but, it is the symptom of a broad range of diseases that start with a simple common cold and end with serious illnesses like malignant of brain tumors (International Headache Society, 2018). Fortunately, about 98% of the headaches are benign and improvable and 1to 2 percent of the headaches occur due to brain tumors or brain damage. Usually headaches that intensify in the morning are high risk and those that intensify from morning to night are low risk (ibid).

1.1. Epidemiology

According to the World Health Organization, 64% to 77% of the world's population experienced headaches at least once in their life, and 50% of the people once a year had headaches (Wilson et al, 2011).

- The main mechanisms of headache are:

- Vasoconstriction in and near the skull

- Vasculitis in and near the skull

- Vascular Infection in and near the skull

- Continuous contraction of the braincase and neck muscles

- Change of Intracranial pressure
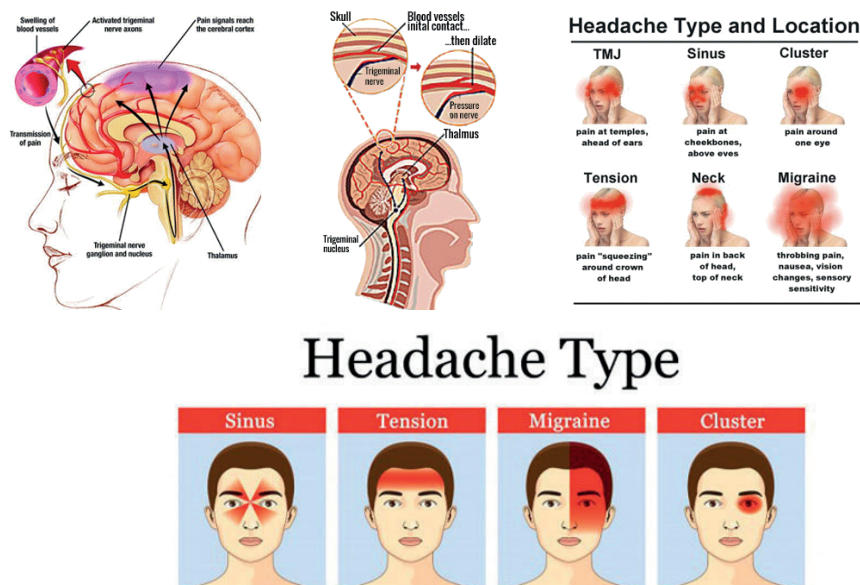
Fig.1. headache type and location

1.2. Cluster headaches

Cluster headaches are not pervasive and 1% of the world's population is affected. Smokers usually complain about this headache. There is also tearing, red eye . It may be that the Ptosis on the same side and the pupil will temporarily

expand; it means the blackness of eye on the left side will appear larger. This type of headache is more common in men than in women (O'regan, 2005).

*Migraine headaches:

Frequently caused by metabolic process disorder and cerebral aneurysm, which is three times more common in female than male, which is associated with estrogen hormone. The decrease in estrogen levels compared with progesterone in the first cycle and subsequent increase in the second menstrual cycle is one of the reasons. Often a genetic person may inherit this problem (Britze et al., 2016).

1.3. Tension headaches

Tension-type headaches usually present with non-pulsing. A pressure that is caused by tension headache is like keeping the headband tight around the forehead. Often this pressure rises from morning to night.

Of the factors, Tension headaches can be cited to stress, depression and tiredness, inappropriate body condition, and placing the head in an unsuitable state for a long term. Tension Headaches are not chronic and usually caused by neck and head injury (Birk et al., 2005).

1.4. Sinus headaches

This kind of headache occurs in the face and around the eyes, is usually caused by sinusitis, and usually accompanied by fever, swelling in your face and pressure in the cheekbones, forehead. Often, in some cases, the root of family history and the use of contraceptive medications Estrogen-containing cause it in women who are not associated with sinus infections (Wilson et al., 2011).

Many illnesses may have a role in causing headaches, some of which can be mentioned (Bonavita,V & De Simone, 2009):

hypertension or hypotension - constipation - stomach upset and digestive problems - liver and spleen diseases - weakness of the nerves - fever and chills - some essential oils and fragrances - high bleeding in women and hemorrhoids - kidney problems - hunger and thirst - Asthma and air pollution - Eye diseases and astigmatism - Food poisoning - Diabetes - Tooth decay and gum infection, especially in the upper jaw and hormones impairment.

Taking medical history of patient with headache to diagnose headache type (Utiger et al., 2002):

1. Ask the questions since the onset of a headache, because headaches that have just begun need to be seriously investigated.

2. Ask for quality and severity of headache, especially if the person is suffering from chronic headache; Ask him, whether the quality and severity of the headache this time different from previous times?

3. Ask the client, whether accompanied by a headache is another symptom, such as nausea, vomiting, tearing and Anorexia, and so on?

4. Ask for a history of headache treatment. If the doctor prescribes medicine for him, ask drug name.

5. Find the exact location of the headache.

6. Find a hereditary history of headache in his / her family.

7. Ask the intervals for headache attacks.

If you have chronic or frequent headaches, it is important to determine what causes these headaches.

A Note ready and consider the following points (Ebrahimi et al., 2018):

When the headache starts and somewhere in the head that gets pain.

What kind of pain do you feel, such as pulsing blinding, pounding, and so on?

How do you feel, before start a headache, such as changes in vision.

Recent exposure to light or sharp odors.

What intervals headache attacks, at what dates and when and how long take it.

Any possible association between your headache and factors including hormonal changes, menstrual cycles, eating foods, activities, stress, smoking, or changes in your sleep habits changes.

Whether, your headache severity in each attack is the same or different.

• Activities that have taken place before the headache starts (12 hours before the onset of a headache)

• Food and drinks that have been consumed before the onset of a headache (12 hours before the onset of a headache)

1.5. Headache in traditional Iranian medicine

A head is the master of body and it is the most important member.

According to some scientists, Temperament flip-flop or dialysis means that natural connections, such as in the vessel or tendon, due to over stretching, have been inflamed or spasm, which is the cause of the headache. In traditional Iranian medicine, as many as sixty types of headaches by Iranian great scientists have been investigated and various strategies for prevention and treatment many of them have been recommended.

2. Investigation the Causes and strategy for Headache Treatment in various temperaments

Bilious, Sanguine, phlegmatic and melancholic

2.1. Bilious headache

It is a pain from bile that comes around the head. Due to increase, biliary vapors in head and fullness the head vessel from the bile and closing the pores of many vapors is concluded (Tabatabaei and Kalantari Hormozi, 2009).

2.2. Indications of a bilious headache

Throbbing and splitting pain felt in the temples, In the hot seasons of the year or in the sunlight intensify, by smell the warm aroma. This headache extends to the entire forehead and the eye. The tongue yellowish and mouth bitterness and the increase temperature in the forehead and GS (yellowish color of the eyes) are symptoms of it. This type of headache is common in men more than women (Fazl Jo, Keshavarz and Tagha, 2010).

2.3. Management and Preventive recommendations

It is recommended to use fresh and cool air in this type of headache, especially in summer, with clean and cool mountain air. It is also advisable to be exposed to hot sunshine during warm hours of the day. It is also recommended that in the diet, fresh vegetables, and fruits, and healthy lettuce such as lettuce, spinach and cucumber, and even cucumber, should be used. Certain drinks must be avoided such as coffee, tea, from activities and mental conditions that increase the prevalence of bile must be avoided. Over-exercise increase bile doses. A fun activity such as walking is recommended.

Sleeplessness and sleep loss (less than 5 hours) and late sleep must be avoided. Anger, psychological excitement, and gabble, increase bile. The use of natural grape vinegar or barberry juice and head rinsing with diluted vinegar or chicory or soaked Alcea are recommended. It is possible to use anti-bile medications such as Tamarind, Barberry and Black Dried lime infusion, and eat after filtration with some pastry (Karimaee, 1996).

2.4. Sanguine headache

The headache, if, due to the excess of blood and heat, its symptom cheek redness, Facial Blushing , and a strong pulsing and constipation and fecal stiffness, dizziness tongue redness. The pain begin from the forehead and all over the head, and in temple has a pulse (difference with biliary) and intensify with heat and sunshine. Anger is an exacerbating factor, and it can be seen in men more than women (Khoddami, 2014).

3. Management and Preventive recommendations

Overeating must be avoided and decrease the meal (fried foods, greasy foods, confectionary and artificial sweets, spicy spices, salty foods, falsify salt , salty - pickled such as cabbage-pickled, salty cucumber,..., over eating meat, butter and Cream, Starchy foods, Ice water, Dough, Soft drinks, Eggs, Drinking fluids with or immediately after food, Dates, Ruttab, Dried berries, Raisins in the warm seasons, Sauce, paste, Vinegar and Marinades, Garlic, tea,

coffee, Nescafe, eggplant and fast foods. Advice for sleeping or siesta, cupping, fresh lemon juice, swimming, raw foods (fruits and vegetables), cucumbers, lettuce, especially apple, grains and germinated grains (such as wheat, oats, mushrooms and lentils).), Fasting laxative seeds (such as, Descurainia sophia, ispaghula, Chia, Alyssum Plantago major). Consume cold drinks like pomegranate juice, jujube juice, orange juice, lettuce and Sekanjabin. Porridges such as rice soup, Verjuice soup, beet soupand coriander, Tamarind soup, barley soup and lentils soup, which filtred the blood and reduce body heat (Khoddami, 2014).

3.1. Phlegmatic headache

If the headache due to excessive phlegm , its symptom pale skin face, tongue white color, and long-term sleepiness and energy loss. Pain usually starts from the neck and back head, when it is cold and stress intensifies, it is relax with smelling warm temper, sometimes with nausea. In women, it is usually seen more than men (Najmabadi, 1973).

Generally, excessive phlegm and chill caused by the wrong lifestyle (imbalance in static and dynamic, high stress and high anger, inappropriate dietary high consumption of fast food, and inappropriate of sleep and awakening) can make fast the disorder in vulnerable individuals. In case of Phlegmatic headaches, it is necessary the phlegm balances in the body and the following items must be observed:

Avoid using white rice, lentils, fish, pasta and lasagna, coffee, Nescafe and tea, yogurt and desserts, watermelon and mushrooms, pickles, sumac, beef, fantasy bread. Lack of chill foods consumption during breakfast (such as tomato, cucumber, cheese), vinegar, and verjuice. Do not drink ice water with food .lack of raw and cooked foods consumption at the same time (e.g. yogurt, pickles, fruits and salads with a variety of foods...) (Khoddami, 2014). Phlegmatic headaches can also be treated by eating "honey" in fasting condition, eating at night a spoonful of Peganum harmala or eating at night a teaspoon of cumin. Also, at night, before sleep, inhale the flavor of Damask rose and perfume of Damask rose Massage the head and forehead with warm oils such as sesame oil or black cumin oil. Massage the foot warm is also very effective; it decreases the rate of phlegm (Najmabadi, 1973).

3.3. Melancholic headache

If the headache due to excessive melancholy, its symptom, obsession and lost thoughts and Ophthalm and weakness in the attention and concentration of the senses, insomnia and Palpitations, and nightmare. This headache usually involves the entire head, and this headache is usually caused by: Noise, anger and noise, traffic, stress, and air pollution... This common headache occur between men and women in the present age at the age of 40 (Fazl Jo, Keshavarz and Tegha, 2010).

It is recommended to have enough physical activity appropriate to the age and physical capacity in daily that meant not job activity or work at home . Use of nature, relax and happy spaces, yoga exercises, deep breathing exercises, which take at least 5 to 10 minutes to complete the lungs and slowly exhale, preferably in outdoor and green environment. Avoid dark dress as well as listening to sad songs.

Avoid the onset of anxiety, intellectual conflict and conflicts and contact with abnormal people.Massage therapy, especially massages of the neck and head with lavender oil and acupuncture, are very useful for controlling this headache**.**

Of harmful foods that excite melancholy, include sausages and Lunch meat, fast foods, Staling foods, canned foods, pickles, lentils, dried- cheeses, chocolates and food containing essential oils and industrial flavors, industrial vinegar or lemon juice. beans, lentils, mung bean , unripe grapes , sour pomegranate, beef and calf, Fast food, tea, coffee, soft drinks, vinegar, eggplant, cheese, sorrel, Black kashk, type of pickles, pickled cucumbers , yogurt and dough should be avoided. Dracocephalum, lavender and Echium infusion are useful for healing this kind of headache (Talafinoghani & Namdar , 2018).

Tanacetum herbal drop by removal vascular spasms for elimination melancholy is very useful in Melancholic headache treatment. «Migraphar» herbal capsule from the Tanacetum parthenium herb and Matricaria (Recutita) from the German chamomile (Cichorium genus) is made, which, in addition to relieving migraine headaches, helps to patients with its sedative and anti-anxiety effects.

- Prevention of migraine headaches

- Acute migraine attacks and nausea and vomiting caused by it.

- Treatment of headaches types such as cluster and tension headaches, premenstrual and menstrual head-

aches (Doctors Without Borders website)

Anti-migraine drops from Goldaru Company include the following herbs to relievetensio headaches with cold temper.

Fennel seeds: includes anethole, fenecon, methyl chavicol, stragol, comarin, flavonoids

 Valeriana officinalis root: includes Valerian isoalorate, valerian acid, valepotriates

Dracocephalum Leaf: includes citral, citronella, geraniol

Walnut stem skin: phenolic glycosides includs salisin, sally curtin and salicylic acid

These two products are available in medicinal herbs (Doctors without Borders website)

Old treat: pouring some lavender flowers in a cap and put it at head for half /an hour (Talafinoghani & Namdar, 2018).

4. Conclusion

Perhaps the simplest definition for the headache is to feel any pain and discomfort from the orbit region to the back and neck, which may last from a few seconds to a few days. There are several strategies for headache treatment in modern and traditional medicine. In traditional Iranian medicine, the causes of headache onset described in four phases, and there are good therapies mechanisms for it.

BIBLIOGRAPHIC REFERENCES

Birk S, Petersen KA, Kruuse C, et al. (2005). The effect of circulating adenosine on cerebral haemodynamics and headache generation in healthy subjects. Cephalalgia 2005; 25: 369–377.

Bonavita, V., & De Simone, R. (2009). Redefining primary headaches. Neurological Sciences, 30(S1), 1–5. doi:10.1007/s10072-009-0050-x

Britze, J., Arngrim, N., Schytz, H. W., & Ashina, M. (2016). Hypoxic mechanisms in primary headaches. Cephalalgia, 37(4), 372–384.doi:10.1177/0333102416647037

Doctors Without Borders website, http://www.pezeshk.us

Ebrahimi F, Najmi Varzaneh F, Mohammadi Y, Razaghi Jahromi S, Najmi Varzaneh F, Togha M. (2018). Migraine and Tension Type Headaches among the Medical Staffs in Sina Hospital, Tehran, Iran. Shefaye Khatam. 2018; 6 (2):25 30

Fazl Jo, Seyyed Mohammad Bagher, Keshavarz, Mansour, Tagha, Mansoureh (2010), stomach Participatory Headache in Traditional Iranian Medicine, Traditional Medicine of Islam and Iran, 1 (4).

Headache Classification Committee of the International Headache Society (IHS) The International Classification of Headache Disorders, 3rd edition. (2018). Cephalalgia, 38(1), 1–211.doi:10.1177/0333102417738202

Kamali, Ayoub, Arizi, Hamid Reza, Abedi, Ahmad (2012), Comparison of the Effectiveness of Psychological Interventions and Drug Therapy on the Reduction of Migraine and Tension Headaches (Iran 2009-2011), Counseling culture and Psychotherapy, No. 12.

Karimaee Mitra (1996), Types of Headache and its Causes, Tarbiat, No. 110.

Khoddami, Ali Reza (2014), Anthropological Approach to the Quaternary temperament Regime in Iranian Public Health, Anthropological Researches of Iran, 4 (1).

Najmabadi, Mahmoud (1973), Avicenna (in terms of medical science), Art and People, No. 134.

O'Regan M. (2005). Adenosine and the regulation of cerebral blood flow. Neurol Res 2005; 27: 175–181.

Saleh, Jahanshah (1954), Relationship of Avicenna's Canon of Medicine with New Medical Thoughts, Yagmah, No. 71.

Tabatabaee, Seyyed Mahmoud, Kalantar Hormozi, Abdul Jalil (2009), Comparative Study of Headache from Al-Hawi's Book and New Medical Principles, Research (Journal of Research in School of Medicine), Volume 32 (1).

Talafinoghani, Majid, Namdar, Hasan, (2018), A Review of the headache in Iranian Medicine, Medical History, No. 35.

Utiger D, Eichenberger U, Bernasch D, et al. (2002). Transient minor improvement of high altitude headache by sumatriptan. High Alt Med Biol 2002; 3: 387–393.

Wilson MH, Edsell MEG, Davagnanam I, et al. (2011). Cerebral artery dilatation maintains cerebral oxygenation at extreme altitude and in acute hypoxia—an ultrasound and MRI study. J Cereb Blood Flow Metab 2011; 31: 2019–2029.

Wilson, M. H., Imray, C. H. E., & Hargens, A. R. (2011). The Headache of High Altitude and Microgravity— Similarities with Clinical Syndromes of Cerebral Venous Hypertension. High Altitude Medicine & Biology, 12(4), 379 386. doi:10.1089/ham.2011.1026

Analysis of state property in the Russian Federation

Análisis de la propiedad estatal en la Federación de Rusia

A.M. Chernopiatov[*]
Russian Academy of Entrepreneurship - Russia
westproduct@mail.ru

L. V. Makushenko
Surgut State Pedagogical University - Russia

V.V. Popova
Surgut State University- Russia

A. A. Korepanova
Surgut State University- Russia

ABSTRACT

The aim of the article is to compare the role of state property in developed countries and to obtain a more reliable estimate of the real share of the public sector in the Russian economy based on the dynamics of its change over the period from 2005 to 2017. The estimates obtained by the authors on the share of state property in the Russian economy show that the private sector plays the main role in the Russian economy. However, higher efficiency of the economy can be achieved by combining all the advantages of private and public partnership. On the basis of the study, we can conclude that Russia is gradually adopting the North American model of public sector participation in the economy, which is characterized by its specialization in purely state functions – defense and social infrastructure.

Keywords: state property, economy, industry, business, entrepreneurship

RESUMEN

El objetivo del artículo es comparar el papel de la propiedad estatal en los países desarrollados y obtener una estimación más confiable de la participación real del sector público en la economía rusa en función de la dinámica de su cambio durante el período comprendido entre 2005 y 2017. Las estimaciones obtenidas por los autores sobre la participación de la propiedad estatal en la economía rusa muestran que el sector privado desempeña el papel principal en la economía rusa. Sin embargo, se puede lograr una mayor eficiencia de la economía combinando todas las ventajas de la asociación pública y privada. Sobre la base del estudio, podemos concluir que Rusia está adoptando gradualmente el modelo norteamericano de participación del sector público en la economía, que se caracteriza por su especialización en funciones puramente estatales: defensa e infraestructura social.

Palabras clave: propiedad estatal, economía, industria, negocios, emprendimiento.

* Corresponding author.

1. Introduction

The analysis of the foreign countries experience shows different approaches to the share of the segment of state property in the economy. In some countries it is large (Greece, Italy, France, Sweden), in others it is almost absent (Japan, Luxembourg) or completely absent (Hong Kong), somewhere it is concentrated in small market segments (Holland). In some countries it is highly effective (Sweden, France), in others it is less effective (USA, Belgium). For example, the share of direct state production in the US is within 12% of the national output – one of the smallest among similar indicators of the developed countries (Heath and Norman, 2004).

Currently, the three models of the public sector are singled out: West European (France, Portugal, and a number of other countries, provided that due to crisis Portugal was in the default stage in 2010), North American (USA and Canada), and Asian (Japan and South Korea) (Tullberg, 2013).

Mainly, the West European model has a fairly large, highly efficient, generously financed public sector, characterized by a very diverse, sectoral structure; the North American model is specializing mainly on purely state functions, defense, and social infrastructure based on the system of economical financing. These two models have a clear line between private business and the state. For the Asian model, this line is blurred, the intertwining of interests of the state and business goes through representatives in power and corporate structures. Formally, this model has a small public sector, provided with tangible financial assistance by the state.

The analysis shows that the public sector is a heterogeneous production entity in almost all countries. On the other hand, successful state corporations can be found in any economic branch (D'Souza and Nash, 2017). According to the Constitution of the Russian Federation (Federatsii, 1993), there are three types of property in the country: private, mixed and state. The main objective of the advantages implementation of each property type in the development and improvement of the country's economy is the formation and successful functioning of Russia's socially-oriented economy in order to meet the growing needs and demands of the population.

Currently, scientists dispute regarding the proportion and effectiveness of state property in the Russian economy. Opinions on this issue are divided. Researchers found that in most cases privatization in Eastern Europe led to an increase in labor productivity (Claessens and Djankov, 2002, Brown, Earle and Telegdy, 2016, Walker, 2016, Pula, 2017), while in Russia, it has led to a decrease in labor productivity. In addition, the works prove that the results of privatization in different countries differ depending on the degree of foreign investors' participation. The positive effect of privatization on the part of domestic investors in the Russian Federation was manifested only five years after its implementation. The studies (Kocenda and Svejnar, 2003, Estrin et al., 2009) showed that reduction in the share of state ownership tends to have a positive effect on the profitability, income, and other financial indicators of companies. In CIS countries, such positive effects were observed only when control was transferred to foreign investors.

This thesis is indirectly confirmed by the work of, which showed that in private companies, the average income per employee exceeded the comparable indicator for state (unitary) enterprises (based on the data of Russian companies for 2000 and 2001). However, at the same time, a positive feature is that the public sector could achieve higher sales margins and lower return on capital compared to private companies.

Among the factors that affect the share and effectiveness of state property in the economy, scientists refer to characteristics of the institutional environment that can either increase or limit the competitiveness of companies in a particular industry (Wei, Xie and Zhang, 2005). The share of state property may indirectly depend on the relevance of the industry and the chosen method of privatization (Karolyi and Liao, 2017, Chernopiftov and Akhmetov, 2018). The results of the activities of state-owned companies can be substantially changed by the capital concentration.

The relationship between market value and state control may depend on specific circumstances (state ownership of blocking, control and / or 100% stake, as well as the degree of equity concentration). Linear dependence was found in the works of Mínguez-Vera and Martín-Ugedo, (Mínguez-Vera and Martín-Ugedo, 2007), E. Douarin, T. Mickiewicz (Douarin and Mickiewicz, 2017); Bokov and Vernikov (Bokov and Vernikov, 2008). Nonlinear dependence was discovered by Barja (Barja Daza, McKenzie and Urquiola, 2005). Some authors found no dependence (Omran, 2009), while Teplova (Teplova and Sokolova, 2017) considered the potential non-linear impact of mixed state ownership on the company's financial position.

Radygin and Entov (Radygin and Entov, 2014) conducted a survey of 872 Russian joint-stock companies and found out that a decrease in the share of state capital led to an increase in the return on capital. They also showed that the privatization of 1992-1994 led to an increase in the concentration of share capital in Russian corporations. In general, the review of scientific papers on the impact of the size of state ownership on the economy performance indicates a lack of generally accepted indicators. Indirect indicators that were widely used earlier (primarily financial indicators) cannot completely eliminate the distortions caused by the price factor in conditions of limited competition. However, most researchers using various financial indicators found that the performance of state-owned enterprises is generally poorer than that of private companies in different countries and across different time horizons. The results of more purposeful studies that tried to evaluate "real" indicators contradict these conclusions.

In this regard, an urgent problem is to obtain a more reliable estimate of the real share of the public sector in the Russian economy.

The purpose of this study is to obtain a more reliable estimate of the real share of the public sector in the Russian economy

based on the dynamics of its change over the period from 2005 to 2017.

The tasks are as follows:

- to study theoretical and statistical data for estimating the share of state property in the Russian Federation economy;

- to obtain an objective assessment of the research direction.

2. Methods

In the research process, the authors used modern tools, methods, and various forms of economic analysis. Statistical methods of collecting and processing primary information, methods of logical and system analysis were applied.

The basis of the study is statistical data, which allows obtaining a more objective assessment of the dynamics of the processes under consideration. Legislative and normative-legal acts and documents of the Russian Federation related to this issue were normative and empirical basis of the article. Moreover, the authors were using official data and other materials and sources.

The basic method used in the article is the use of a comparative method. Here it is based on statistical data from various sources for the period from 2005 to 2017. The authors have conducted the study and analysis of the dynamics of processes in the field of the public sector, entrepreneurship, and business environment. On this basis, the share of state property in the Russian economy and its impact on the development of entrepreneurship was assessed.

3. Results

As of 2017, the state sector of Russia still remains dominant in the fuel, energy, and defense complexes, the medical and microbiological industries, communications (transport and communications), large engineering, civil aircraft construction, etc. The private form of property received the smallest spread in the branches of natural monopolies – railway transport and electric power. These industries serve as a traditional niche for public entrepreneurship or public-private partnerships in almost all countries. In this aspect, it can be argued that Russia is in the trend of developing the world economy. It should be noted that this thesis is of a general nature and it needs to be clarified. First, the state's positions in traditional segments have recently been weakened. Second, the true differences in the construction of the public sector of the Russian Federation are seen when comparing the more detailed sectoral structures. The industrial part of the Russian public sector with full justification can be considered the most charged and problematic segment. When investigating this market segment, it should be noted that the available information on the share of state property requires additional verification.

In this regard, let us compare the data of 2005 and 2015 (Table 1).

Table 1. The relative size of the public sector in Russia, (%)

Branch if industry	Share in the total output	Share in the total number of employees	Share in the book value of fixed assets	Integral share of the public sector
Industry in 2005	10,1	14,9	11,9	12,3
Industry in 2015	3,71	27,7	18,0	16,28

Sources. Compiled and calculated with the help of: Russian Statistical Yearbook. 2005: Statistical book. Rosstat.

As can be seen from the data in Table 1, the state sector in industry is represented in small volumes, but there has been an increase in all indicators except for the share in the total output, compared to 2005.

On the other hand, according to data given in the source by 2010, the share of the public sector reached 50%, and in joint ownership (from the remaining 50%) there were more than 75% (Tompson, 2010). Official sources of the Government of the Russian Federation (Boubakri et al., 2016) note: "Thus, according to some expert estimates, in the last decade the role of the public sector in the Russian economy is increasing, and the contribution of state companies and the state as a subject of budget expenditures in Russia's GDP in 2015 reaches 70% against 35% in 2005." In the article, some experts (Vanteeva and Hickson, 2012), recognize that state companies and the state itself control 70% of the Russian economy. The studies carried out by the authors do not confirm this thesis (Tables 2-4).

Table 2. Fixed assets by forms of ownership (at the end of the year, at full cost)

Year	Million rubles (1990 – billion rubles)		
	All fixed assets	Including by forms of ownership	
		state	non-state
1990	1927	1754	173
2000	17464172	4366043	13098729
2010	93185612	17705266	75480346
2011	108001247	19440224	88561023
2012	121268908	21828403	99440505
2013	133521531	24033876	109487655

2014	147429656	26537338	120892318
2015	160725261	35359557	125365704
2016	183403693	42182849	141220844
2017	194649464	42822882	151826582

Source: (Russian Statistical Yearbook, 2016: 725), (Russian Statistical Yearbook, 2018: 694)

We find the share of state assets in the total amount:

$$Qp = (FG/OF) \cdot 100\% \qquad\qquad (1)$$

where,

- Qp – share of state assets in the total amount;

- FG – state assets;

- OF – fixed assets.

$$Qp = (28930547/160725261) \cdot 100\% = 18\%$$

The ratio of non-state assets to public assets in 2015 is calculated by formula (2):

$$NG = OF - FG \qquad\qquad (2)$$

where,

- NG – non-state assets, %;

- OF – fixed assets, %;

- FG – state assets, %.

$$NG = 100 - 18 = 82\%$$

Thus, the share of state assets in relation to non-state assets is at the level of 18:82.

Distortions of the information are due to the fact that the statistics does not include the indices of the military-industrial complex producing and supplying for military and defensive purposes very significant products in terms of volume, cost and nomenclature. At the same time, a certain part of the produced products has a dual purpose and is supplied to the national economy of the country.

In addition, the largest corporations, concerns, and firms established over the past 15-20 years, which are mostly joint-stock companies with state participation, in fact do not differ from state companies, since the state retains the deciding vote and position in the development and adoption of various kinds of decisions to ensure their effective work.

However, we must admit that such position is inherent in a certain degree for the economy of all developed countries.

Table 3 provides official data on the number of organizations sorted by the type of ownership.

Table 3

Number of organizations sorted by the type of ownership in 2015

(at the end of the year)

Number of organizations By the type of ownership					
	thousands	percentage of the total	state and municipal	private	mixed
Total, thousands	4732,1	100	322,7	4377,8	31,6
In total, percentage of the total	4732,1	100	6,82	92,51	0,67

Source: Compiled and calculated with the help of: Russia in Figures. 2016: Brief statistical book /Rosstat- Moscow, 2016 - 543 p.

In the general section, we present the statistical data in Table 4 and 5.

Table 4 Distribution of enterprises and organizations by forms of ownership (at the end of the year)

Thousands of enterprises and organizations								
Years	2000	2005	2010	2013	2014	2015	2016	2017
Number of enterprises and organizations total incl. by forms of ownership:	3346,5	4767,3	4823,3	4843,4	4886,0	5043,6	4765	4562
state	150,8	160,4	119,4	116,1	113,7	110,7	108	103
municipal	216,6	252,1	246,4	225,3	218,9	212,0	203	196
private	2509,6	3837,6	4103,6	4159,5	4212,2	4377,8	4122	3936
property of public and religious organizations (associations)	223,0	252,5	157,0	144,9	144,4	145,4	144	141
Other forms of ownership, including mixed Russian, property of state corporations, foreign, joint Russian and foreign	246,5	264,7	196,8	197,6	196,7	197,7	188	186

Source: (Russia in Figures, 2016: 543) (Russian Statistical Yearbook, 2018: 694)

Table 5 presents statistics for greater visibility as a percentage of the total. Table 5 Distribution of enterprises and organizations by forms of ownership (at the end of the year).

As a percentage of the total								
Years	2000	2005	2010	2013	2014	2015	2016	2017
Number of enterprises and organizations total incl. by forms of ownership:	100	100	100	100	100	100	100	100
state	4,5	3,4	2,5	2,4	2,3	2,2	2,3	2,2
municipal	6,5	5,3	5,1	4,7	4,5	4,2	4.3	4,3
private	75,0	80,5	85,1	85,9	86,2	86,8	86,5	86,3
property of public and religious organizations (associations)	6,7	5,3	3,3	3,0	3,0	2,9	3,0	3,1
Other forms of ownership, including mixed Russian, property of state corporations, foreign, joint Russian and foreign	7,4	5,6	4,1	4,1	4,0	3,9	3,9	4,1

Source: (Russia in Figures, 2016: 543) (Russian Statistical Yearbook, 2018: 694)

On the basis of the data given in Tables 4 and 5, we present calculations for a more complete justification of our estimates of the degree of public sector participation in the Russian economy.

For this, we find the percentage of change in the state's share for the period of 2005-2015.

$$Q= [(gc_{2005} +gm_{2005})/ (gc_{2015} +gm_{2015})]\ 100\% ,\qquad (3)$$

where

-gc - share of the public sector, by years

-gm - share of the municipal sector, by years

$$Q= [(160,4_{2005} +252,1_{2005})/ 110,7_{2015} +212,0_{2015)}]\ 100\%= -27,9\%$$

The percentage of change in the share of the private sector in the period under review can be calculated by the formula:

$$Q= [gs_{2015})/gs_{2005}]\ 100\% ,\qquad (4)$$

where

-gs - share of the private sector, by years

$$Q= [4377,8_{2015})/3837,6_{2005}]\ 100\%=14\%\qquad (5)$$

From these calculations it is clear that the share of the public sector decreased by 27.9%, but the share of the private sector increased by 14%.

We should also note that the private sector in the Russian Federation, unlike the state sector, is trying not to show its incomes completely. It means that there are enterprises that submit only declarations, but do not perform work. A large share of shadow incomes in the private sector significantly affects the country's GDP, which may increase by more than 15% if the private sector comes out of the shadow (Crowley, 2016).

Thus, as a result of the conducted studies, we can state that the share of the public sector in the country's economy is low, while the efficiency of state property in the Russian economy is not inferior to private enterprises. The question of accounting for the influence of the shadow incomes of Russia's private sector is beyond the scope of this study. However, based on the obtained results, it is possible to predict an even greater increase in the influence of the private sector on the economy if it comes out of the shadow.

Our studies show that Russia is characterized by the North American public sector model, which specializes mainly in purely state functions – defense and social infrastructure. A distinctive feature of the Russian economy is that the driver of its growth is the oil and gas sector of the market, while investments in social infrastructure occur in a mode of economical financing.

4. Discussion

In 2011-2014, the share of the public sector in the output of goods and services had a greater weight in a number of economic activities, for example, internal costs for a number of research and development, and freight transport. For a number of other activities, the share of the public sector was in the range of more than 20%, but less than 50%:

- production of ethyl alcohol from food raw materials;

- grown trunk railway wagons;

- electricity generation at hydroelectric power stations;

- passenger transportation by road;

- oil production, including gas condensate.

However, the given statistics cannot confirm the thesis about the growth of the public sector in the country's economy (Chernykh, 2008).

As we see from the previously shown results, the data appearing in the discussions do not reflect the real share of state property in the Russian economy.

Our work shows that in countries with transitional economies, it is necessary to provide an expanded understanding of the content of property relations. In its structure, along with the economic and legal components, the social one must be defined, which stands out from the economic. It should be objectively conditioned by the evolutionary development of the content of property relations with the CIS. The social component includes the consideration of the human factor, moral methods of increasing motivation for work, measures to improve working conditions, and social benefits.

Based on the research of the formation and development of new forms of state property, many scientists conclude that the manifestation of the effectiveness of the functioning of state property in Russia is dual in character (financial and economic, and social) (Aghion and Carlin, 1997; Yakovlev, 2006; Kalyuzhnova and Nygaard, 2008). We fully agree with this thesis.

We have confirmed the tendency of increasing the role of mixed property in the modern Russian economy. Other scientists also found that the outward manifestation of this process is the predominance of the share of mixed ownership in economic activity during the period of reforms (Djankov et al., 2003; Wright et al., 2005).

We believe that our study shows that for all CIS countries, the rational legal support for two independent levels of realization of state property (the federal and the subject of the federation) is the most advantageous model (Kudrin and Gurvich, 2015).

A number of economists who share the view of insufficient public sector investment activity (Oxenstierna, 2016) also indicate that the studies conducted by Russian scientists and practitioners do not speak of any significant differences in the performance of public and private enterprises. They consider the thesis of excessive redundancy in the share of state property in the economy of the Russian Federation an uncorroborated one by any evidence.

In the general development plan of the country's economy, economists believe that "The current state of Russian industry can be called "a positive stagnation" (Mau and Ulyukaev, 2015).

According to our estimates, data on the 70% state's participation in the economy clearly do not correspond to reality. On the other hand, at the present stage, many state enterprises of the Russian Federation are "points of growth" and the profits they receive go to the development of other industries. This can be observed by the growth of industry,

agriculture, and other sectors of economy. According to the Ministry of Industry and Trade of the Russian Federation, the growth of industry in Russia in 2017 will be 1.6-2%, while chemical and textile production will increase by 4% at once. To achieve this goal, 107 billion rubles have been allocated. It is also not a secret that the main driver of the growth of the Russian economy is the oil and gas market sector.

The estimates obtained by the authors on the share of state property in the Russian economy on the basis of statistical data for the period from 2005 to 2015 show that the main role in the Russian economy is assigned to the private sector. However, higher efficiency of the economy can be achieved by combining all the advantages of private and public partnership.

5. Conclusions

Based on the foregoing, we believe that data on the dominance of the share of state property in the economy of the Russian Federation are distorted and not confirmed. According to our estimates, the private sector in the context of fixed assets has 82% in the economy of the country. At the same time, the number of state-owned enterprises for the period from 2005 to 2015 declined by 27.9%, and the private sector increased by 14%. This situation shows a tendency to a significant reduction in the number of public sector enterprises.

From the point of view of the economic efficiency, it is expedient to seek the optimal balance of private and state partnership. None of the countries has established precise criteria for the state's share in the country's economy. Each country individually comes from its own concepts, mentality, and political attitudes. In our opinion, it is necessary to involve the public sector in the economy at least for 50% in order to achieve the effective development of the social and economic infrastructure in Russia at the current stage. We proceed from the assumption that in terms of investment, the public sector has the necessary resources for development, and can fulfill those functions that are not yet available to the private or mixed sectors.

The research carried out by the authors can be used in theoretical and practical activities in order to address issues on the harmonization of relations between state and private forms of ownership.

BIBLIOGRAPHIC REFERENCES

Aghion, P. and Carlin, W. (1997) 'Restructuring outcomes and the evolution of ownership patterns in Central and Eastern Europe', in Lessons from the Economic Transition. Springer, pp. 241–261.

Barja Daza, G., McKenzie, D. and Urquiola, M. (2005) Bolivian capitalization and privatization: Approximation to an evaluation. University Library of Munich, Germany.

Bokov, V. and Vernikov, A. (2008) 'Quality of governance and bank valuation in Russia: An empirical study'.

Boubakri, N., Guedhami, O., Kwok, C. C. Y. and Saffar, W. (2016) 'National culture and privatization: The relationship between collectivism and residual state ownership', Journal of International business studies. Springer, 47(2), pp. 170–190.

Brown, D. J., Earle, J. S. and Telegdy, A. (2016) 'Where does privatization work? Understanding the heterogeneity in estimated firm performance effects', Journal of Corporate Finance. Elsevier, 41, pp. 329–362.

Chernopiatov A.M., Akhmetov L.A., D.M. (2018) "Peguliarities of state property in the economy of russian", Regional and sectorial economic studies. Spain 18 (2), pp. 43-52.

Chernykh, L. (2008) 'Ultimate ownership and control in Russia', Journal of Financial Economics. Elsevier, 88(1), pp. 169–192.

Claessens, S. and Djankov, S. (2002) 'Privatization benefits in Eastern Europe', Journal of Public Economics. Elsevier, 83(3), pp. 307–324.

Crowley, S. (2016) 'Monotowns and the political economy of industrial restructuring in Russia', Post-Soviet Affairs. Taylor & Francis, 32(5), pp. 397–422.

D'Souza, J. and Nash, R. (2017) 'Private benefits of public control: Evidence of political and economic benefits of state ownership', Journal of Corporate Finance. Elsevier, 46, pp. 232–247.

Djankov, S., Glaeser, E., La Porta, R., Lopez-de-Silanes, F. and Shleifer, A. (2003) 'The new comparative economics', Journal of comparative economics. Elsevier, 31(4), pp. 595–619.

Douarin, E. and Mickiewicz, T. (2017) 'Privatisation: Speed, Efficiency, and Effects on Wealth Distribution', in Economics of Institutional Change. Springer, pp. 175–204.

Estrin, S., Hanousek, J., Kočenda, E. and Svejnar, J. (2009) 'The effects of privatization and ownership in transition economies', Journal of Economic Literature. American Economic Association, 47(3), pp. 699–728.

Federatsii, K. R. (1993) 'The Constitution of the Russian Federation', Rossiyskaya gazeta, (237), pp. 10003000–10003001.

Heath, J. and Norman, W. (2004) 'Stakeholder theory, corporate governance and public management: what can the history of state-run enterprises teach us in the post-Enron era?', Journal of business ethics. Springer, 53(3), pp. 247–265.

Kalyuzhnova, Y. and Nygaard, C. (2008) 'State governance evolution in resource-rich transition economies: An application to Russia and Kazakhstan', Energy Policy. Elsevier, 36(6), pp. 1829–1842.

Karolyi, G. A. and Liao, R. C. (2017) 'State capitalism's global reach: Evidence from foreign acquisitions by state-owned companies', Journal of Corporate Finance. Elsevier, 42, pp. 367–391.

Kocenda, E. and Svejnar, J. (2003) 'Ownership and firm performance after large-scale privatization'.

Kudrin, A. and Gurvich, E. (2015) 'A new growth model for the Russian economy', Russian journal of economics. Elsevier, 1(1), pp. 30–54.

Mau, V. and Ulyukaev, A. (2015) 'Global crisis and challenges for Russian economic development', Russian Journal of Economics. Elsevier, 1(1), pp. 4–29.

Mínguez-Vera, A. and Martín-Ugedo, J. F. (2007) 'Does ownership structure affect value? A panel data analysis for the Spanish market', International Review of Financial Analysis. Elsevier, 16(1), pp. 81–98.

Omran, M. (2009) 'Post-privatization corporate governance and firm performance: The role of private ownership concentration, identity and board composition', Journal of comparative Economics. Elsevier, 37(4), pp. 658–673.

Oxenstierna, S. (2016) 'Russia's defense spending and the economic decline', Journal of Eurasian Studies. Elsevier, 7(1), pp. 60–70.

Pula, B. (2017) 'Whither State Ownership? The Persistence of State-Owned Industry in Postsocialist Central and Eastern Europe', Journal of East-West Business. Taylor & Francis, pp. 1–28.

Radygin, A. and Entov, R. (2014) 'The fundamental privatization theorem: Ideology, evolution, practice'.

Teplova, T. V and Sokolova, T. V (2017) 'Market Development Determinants for Corporate Bonds in National Currencies: Emerging Markets Review', Journal of East-West Business. Taylor & Francis, pp. 1–31.

Tompson, W. (2010) 'Back to the future? Thoughts on the political economy of expanding state ownership in Russia', in Institutions, Ideas and Leadership in Russian Politics. Springer, pp. 67–87.

Tullberg, J. (2013) 'Stakeholder theory: Some revisionist suggestions', The Journal of Socio-Economics. Elsevier, 42, pp. 127–135.

Vanteeva, N. and Hickson, C. (2012) 'Whither Corporate Russia?', Comparative Economic Studies. Springer, 54(1), pp. 173–201.

Walker, P. (2016) 'From complete to incomplete (contracts): A survey of the mainstream approach to the theory of privatisation', New Zealand Economic Papers. Taylor & Francis, 50(2), pp. 212–229.

Wei, Z., Xie, F. and Zhang, S. (2005) 'Ownership structure and firm value in China's privatized firms: 1991–2001', Journal of financial and quantitative analysis. Cambridge University Press, 40(1), pp. 87–108.

Wright, M., Filatotchev, I., Hoskisson, R. E. and Peng, M. W. (2005) 'Strategy research in emerging economies: Challenging the conventional wisdom', Journal of management studies. Wiley Online Library, 42(1), pp. 1–33.

Yakovlev, A. (2006) 'The evolution of business–state interaction in Russia: From state capture to business capture?', Europe-Asia Studies. Taylor & Francis, 58(7), pp. 1033–1056.

Research of sex-role stereotypes of cruelty of teenagers

Investigación de los estereotipos de crueldad de los adolescentes sobre los roles sexuales

Galina A. Epanchintseva[1]
Orenburg State University - Russia
yepanchintseva60@inbox.ru
Tatyana N. Kozlovskaya[2]
Orenburg State University - Russia
kozlovskajatn@mail.ru
Irina N. Bukhtiyarova[3]
Lomonosov Moscow State University - Russia
ira_irina@mail.ru

ABSTRACT

The relevance of this study is caused by the dramatic picture of the psychological theory of the development of the modern teenager in modern science. Rapidly changing social conditions at the beginning of the third Millennium need scientific understanding of possible future prospects of development of the period of childhood and adolescence. The efforts of those responsible for the training of educators, teachers, child psychologists, support for the institution of the family, conducting comprehensive studies of the modern teenager are needed. Of particular importance for the future of the theory and practice of upbringing of the teenager deserves the study of phenomenology for the development of a modern teenager, the rejection of rigid social stereotypes that are the choice of positive strategies in the relations with teenagers. Before the reader is an article in which the authors comprehend the existence of social stereotypes on the issue of gender differences in the manifestation of cruel behavior by teenagers. The authors presented a brief analysis of the scientific problem of cruelty. The problem field of empirical research is defined in the identification of sexual differences in the manifestation of types of cruelty and sexual differences in the attitude to cruel behavior. The study sample is correctly formed, the author's methods of ideographic type are presented, which have passed the stage of approbation in numerous studies. This study belongs to the category of point quasi-experiments. The stages of research are consistently presented. Qualitative analysis of empirical data is based on evidence-based methods of statistical thesaurus. The main conclusions of the study allow us to comprehend the existing social stereotypes of types of cruelty and attitudes to violence on a gender basis.

Keywords: cruelty, sex differences, social stereotypes, teenagers.

RESUMEN

La relevancia de este estudio es causada por la imagen dramática de la teoría psicológica del desarrollo del adolescente moderno en la ciencia moderna. Las condiciones sociales que cambian rápidamente a principios del tercer milenio necesitan una comprensión científica de las posibles perspectivas futuras de desarrollo del período de la infancia y la adolescencia. Se necesitan los esfuerzos de los responsables de la formación de educadores, maestros, psicólogos infantiles, apoyo a la institución de la familia, realización de estudios integrales del adolescente moderno. De particular importancia para el futuro de la teoría y la práctica de la educación del adolescente merece el estudio de la fenomenología para el desarrollo de un adolescente moderno, el rechazo de los estereotipos sociales rígidos que son la elección de estrategias positivas en las relaciones con los adolescentes. Ante el lector hay un artículo en el que los autores comprenden la existencia de estereotipos sociales sobre el tema de las diferencias de género en la manifestación de conductas crueles por parte de los adolescentes. Los autores presentaron un breve análisis del problema científico de la crueldad. El campo problemático de la investigación empírica se define en la identificación de las diferencias sexuales en la manifestación de los tipos de crueldad y las diferencias sexuales en la actitud ante el comportamiento cruel. La muestra de estudio se formó correctamente, se presentan los métodos de tipo ideográfico del autor, que han pasado la etapa de aprobación en numerosos estudios. Este estudio pertenece a la categoría de cuasi-experimentos puntuales. Las etapas de la investigación se presentan constantemente. El análisis cualitativo de los datos empíricos se basa en métodos de tesauro estadístico basados en la evidencia. Las principales conclusiones del estudio nos permiten comprender los estereotipos sociales existentes de los tipos de crueldad y actitudes hacia la violencia sobre una base de género.

Palabras clave: crueldad, diferencias sexuales, estereotipos sociales, adolescentes.

1 Corresponding author. Doctor of Psychology, Orenburg State University, Orenburg, Russian Federation
2 Candidate of pedagogical sciences, assistant professor, Orenburg State University, Orenburg, Russian Federation
3 Candidate of pedagogical sciences, assistant professor, Lomonosov Moscow State University, Moscow, Russian Federation

INTRODUCTION

To the subject of cruelty at all times treated invariably philosophers, historians, writers, cultural experts, psychologists, psychiatrists (Dzyaloshinskiy, 2011; Bandura, Walters, 2000; Guggenbuhl, A, 2013; Berkowitz, 2001; Enikolopov, 2001; Zmanovskaya, 2003; Kostikova, 2005; Abdullaev, Abdullayeva, 2009; Barkovskaya, 2015; Koltsov, 2012). Nevertheless, the modern science does not have generalizing researches of anthropological or culturological orientation. The most remarkable studies of cruelty in historical retrospect are the works of sh. Letourneau, E. Taylor J. Fraser's. Description of psychological observations of the phenomenon of cruelty in the works of A. Adler, V. James, P. B. Gannushkin, R. Kraft-Ebbing, CH. Lombroso, V. Reich, Z. Freud, K. Jung prompted to new studies of the phenomenon. Research R. Ardi, A. bass, A. Bandura, L. Berkowitz, D. Zillmann, B. Skinner, V. Frankl, E. Fromm considered cruelty in connection to the aggression, destructive behavior of the individual. Again, there are questions about the psychological nature of violence. The results of sociological studies by E. Durkheim, M. Weber, E. Giddens and many others played an important role in answering many questions and etc. Well-Known researches L. Berkowitz, A. Guggenmos, O. F. Kernberg, M. Klein, L., Lewis, D. Meyers, G. Parens, V. Reich is the first attempt to isolate the construct of cruelty from the tangle of psychological and socio-cultural reality in a separate concept (Guggenbuhl, 2013, Berkowitz, 2001).

A number of researchers of cruelty (Igli, J. Steffen, K. Lagerspetz) came to the conclusion that the cruelty is of genetic nature. Men are more prone to violence, women are less cruel. However, it should be noted that in the first years of the child's life cruelty is not expressed, which indicates that this characteristic is not innate (Barkovskaya, 2015).

Cruelty as a personality trait in adolescence takes on a new level; the researchers of different scientific disciplines have noted the ambiguous nature of its symptoms. Some researchers note that the characteristics of adolescent cruelty are largely determined in accordance with gender (D. Krech, R. Crutchfield, N. Livson. However, the current empirical data John Cagon and H. Moss demonstrated a lack of quality of empathy, unmotivated, even pathological cruelty, its horrific senselessness girl's teens (Reshetnikov, 2015; Kapustin, 2016; Asmolov, 2010; Rean, 2015; Bandura, Walters, 2000; Kostikova, 2005). To understand the gender aspects of such a complex phenomenon as cruelty in adolescence, point studies, new research methods are needed.

Objectives: In this regard, the lack of theoretical interpretations and limited empirical research data, we aim to study the features of this phenomenon of cruelty in accordance with gender.

We have decided on the following stages of the study. At the first stage, we revealed the semantic significance of cruelty as a psychological predicate, according to gender, and then gave a gender analysis of the manifestations of cruel behavior and understanding of the attitude to this phenomenon of adolescents. The study was based on the author's methodological apparatus, compiled in a geographical context.

Characteristics of the sample. One hundred seventy-five people were studied by clinical-psychological and experimental-psychological methods. The average age of the respondents was 14.1 years. The sample included 67 teenage girls and 108 teenage boys.

The study was conducted on the bases of several educational institutions

> 1. Akbulak Polytechnic College (23 %). All subjects had incomplete secondary special education; were trained on one specialty, were representatives of a middle class, are socialized, did not commit an offense, had satisfactory mental and physical health. Also, the pupils of this technical school consisting on the account in a children's room of militia (5 %) were presented.

> 2. Secondary school of Orenburg (51 %), students in grades 6-7. Respondents had incomplete secondary General education, socialized, did not commit an offense, and had satisfactory mental and physical health. The families of the subjects can be classified as families with average material wealth, adolescents are provided with the necessary clothing, have money for pocket expenses. Families can be called socially stable; the psychological situation in the family is stable.

> 3. Students of the world Association of Russian martial arts, "Spartak" (21 %). The group was represented by both boys and girls between the ages of 12 and 15.

The study was organized in such a way that the sample was the most representative; it included teenagers studying in different educational institutions. The sample was divided into girls – 38.3 %, boys – 61.7 %.

METHODS

The methodical apparatus of the research includes the following ideographic author's methods:

> - Content analysis of the concept of «cruelty»;

> - The author's technique "Types of cruelty" is designed to identify the predominant type of cruelty. The method consists of four scales: verbal video violence, cruelty indirect verbal, indirect, physical violence,

direct physical violence;

- Author profile "Attitude to violence". The questionnaire aims to study the relationship of man to the "cruelty" through direct assessment of violent actions. The technique consists of 20 situations. Situations are divided into four groups: cruelty to animals, cruelty to elders, cruelty to peers, and cruelty to the younger ones. The respondents had to assess their perception of story-telling. We offered the following evaluation options: justifying (fully supporting the behavior of the characters in the story); neutral (indifferent); affective (very strong emotional shock and inability to assess what is happening; condemning at the emotional level; condemning at the social level. The fully justifying position was evaluated in five points, condemning at the social level in one point. All the others were distributed from the highest to the lowest score.

- Mathematical and statistical apparatus includes descriptive statistics, frequency analysis, student T-test.

RESULTS

At the first stage of the study we conducted a content analysis of the definition of cruelty (picture 1). Teenagers were asked to rank the concept of cruelty, to make a more precise limit of cruelty, to express associative representations of this phenomenon.

Boys and girls were equally neutral about violence as a violation of social norms. Only one tenth of the teenagers noticed that the brutal actions contrary to social norms and the existing morality. We believe that violence is so common in the daily lives of our adolescents that they do not associate violence with violations of the law and social norms. Teenagers note that cruelty brings great harm and damage to people. However, these are manifestations of emotional States, which can not cope with their individual peers. Disapproval of these youth also did not cause. It should be noted that girls gave more detailed definitions of the concept of cruelty. Girls, unlike boys, more often gave estimated conclusions of cruelty, than boys. Girls are also more often expressed the condemnation of cruelty. Girls were more sensitive, reacting to cruelty to younger and weaker. Teenage girls worried for a long time, the manifestation of such types of brutality towards the younger and weaker. Teenage boys did not focus on such situations. Boys are more likely cruelty, as a phenomenon associated with the manifestation of power a more powerful person. Such people have not been convicted by adolescent boys. Boys were more likely than girls to point out that brutality could be an uncontrollable event that was also not censured.
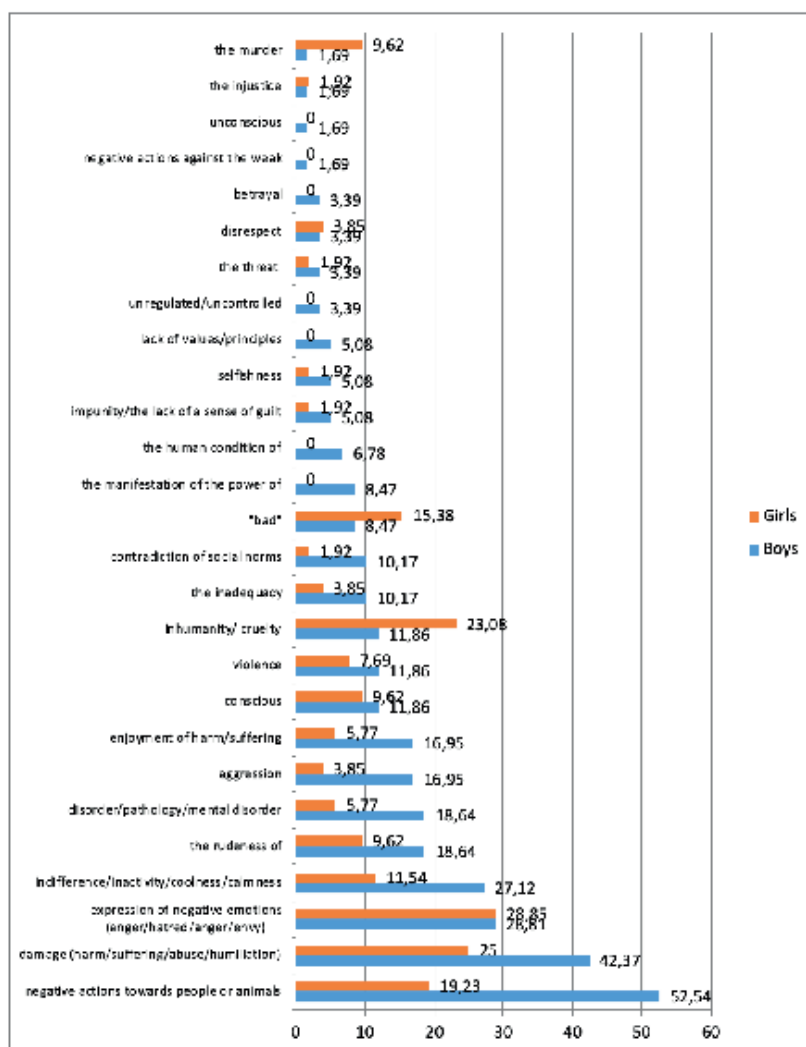
Picture 1 - Results of the content analysis "Definition of cruelty by boys and girls".

The next stage of the study "Features of cruelty in adolescence." The main results of the study of cruelty in a group of adolescents enrolled in school are presented. Teenage cruelty we conditionally allocated on the two most important species. The first – when the young person was pioneering forces when he likes to humiliate and to inflict pain. And second – when it shows the cruelty of mimicking a reference for his peers.

In this case, we focused on a detailed study of adolescents enrolled in secondary school. The results of the study of cruelty in this group of subjects are presented below.

The study of cruelty in a group of adolescent schoolchildren using the author's method "Types of cruelty" showed that the level of severity of the results are either medium or low level of manifestation in both boys and girls. On a scale of "direct physical cruelty" among respondents 55.4 % have a low result, 38.3% - the average result and 6.3 % revealed a high result. No significant gender differences were discovered. Such results, where no gender-based differences were found in the manifestation of physical cruelty, again demonstrate a new trend in the development of adolescent girls. Adolescent girls are as active in physical abuse as boys.

From the results of the study, the maximum number of points was scored on the scale of "direct physical cruelty" (21.9 points). In second place are the results on the scale of "indirect physical cruelty" (21.4 points). 62 % of respondents showed an average level of severity of this level of cruelty and 38 % of respondents showed a low level. However, the average values of the "indirect physical cruelty" scale exceed the average values on other scales. We believe that this result may indicate that adolescents find it difficult to breed the concept of violence, aggression and cruelty.

The next in terms of points (third place) scale is "direct verbal cruelty" (20.9 points). It should be noted that the level of severity of direct verbal cruelty in this group of respondents is low in 53 % of respondents and in 47 % of respondents the average level of severity prevails. Verbal cruelty is more characteristic of adolescent girls, as in numerous similar studies. Girls are more likely to resort to verbal brutality than boys.

And in fourth place are the results on the scale of "indirect verbal cruelty" (17.2 points).

The results obtained in the study indicate the predominance of direct physical and verbal cruelty. Moreover, the absence of a high level of severity of these types of cruelty and a tendency to a low level on most scales characterizes this sample as a group with high values of self-control. A group of respondents is able to cope with difficult circumstances, not to undergo fleeting manifestations of emotions.

The smallest average value was obtained on the Anger scale (affective component), that is, the readiness of adolescents to display negative feelings at the slightest excitement (includes physiological arousal and preparation for aggression - anger) is not expressed. As we can note for the "Anger" scale, the prevalence of the average level of severity (74.5) is most characteristic. Low levels occur in 14.9 % of cases, high in 10.6 % of cases. The scale called "Hostility" in this case is not expressed. However, 53.2 % are characterized by an average manifestation of hostility. For 28.6 % is low. A high level of hostility occurs in 19 % of cases. According to the study, adolescent boys were more likely to show the highest levels of cruelty.

The results obtained in the analysis of the author's questionnaire "Attitude to Cruelty" have significant statistical values by gender. The features of cruel behavior of adolescents studying at school and college, who are registered, studying at the Spartak Association with regard to gender was considered. Situations presented to adolescents for assessment were divided into four groups: cruelty to animals, cruelty to elders, cruelty to peers, and cruelty to younger ones.

Table 1 - Comparative analysis of indicators of boys and girls according to the methodology "Attitude to cruelty" (p <0.001).

	ca	cy	cp	ce
Girls	1,49	1,98	1,60	1,91
Boys	2,34	3,59	3,49	1,86
t- Student.	5,52	5,26	4,64	6,38

Note: ca - cruelty to animals, cy- cruelty to younger, cp – cruelty to peers, ce– cruelty to elders.

Table 1 shows that the results obtained from male respondents are higher than those of girls. The analysis of primary results showed that boys in the judgments justify behavior of heroes of plots more often, or treat them neutrally. Girls, on the other hand, more often condemn the heroes of situations that show open hostility and aggression.

With regard to cruelty to animals, the results obtained in the study suggest that girls are more likely to present an assessment of condemnation to persons who show cruelty to animals, showing pity for them. Girls are more likely to evaluate the behavior of the characters of the proposed subjects in terms of emotional and social condemnation. In boys, this figure is slightly higher, but more than half of teenage boys also cruelty to animals is estimated in terms of condemnation. The group of respondents did not identify those who would justify this behavior.

Cruelty to younger girls is more evident at the level of affective assessment (29 people), as well as condemning (37 people). When evaluating some scene clips only 1 girl has evaluated the behavior of the characters towards the younger age-neutral. In the boys participating in the survey, the assessment had different values. Of 108 boys 26 has justified the behavior of story characters, 54 people expressed a neutral attitude, and twenty-eight condemned the brutal behavior of the characters towards the younger one. Additional conversation with the people who chose justifying or neutral assessment allowed finding out some nuances. The people explained that the younger one showed himself disrespectful to the heroes and aggressors in the commercials did not listen, so I deserve such attitude. Some have said with confidence that only through physical punishment can obedience and submission be achieved.

It should be noted that in boys, the results of the evaluation of maltreatment towards younger children are similar to the results of the evaluation towards peers. The manifestation of cruelty towards peers in boys is more pronounced than in girls. Perhaps this is due to the desire to be a leader in the reference group, to subordinate others, to resist the rules of society, to stand out from others, to show their omnipotence, strength, ability to violate generally accepted norms. In adolescence, there is an active search for yourself, your place in the world, including among peers. In adolescence, the violation of norms and recklessness are perceived as something that distinguishes such a teenager from the General background. Moreover, the self-assertion of the adolescent aggressor occurs against the background of bullying the younger or weaker physically. Both boys and girls often justify brutality towards younger children, believing that younger children should obey and obey them.

In girls, the results on the scales of "cruelty to the younger" and "cruelty to the older" have almost the same values. This result is significantly lower for boys than in other schools. In conversation, on a question of how children behave in relation to parents or adults such answers were received: ignore, don't talk, pretend that don't hear, don't pay to parents attention when those want to talk, don't answer phone calls, say that to them once, are occupied, "leave off". At the same time, parents "lose their temper", trying in any way to "force" the child to pay attention to themselves: turn off the computer, take the gadget, etc.

With the help of student's t - test, we checked the accuracy of the differences in the results. We can say that boys and girls have significant statistical differences in relation to violent behavior.

In boys, these indicators are higher (the accuracy of the difference $p<0.001$). That is, boys are more positive about the brutality exhibited both in General and separately: animals, junior, senior and peers.

CONCLUSION

1. Cruelty, so characteristic of modern adolescents, as our study has shown, is the most popular repertoire of behavioral patterns of adolescents who are not ready to solve existential issues on their own.

2. Analysis of the associative phenomenon the "cruelty" is formed of teenagers today on the border 10-11years. Cruelty in most adolescents is associated primarily with strength, with the ability to defend their interests and the interests of the reference group. Adolescent boys and adolescent girls are equally neutral about violence as a violation of social norms. It is revealed that only a tenth of teenagers condemns any cruel acts, and evaluates them as a violation of social norms and existing morality.

3. The comparative analysis of "direct physical cruelty" revealed no significant differences between adolescent boys and adolescent girls. Adolescent girls are as proactive in physical abuse as boys. "Verbal cruelty" is more typical for teenage girls. Girls are still more likely to resort to verbal abuse than boys. Teenage boys were more likely to discover the highest values of cruelty.

4. Adolescent boys are more positive about cruelty to animals, younger, older and peers than adolescent girls. Teenage girls more emotionally condemn cruel acts; more often agree that such a repertoire is contrary to social norms. Teenage girls often react to what cruelty the animals are exposed and to the younger one. Teenage girls like teenage boys do not condemn cruelty to their peers.

BIBLIOGRAPHIC REFERENCES

Abdullaev sh. M., Abdullayeva D. S. (2009) Cruelty as a psychosocial phenomenon. Psychology of the XXI century: Proceedings of the V international scientific and practical conference of young scientists: 2 t. Leningrad state University. Of A. S. Pushkin. Vol. 1. P. 14-1.

Asmolov A. G. (2010). Social effects of educational policy. National Psychological Journal, 2 (4), 100-106. Asmolov A. G. Social effects of educational policy. National psychological journal N2(4) p. 100-106.

Bandura, A., Walters, R. (2000) Adolescent aggression. A. bandura and R. Walters. Finite. p. 512.

Barkovskaya A. P. (2015) To the problem of philosophical understanding of cruelty. Fundamental researches.– 2.Part 7. – P. 1513-1517.

Berkowitz, L. (2001) Aggression. Causes, consequences and control. L. Berkowitz. Prime-Euroznak, 510 p.

Dzyaloshinskiy I. M. (2011). Tolerance and multiculturalism – value orientations of mass media. National Psychological Journal, 2(6), 122-125. Dzyaloshinsky I. M. Tolerance and multiculturalism – value orientations of mass media. National psychological journal N2(6) p. 122-125.

Enikolopov, S. N. (2001) the Concept of aggression in modern psychology [Text] S. N. Enikolopov. Applied psychology. N21. P. 60-71.

Fromm E. (2010) Anatomy of human destructiveness. AST. 224 p.

Guggenbuhl, A. (2013) Ominous charm of violence. Prevention of children's aggression and cruelty and control. A. Guggenbuhl. Kogito-Tsentr. 177s.

Kapustin S. A. (2016) Using the results of the study of families with parent problems in the practice of counseling adults. Moscow University Psychology Bulletin, 1, 79-95 Kapustin S. A. Using the results of the study of families with child-parent problems in the practice of psychological counseling of adults. Bulletin of Moscow University. Episode 14. Psychology N1 p. 79-95.

Koltsov M. V. (2012) Cruelty as a structural component of aggressiveness. Post-graduate Student, or Young generation of scientists about: scientific-practical almanac of post-graduate community. 6. Orenburg: Publishing house of the OGPU, P. 115-122.

Kostikova I.V. (2005) Introduction to gender studies: Studies. The manual. Under the General editorship of I. V. Kostikova. Aspect Press, - 255 p.

Pavlyk N. V. (2015). The spiritual personal orientation as the factor of character harmonization in adolescence. National psychological journal. 1 (17), 88-95. Pavlyk N. In. Spiritual personal orientation as a factor of harmonization of nature at a young age. National psychological journal.N1(17). P. 88-95.

Rean A. A. (2015). Family as a factor of risk prevention and victim behavior. National psychological journal. 1 (17), 3-8. Rean A. A. Family as a factor of prevention and risk of victim behavior. National psychological journal. N1(17). P. 3-8.

Reshetnikov M. M. (2015). Mental health of Russian population: new trends and old problems. National psychological journal. 1 (17), 9-15. Reshetnikov M. M. Mental health of the population – modern trends and old problems. National psychological journal. N1(17). P. 9-15.

Walter G., Nau J., Oud N. (2012) Aggression und Aggressions management. – Bern: Verlag Hans Huber, 619 p.

Zmanovskaya E. V. (2003) Deviantology: (Psychology of deviant behavior): Studies. Benefits for students. Higher. Studies'. Institutions'. Moscow: Publishing center "Academy". 288 p.

The study of grammatical meaning in Uzbek linguistics

El estudio del significado gramatical en la lingüística uzbeka

Sayfullaeva Rano Raufovna*
National University of Uzbekistan - Uzbekistan
word@tadqiqot.uz
Ernazarova Manzura Saparboevna**
Navoiy State Pedagogical Institute Uzbekistan - Uzbekistan
sar-79@bk.ru

ABSTRACT

Today, studying the grammatical meaning in all linguistic and pragmatic factors is one of the important factors in providing the development of modern fields of rapidly developing linguistics, such as pragmatic linguistics, linguistic culture, ethnolinguistics and Psycholinguistics This study seeks to explore the grammatical meaning in Uzbek linguistics from the independence of the Republic.

Key words: dichotomy of language and speech, language, speech, grammatical meaning, linguistic and pragmatic factors

RESUMEN

Today, studying the grammatical meaning in all linguistic and pragmatic factors is one of the important factors in providing the development of modern fields of rapidly developing linguistics, such as pragmatic linguistics, linguistic culture, ethnolinguistics and Psycholinguistics This study seeks to explore the grammatical meaning in Uzbek linguistics from the independence of the Republic.

Palabras clave: dicotomía del lenguaje y el habla, lenguaje, habla, significado gramatical, factores lingüísticos y pragmáticos.

* Corresponding author. Doctor of Philological sciences, professor at National University of Uzbekistan. Academic of the European Academy of Natural Sciences Uzbekistan
** Doctor of Philological sciences, associate professor at Navoiy State Pedagogical Institute Uzbekistan

INTRODUCTION

In the world linguistics in the XX century studying the dichotomy of language and speech, grammatical opportunities of the language in the linguistic system rose onto the new steps. It is one of the actual problems to study basing on the modern scientific-theoretical opinions and methods that language is a complex wholeness in the entirety of language and speech, language realizes in speech on the basis of a criterion and functions as a base for speech. Today studying the grammatical meaning in the entirety of linguistic and pragmatic factors is one of the important factors of providing the development of the modern fields of the rapidly developing linguistics such as pragma linguistics, linguoculturology, ethnolinguistics and psycholinguistics.

In the world linguistics great achievements have been gained on studying the language as a system. As a result of conducting the main investigations in the centre of modern scientific researches on the basis of system-structure approach classifying the grammatical meaning in language units in the entirety of linguistic and pragmatic factors depending on the modern methodological principles and making exact theoretical conclusions particular to the linguistic nature of the units comprising them define the actuality of the theme. Therefore, studying the entirety of the linguistic and pragmatic factors of grammatical meaning using the latest achievements of the world linguistics, new methods of investigation and informing the world scientific community about it will be necessary.

In the years of independence studying the Uzbek language as a system rose onto new steps. As a result the conclusion of the formal researches in the first step of the system approach required the new quality step of linguistics, that's the study of the Uzbek language on the substantial basis. In substantial approach mainly, the investigation of the language in the consequence of differentiation of language and speech is focused on. Studying the Uzbek language as the whole system adapted the linguistics to the new level of the progress.

Although there are certain opinions about the system of speech, they mean speech unit of linguistic units, that's the features of making sentences and texts. Often, while speech is considered to be as a complicated wholeness, as the components sentence, paragraph and text are distinguished. Because the speech has the system nature its components are also in system character. Under discussion there is a social need for the formation of a new linguistic trend specialized in studying the corporation of language levels and pragmatic factors, having the nature of system structure, in the process of forming and expressing the idea in system ways. This need is defined by the present state of Uzbek linguistics and the achievements it has gained. And it is connected with the research works of the world linguists and turcologists as well as the Uzbek linguists such as S. Ivanov, H.Nematov, N. Mahmudov, A. Nurmonov, A. Berdialiev, R. Sayfullaeva, M. Boshmonov, T. Mirzakulov, M. Kurbonova, I. Madrahimov, Sh. Akramov, S. Nazarova, M. Abuzalova, Sh. Shahobiddinova and L. Raupova on substantial grammar. These scholars' works were limited, mainly, by the sphere of separate levels, the interrelations of the levels, the corporation of linguistic and pragmatic factors in speech are waiting for their research. From this point of view, scientifically proving the corporation and appropriateness of linguistic and pragmatic factors in the speech realization of grammatical meaning is one of the actual problems of Uzbek linguistics in turn that should be solved. And it is carried out by fulfilling the tasks such as describing the system nature of speech, describing philosophical bases of researching as a system, proving that general system theory is the methodology of studying the speech wholly, identifying the functions of linguistic factors in the speech realization of grammatical meaning, revealing the place and role of pragmatic factors, analyzing their adaptation, defining the corporation of linguistic and pragmatic factors in the use of the meaning of the grammatical means making lexical and syntactic forms and proving their appropriateness. Theory of cognition of philosophy, dialectical logics, also, philosophy of mysticism, theory of general system, dichotomy of language and speech, in addition, scientific opinions of a number of theorist linguists such as N.D. Artyunova, D. U. Ashurova, V. V. Bogdanov, Ye. S. Kubryakova, V. G. Gak, Sh. Safarov, J. Ostin and G. G. Pocheptsev serve as a methodological base for it.

In modern Uzbek linguistics H. Nematov, M.Alamova, Sh. Shahobiddinova, B.Mengliev, B. Bahriddinova, O.Shukurov specially researched the general grammatical meaning on the substantial bases. When grammatical meaning is studied in speech, that speech is a system with heterogeneous nature, is in the corporation of linguistic and nonlinguistic factors, and differentiates from linguistic system by this feature, grammatical meaning realizes in the corporation of linguistic and nonlinguistic factors, in it when the linguistic factors increase, the nonlinguistic factors decrease, when the nonlinguistic factors increase, the linguistic factors decrease attract the attention. So, it can be said that the system verifications of the third step as the interpretation of the speech realization of grammatical meaning and a number of questions connected with the principles of anthropocentrism, discourse analysis in studying the speech realization of the language that have not been specially researched in general require to study this theme.

In science three steps of the development of modern linguistics are distinguished:

1. Comparative-historical step (XIX century)

2. System-structure step (century)

3. Anthropocentric step (I century)

Although the linguistics of each period has its certain aims and tasks, none of them is apart from the principles of approaching the language as a system. Particularly, in the comparative-historical step the history, forming process, distinguished features of the language system were studied. In this case regarding certain languages, in general languages as a microsystem is highlighted.

In system-structure step linguistics focused on the internal system structure of certain languages. Two cases are distinguished:

) individual research of language levels;

) studying the language as a whole system.

In anthropocentric step speech is studied as a system, human is considered to be a component, main element of this system. In other words, comparative-historical linguistics gives the highlight to study the formation of linguistic opportunities, system-structure linguistics the features of linguistic opportunities and anthropocentric linguistics focuses on the study of the features of the human's use of the linguistic opportunities.

In anthropocentric step the interpretation of grammatical meaning gets new. In system-structure step speech realization of the restored general grammatical meaning, the corporation of linguistic and nonlinguistic factors is focused on in it. Although there were certain opinions about the system of speech in the linguistics of the last century, mainly, the features of linguistic units to make speech units – systems (sentence and text) were meant in them. Often, while speech is considered to be as a complicated wholeness, as its components sentence, paragraph and text are distinguished.

In the speech realization the general grammatical meaning of morphological form the corporation of lexical and syntactic factors has been studied in a certain degree in our linguistics. But it is not possible to limit the speech realization of grammatical meaning with pure linguistic factors. Because human communication system consists of the entirety of linguistic and nonlinguistic factors. Any abstract system is characterized by its homogeneousness and certain systems are characterized by their heterogeneousness. In this sense, the abstract linguistic system having homogeneous description differs from the speech system with heterogeneous sign.

Speaker and listener, speech situation and condition play an important role in the speech reality of any linguistic unit. It equally belongs to the realization of grammatical meaning too. Therefore, the nonlinguistic elements in the speech system can be conditionally divided into two:

) Personal elements;

b) Pragmatic elements.

On this basis it can be concluded that the elements of speech system are three types – linguistic, personal and pragmatic.

Grammatical meaning is considered to be as a phenomenon belonging to the elements with linguistic nature in the speech system, it realization features are studied in connection with linguistic and nonlinguistic (personal, pragmatic) elements.

The interpretation of grammatical meaning can be said to be equal with Uzbek linguistics. That's why its study steps are appropriate with the developing steps of linguistics.

Uzbek linguistics have passed its formal and substantial study steps as a modern science, and is going into the new step – anthropocentrism. Therefore it is appropriate to periodize the steps of the interpretation of grammatical meaning in this way.

In every period of time the interpretations and descriptions have particular significance and character owing to the demand of the time and social order. Aims and tasks, methodology, methodics and methods of achieving them go together in harmony with social order.

Formal step of studying grammatical meaning. Formal step of studying grammatical meaning began from the researches of Fitrat and rose to its high point in A.Gulomov's works.

This step of studying grammatical meaning is connected with the tasks put forward to linguistics. When talking about the tasks of the linguistics of this period of time, its two important features should be mentioned.

First, in front of Uzbek linguistic there were the tasks came out of the main purpose of the Soviet ideology. It became tendency in the linguistic research works to attempt to stress more the similarities rather than differences between the languages according to the unification of languages, single nation, single language formation and the hypothesis of assimilation of national languages to each other. Especially, it was clearly seen in the interpretations of grammatical level of the language. The classification of parts of speech in morphology, distinction of grammatical forms, considering lexeme as a type of morpheme, applying the conceptions like form making and word change, the same acknowledgement of the conception of the main parts in syntax in national linguistics, accordingly, evaluation of sentence structure, putting the interlanguage differences in simple and compound sentences out of attention are among them. And it also found its full reflection in the interpretations of grammatical meaning.

Second, working out the criteria of Uzbek literary language and the social order of absorption it into the public mind put the necessity of defining each grammatical phenomenon, studying their semantic and syntactic functions, implementing the results into the curriculum process under discussion. For this it was necessary to separate the

words into parts, define morphological features and syntactic functions of each part, choose the particular grammatical forms appropriate to the literary criterion, distinguish the phonetic variants from dialectical variants and work out the criteria of literary language in their usage. "in the history of Uzbek linguistics they were studied separately in detail in a comprehensive way, rich materials were gathered. Uzbek linguists did the tasks in this step with honor and in the following step on the basis of them there appeared a number of needs and opportunities to solve the problems on studying the morphological forms like all the language units"(Mengliev B.R.,2010).

Substantial step of studying grammatical meaning. In the 70s of the last century formal (empiric) step of Uzbek linguistics came to its end. As it was mentioned, the great task given to the linguistics of this period of time – the social order of working out the criteria of literary language and absorption it into the public mind was managed. By doing these tasks a powerful fundament and a strong support was prepared for the new step of the linguistics. There appeared wide opportunities to study scientifically the rich linguistic treasure gathered by empiric bases relying on the laws and categories of dialectical logics which was the methodology of theoretical study. In 1984 and 1986 the tasks, which cannot be delayed, about the interpretation and investigation of the Turkic languages in the new era were published in the central press by a number of Turcologists. The ideas in them and the aims and tasks based on them were the logical continuation of the tasks of the Uzbek formal linguistics. The raised questions can be conditionally grouped as the followings: 1) the task given to the responsibility of Uzbek linguistics in the 40s of the last century and carried out in the 70s – the interpretation of the units of the Uzbek language levels carried on the basis of formal analysis, the criteria of Uzbek literary language worked out on the basis of the criteria of Russian literary language, textbooks and manuals created for different curriculum levels in order to publicize these criteria, forming theoretical knowledge on the basis of empiric materials in the normative grammars, to reveal linguistic commonness in the speech privateness, linguistic essence which was the base for language phenomena, and the linguistic opportunities appeared in speech realities; 2) moreover, because the Uzbek language was studied under the Russian and European languages for over half century as above mentioned, like the Turkic and other languages in the territory of former Soviet Union, investigating it according to its Turkic feature. (Sayfullaeva R., and others, 2010)

These tasks found their reflection in the interpretation of grammatical meaning too. Grammatical meaning began to be studied on the basis of the category of dialectical commonness and privateness. In the substantial step of Uzbek linguistics new interpretation of morphological forms was formed. First of all, studying separately the common and private sides in the grammatical meaning was one of the main tasks. This problem was highlighted in H.Nematov's research devoted to the morphology of the ancient Turkish monuments (Nigmatov H.G., 1978), the tasks assigned by a group of linguist were announces in the press. (Nigmatov Kh.G., 1984, 1988) The problem was defended by a number of linguist scholars as candidate and doctoral dissertations. For example, exactly grammatical meaning was researched in Sh.Shahobiddinova's candidate dissertation (PhD thesis) from the view point of division of language and speech in the example of the category of number in the uzbek language, and in her doctoral dissertation, in general, in the example of grammatical categories.(Shahobiddinova Sh.H., 1993, 2001) Especially, in the doctoral dissertation of the linguist B.Mengliev the study of speech realization of grammatical meaning from the view point of the entirety of linguistic system created an opportunity for the new pragmatic research step of studying it.(Mengliev B.R., 2001)

Anthropocentric step of studying grammatical meaning. Speech realization of the linguistic generalities achieved as a result of studying the phenomena of the Uzbek language on the basis of the "speech-language" principle not only from the view point of the corporation of levels, but also researching together with nonlinguistic factors, working out the fair and effective mechanisms of using them is one of the main tasks of pragmatic linguistics.

While the language is studied with the native, naturally, its appropriate description is given only when considered together with the culture and mentality of the nation it belongs to. Of course any unit in the language represent national-cultural characteristics at some degree.(Mahmudov N., 2014) Today the world pragmalinguistics is developing in three ways.

Britan's pragmalinguistics influenced on M.Halliday's functional analysis of the language. In his researches social tasks of the language, its contents, official, written and oral speech analysis found their reflection.(Halliday M.A. 1976)

The linguists J. Sinclair and M. Coulthard expanded the anthropocentric analysis of communication too. In the anthropocentric analysis of Britain, the literary speech which was a unique type of the literary language was taken as a material of the analysis. (Sinclair D., 1975). American pragmalinguistics is a lively form of the literary language – oral speech was highlighted and based on the ethnocultural factors, natural and lively communication. The base of the American pragmalinguistics is mainly comprised of the analysis of lively communication. Linguistic opportunity and its speech realization don't connect each other in them, but only communication units and the entirety of linguistic person and communication situation are taken as the object of study. Goffman, Sacks, Schegloff and Jefferson's works are bright example for it. (Schegloff E.A., 1977)

It is obvious, in Britain and America pragmalinguistics is limited only with its speech features in grammatical meaning too like other linguistic phenomena, the conclusions of linguistic grammatical meaning analysis which was studied by structuralists for long years are not considered. In general, both trends are characterized by not using the achievements of structuralism.

Prague pragmalinguistics takes a special place among these trends, particularly, this school according to its tradition strictly follows the principle of the dichotomy of language and speech in the anthropocentric analysis of grammatical

meaning too. In it linguistic units,, especially, grammatical forms, grammatical meaning are considered as a linguistic opportunity, the harmony of the factors of situation and person in using this opportunity in speech is specially focused on.

Uzbek substantial linguistics today has successfully passed through the steps of the investigations on the basis of the principle "speech-language" in the analysis of grammatical meaning, and is experiencing the new, quality step of its development – the need for conducting the researches on the basis of the principle "language-speech". Language structure – relying on the scientific-theoretical conclusions gained about the investigation of linguistic units and relationships, on the basis of the methodology of synergetic analysis discourse analysis of the language units is one of the actual tasks.

So, it is known, the time is demanding Uzbek substantial pragmalinguistics for the discourse analysis of the grammatical phenomena on the basis of the principle "commonness-privateness".

Conclusion

In social-humanitarian sciences, particularly, in linguistics system methodology focused its attention on the abstract system – the study of the existence and living laws of general systems, but dichotomic relations of common and private system, their contradiction were stayed out of consideration. Particularly, in linguistics getting the speech, which is the lively realization of the language, as a system, its system nature, revealing the living laws as a system are waiting for their solution.

Because common and private systems are on the basis of different natured entireties, their research methods, methodics and methodology are different too. For example, while common system is studied depending on the methodology of "privateness   commonness", private system is studied by means of the methodology of "commonness   privateness". Particularly, linguistic system is appropriate to the substance in dialectical philosophy, its research methodology, methodics and methods are differentiated from the study methodology, methodics and methods of speech system which is the research object of the anthropocentric linguistics of today.

Speech is defined by extending its influence as a result of using speech ability on the basis of human intellect. It is considered by lively realization of the language, linguistic laws, on the basis of intellectual activity using the stable signs particular to linguistic units and structure and mixing with the nonlinguistic factors that directly and indirectly influencing on the direction, stream, quality and quantity of the speech.

Speech realization of grammatical meaning is not limited by pure linguistic factors. Grammatical meaning is considered to be as a phenomenon belonging to the elements with linguistic nature in speech system, its realizing features are studied in tight connection with linguistic and nonlinguistic (personal, pragmatic) elements.

BIBLIOGRAPHIC REFERENCES

Halliday M.A. (1976) System and function in language. - London: Oxford Univ. Press. - P.14.

Mahmudov N., Odilov Y. (2014) Contrast in the development of word meaning. - Tashkent: Academy, - P.103.

Mengliev B.R. (2001) Linguistic system integrity and interpersonal relationships in it: Filol. science. Tashkent, P.248

Mengliev B.R. (2010.) Language as a whole system - Tashkent: Nihol, - P.115.

Nigmatov H.G. (1978) Morphology of the East Turkic language of the XI-XII centuries: Author. diss ... doctor. filol. sciences. - Baku,

Nigmatov Kh.G., Abdullaev K.M. et al. (1988) Methods of syntactic communication and topical issues of Turkic syntax. Abstracts of formal-functional research. Sov. Turkology. No. 4. - P. 103 - 106.

Nigmatov Kh.G., Abdullaev K.M., Banaru V.I., Makhmudov N.M., Mukhamedova D.A., Nurmanov A. (1984) Structure of the sentence and current issues of the syntax of Turkic languages. Abstracts of formal-functional research. Sov. Turkology. No. 5. P.3 - 10.

Sayfullaeva R., Mengliev B., Bogieva G., et al. (2010) Modern Uzbek Literary Language. - Tashkent: Science and Technology, P.21.

Schegloff E.A., Jefferson G., Sacks H. (1977) The preference for self - correction in the organization of repair in conversation. Language. P. 361 - 382.

Shahobiddinova Sh. (2001) Dialectics of commonality and individualism and its reflection in the morphology of the Uzbek language: Philol. science. dis. autoref. -Tashkent, –P.50

Shahobiddinova Sh.H. (1993.) On the interpretation of grammatical meaning: Philol. science. diss. abst. Samarkand, P.24

Sinclair D., Coulthard M. (1975) Towards a Discourse Analysis: The English Used by Teachers and Pupils. - London: Oxford Univ. Press, P.183.

The impact of cooperative learning on the achievement, interest and motivation of year five students*

El impacto del aprendizaje cooperativo en el logro, interés y motivación de los estudiantes de quinto año

Md Yusoff Daud[1]
Universiti Kebangsaan Malaysia - Malaysia
mdyusoffdaud@ukm.edu.my

Azizul Shah Abdul Rahman[2]
Universiti Kebangsaan Malaysia - Malaysia

ABSTRACT

The aim of the research is to determine to what extent does cooperative learning could improve students achievement in the topic of fraction in mathematics, among year five students. In addition, the second aim of the study is to what extent does cooperative learning impressed student's interest and motivation in learning the topic. Jigsaw structures cooperative learning is used in as the teaching learning approach. This study involves a sample of 60 students of year five from Primary School in the Subang Jaya, Selangor, who are categorised under middle and low achievers in mathematics. The study employed Quasi-Experimental, in which 30 students were exposed to cooperative learning (jigsaw) and the rest were exposed to traditional learning. Pre and post tests are used to determine the stage of improvement and achievement. A set of questionnaires were used to determine the interests and motivation of students towards cooperative learning. A set of statements in relation to the experience of being in the cooperative classroom were used to assess the perceptions of the students in learning. Data were analyzed by using SPSS Version 18. Research finding showed an increment scores mean achievement among the cooperative learners compared to the traditional learners. The study also showed that attitudes and positive motivation significantly related to cooperative learning. Hence, the perception of students from cooperative classroom are positive and they enjoyed studying fractions and believed that it was easy to understand. Finally, cooperative learning approach should be used as a platform to dominate the learning process in schools in order to build a world-class education level

Keywords: Cooperative learning, Achievement, Interest, Motivation, Teaching and Learning.

RESUMEN

El objetivo de la investigación es determinar en qué medida el aprendizaje cooperativo podría mejorar el rendimiento de los estudiantes en el tema de fracción en matemáticas, entre los estudiantes de quinto año. Además, el segundo objetivo del estudio es en qué medida el aprendizaje cooperativo impresionó el interés y la motivación del alumno por aprender el tema. El aprendizaje cooperativo de estructuras de rompecabezas se utiliza como enfoque de enseñanza aprendizaje. Este estudio involucra una muestra de 60 estudiantes de quinto año de la escuela primaria en Subang Jaya, Selangor, que se clasifican en estudiantes de nivel medio y bajo en matemáticas. El estudio empleó Cuasi-Experimental, en el que 30 estudiantes estuvieron expuestos al aprendizaje cooperativo (rompecabezas) y el resto al aprendizaje tradicional. Las pruebas previas y posteriores se utilizan para determinar la etapa de mejora y logro. Se utilizó un conjunto de cuestionarios para determinar los intereses y la motivación de los estudiantes hacia el aprendizaje cooperativo. Se utilizó un conjunto de declaraciones en relación con la experiencia de estar en el aula cooperativa para evaluar las percepciones de los estudiantes en el aprendizaje. Los datos se analizaron utilizando SPSS Versión 18. El resultado de la investigación mostró un puntaje de incremento en el rendimiento medio entre los estudiantes cooperativos en comparación con los estudiantes tradicionales. El estudio también mostró que las actitudes y la motivación positiva se relacionaban significativamente con el aprendizaje cooperativo. Por lo tanto, la percepción de los estudiantes del aula cooperativa es positiva y disfrutaron estudiar fracciones y creyeron que era fácil de entender. Finalmente, el enfoque de aprendizaje cooperativo debe usarse como una plataforma para dominar el proceso de aprendizaje en las escuelas con el fin de construir un nivel educativo de clase mundial

Palabras clave: aprendizaje cooperativo, logro, interés, motivación, enseñanza y aprendizaje.

1. INTRODUCTION

In the context of education in Malaysia, learning in groups is not something new (Hossain et al., 2012). It is one of the teaching and learning strategies of the New Primary School Curriculum (KBSR) and the Primary School Standard Curriculum (KSSR) created in 2010. This approach is also commonly used by mathematic teachers, but it is not carefully planned. Students are usually grouped in small groups and then distributed the to-do list to be discussed. This procedure is less productive. According to Slavin (2011), cooperative learning is different from ordinary group work. Students in cooperative groups have interpersonal structures, have a defined role, to assist and share responsibilities within the group. Cooperative learning also gives students the opportunity to approach problems in various ways. According to Noraini (2005), if students cooperate in sharing opinions, formulate explanations and give meaning to one's ideas, they will be more confident and problems will be resolved in many ways. She also said studies show that the cooperative learning, the tendency of students to learn mathematics is higher and the level of motivation within them is better. Basically, cooperative learning involves students working together in achieving the objectives of learning (Slavin, 2011). The effectiveness of cooperative teaching and learning is a good solution to ensure the effectiveness and excitement of learning among students.

1.1 Problem Statement

For some students, mathematic is a difficult subject to understand. Teaching strategies and methods should be diversified to address these problems. According to Rahim (2000), the teacher only describes the concept and illustrates how one question or problem is solved. Meanwhile, the students only listen and follow the instructions. It is found that this method is less encouraging interest and motivation among students. The process of teaching and learning is a situation involving both parties, namely teachers and students. According to Kaur (1997), students showed significant weaknesses in the problem solving process, namely at the planning stage, implementing strategies and getting answers. Problem solving should be taken into account when carrying out the teaching process, by changing the teaching style in the form of rote to the interaction. According to Othman et al.,(2012), Zakaria (2003), in mathematics, problem solving lessons can be individually or interactively in groups. A cooperative approach that emphasizes interaction within a group is one of the ways to address the problems that arise.

1.2 The purpose and objective of the study

The purpose of this study is to look at the impact of cooperative learning on the achievement, interest and motivation of the Year 5 students in learning topic fractional at Primary School, in the Subang Jaya, Selangor. This study focuses on fractional topics, a topic that is difficult to understand by primary school students. Fractions are recognized to be a difficult topic in school-mathematics due to the written form of the fractions being comparatively complicated. Fractions are used less in daily life and are less easily described than natural numbers (Haliza et al., 2012) In addition, this study also aims to determine the perceptions of vulnerable students with a cooperative learning approach in the classroom towards learning. The objectives of the study are:

>   a) To identify the effect of cooperative learning (experimental group) and traditional learning (control group) towards student achievement

>   b) To identify the effect of cooperative learning (experimental group) and traditional learning (control group) towards student interest

>   c) To identify the effect of cooperative learning (experimental group) and traditional learning (control group) towards student motivation

>   d) To analyze the perceptions of cooperative group (experimental group) students on cooperative learning

2. RESEARCH METHODOLOGY

This study uses the Quasi-Experiment design. Researchers did not make restructuring of the classes. Experimental and control groups are formed from existing students in their respective classes and have an achievable level of achievement based on the last monthly test. Both groups were given pre-test aimed at studying the existing knowledge of students on fractional topics. After being given pre-test, the answers collected were analyzed to identify the level of mastery. The researchers made observations for five weeks in the classroom of the experimental group taught. At the end of week 5, students were given a post-test and questionnaires involving all students in the class of experimental and control groups. Results of the study between the two groups were reviewed and analyzed using the SPSS Version 18 Software. All contents of the post-test questions are the same as the content of the pre-test questions with different order sequences of questions. A set of pre and post test questions has been referred to a field expert to verify the content. To measure interest, a set of statements containing 10 items were used. Likewise, to measure motivation, a set of 10 item statements was used. Five-point Likert rating scale was used. Students were given the option to select scale 1 for 'Strongly Disagree', 2 for 'Disagree', 3 for 'Less Agree', 4 for 'Agree', and 5 for 'Strongly Agree'. In addition, the perceptions of students in the cooperative group were analyzed in relation to their experience while in a cooperative group based on the ten statements given. The questionnaire instrument used has been modified and conducted pilot studies on a group of students from the same population who were not involved in the study. The results of the pilot study have shown that the value of item reliability is $\alpha = 0.859$.

The sample of the study consisted of two students from two classes consisting of 60 students. A class was created as an experimental group and another class was used as a control group class. Determination of the experimental class and

the control class were created randomly. Experimental class and control class have the same number of students, a total of 30 students. Students who participated in this study classes and regular school timetables that have been set. Students included in the experimental group and this control group are comprised of groups of students who have similar achievements and interest in the subject matching.

3. RESEARCH FINDING

3.1. Respondents Demographics

The study involved 60 Year Five students at a primary school in the Subang Jaya, Selangor, comprising of two groups which is an experimental group consisting of 30 pupils and a control group consist of 30 pupils. Both groups of these students which have the same background. These students have the same ability in term of interest in subject such as malay language, mathematics and english Table 1 shows the respondent's demographics of the experimental group and the control group.

Table 1. Respondents' demographics

Experimental Group	Category	Frequency	Percentage (%)
Gender	Male	15	50.0
	Female	15	50.0
Interest in Subject	Malay Language	11	36.7
	Mathematic	12	40.0
	English	7	23.3
Control Group	Category	Frequency	Percentage (%)
Gender	Male	17	56.6
	Female	13	44.3
Interest in Subject	Malay Language	12	40.0
	Mathematic	13	43.3
	English	5	16.7

3.2. Comparison of cooperative learning and traditional learning on students achievement

Comparison of the effects of cooperative learning and traditional learning on student achievement is based on the pre-test and post-test. The results of the pre-test analysis are carried out by calculating the mean value and standard deviation. It was found that the mean for the cooperative group was 53.50 and the traditional group mean was 47.67. This shows the mean achievement of both classes before they receive the predetermined learning method is almost identical. The mean score and the standard deviation (SD) of the pre-test are shown in Table 2.

Table 2: Mean Score and Standard Deviation Test Based on the Pre-Learning Method.

Learning Methods	N	Mean	SD
Cooperative Learning	30	53.50	13.01
Traditional Learning	30	47.67	15.13

After a five-week learning period, post-test and data were analyzed. The findings showed an increase in the mean score for a cooperative group of 62.50 with the standard deviation of 11.57. Meanwhile, mean score for traditional group is 52.97 with standard deviation of 11.18. The mean score and the standard deviation of the achievement score according to the learning method are shown in Table 3.

Table 3: Mean Score and Standard deviation of Post-Test Based on Learning Method

Learning Methods	N	Mean	SD
Cooperative Learning	30	62.83	11.57
Traditional Learning	30	52.97	11.18

For hypothesis testing, (Ho[1]: There is no significant difference between co-operative learning and traditional learning towards student achievement). An independent sample t-test analysis was used to compare mean increase scores between cooperative learning and traditional learning methods. The test shows that the value of t = -3.346, p = 0.001 <0.05 is significant, as shown in Table 4. Thus, the null hypothesis, Ho[1] is rejected. The findings show that there are significant differences, namely marks that students exposed to cooperative learning showed higher achievement than students who attend traditional learning. This means that cooperative learning methods have a better effect on improving students' achievement in mathematical subjects for fractional topics.

Table 4: T-Test for Improving Achievement Scores Based on Learning Methods

Learning Methods	N	Mean	SD	t	Df	Sig.
Cooperative Learning	30	62.83	11.57	-3.346	58	0.001
Traditional Learning	30	52.97	11.18			

3.3 Comparison of the effects of cooperative learning and traditional learning towards students' interest

To compare the effects of cooperative learning methods and traditional learning methods towards interests, the hypotheses are expressed as (Ho[2]: There is no significant difference between cooperative learning methods and traditional learning towards students' interest). The data analysis showed that the students 'interest in the experimental group was 3.95 with the standard deviation of 0.17, while for the control group that followed the traditional learning, the students' interest was lower compared to the cooperative group, namely 3.59 with the standard deviation of 0.31. Table 5 shows the mean and standard deviation of students' interest in learning.

Table 5: Mean and Standard Deviation of Students' Interest Based on Learning Methods

Learning Methods	N	Mean	SD
Cooperative Learning	30	3.95	0.17
Traditional Learning	30	3.59	0.31

For hypothesis testing, an independent sample t-test analysis was used to compare the mean interest between the group of students exposed by the cooperative learning method and the group of students who followed traditional learning. The test gives a value of t = -5.481, with a value of p = 0.00 <0.05 is significant, as shown in Table 6. Thus, the null hypothesis, Ho[2] is rejected. The analysis of this study showed that students exposed to cooperative learning showed higher interest in fractional topics than those who followed traditional learning.

Table 6: T-Test for Mean of Interest Based on Learning Method

Learning Methods	N	Mean	SD	t	Df	Sig.
Cooperative Learning	30	3.95	0.17	-5.481	58	0.000
Traditional Learning	30	3.59	0.31			

3.4 Comparison of the impact of cooperative learning and traditional learning towards student motivation

To compare the effects of cooperative learning methods and traditional learning methods on motivation, hypotheses are expressed as (Ho[3]: There is no significant difference between cooperative learning methods and traditional learning towards student motivation). Data analysis showed that the motivational mean of the experimental group students revealed cooperative learning was 3.94 with the standard deviation of 0.15. Meanwhile, for the control group that follows traditional learning, the mean of student motivation was 3.64 with the standard deviation value of 0.18 lower than the cooperative group. Table 7 shows the mean analysis, standard deviation and t-test for hypothesis testing of cooperative learning effect towards student motivation. The findings show that the value of t = -6.83 with the value of p = 0.000 <0.005 is significant, Ho[3] is rejected. This shows that there is a significant difference that the effect of cooperative learning leads to motivate students in learning.

Table 7: Analysis of Student Motivation for Cooperative and Traditional Groups

Learning Methods	N	Mean	SD	t	Df	Sig.
Cooperative Learning	30	3.94	0.15	-6.83	88	0.000
Traditional Method	30	3.64	0.18			

3.5 Perceptions of cooperative group students on cooperative learning.

Students' perceptions of their experience in cooperative learning, on average, show a positive perception. This has a positive impact in the framework of cooperative learning implementation in the classroom. Table 8 shows the priorities of consent of 10 statements relating to experience in cooperative learning classes. The top five responses were the statement "I can talk and exchange opinions with my friends without fear" (23.4%), followed by the statement "I can make friends a place to ask" (16.7%) and so on, "I'm happy to learn in groups from learning alone "(13.3%) onwards" I feel quick to understand fractional topics when partner explained "(10.0%) and" I'm not afraid of making mistakes "(10.0%).

Table 8: Percentage of Consent Relating to Cooperative Learning

Item	Consent Statement	Percentage (%)
1	I can talk and exchange opinions with my friends without fear	23.4

2	I can make my friends a place to ask	16.7
3	I enjoyed studying in groups rather than studying alone	13.3
4	I feel quicker to understand the fractional topics when a friend explains	10.0
5	I'm not afraid when making mistake	10.0
6	I'm excited and motivated to be in the group	10.0
7	I do not like to study with friends	6.7
8	I do not understand because I cannot communicate	3.3
9	I think the discussion is not focused	3.3
10	My friends do not want to work together	3.3
	Total	100.0

4. DISCUSSION

Based on the statistical hypothesis, it can be concluded that there is a significant positive effect on the use of cooperative learning approaches by using jigsaw structures that can improve students' achievement, interest and motivation towards mathematical learning on Fractional topics compared to traditional methods. In terms of pedagogy, the development of education now requires a teaching approach that focuses more on student engagement. Teaching knowledge by teachers is usually one-way. Johnson et al. (1993) pointed out that as educators, we must change the paradigm of education in schools. Students should be actively involved in the classroom. Although traditional teaching plays its role, however, the problems of learning that have existed for some time have yet to be resolved.

From the aspect of interest and attitude, Rokiah and Maslina (1998) found a question about the negative attitudes of students towards mathematics. Since mathematics is a very important subject, there is concern among students in school. This is stated in the Jemaah Nazir Persekutuan/Inspectorate School (1992) report, which mentioned the negative attitude of primary school students on mathematical subjects. In the study by Zakaria and Habib. (2006) found that students think mathematics is a subject that most elusive when compared to other subjects. Failures and mistakes often occur when doing mathematical exercises. All these problems encourage researchers to look at aspects that can change the situation. The findings of previous studies show that cooperative learning can improve problem solving skills, especially the fractional topics focused on this study. According to Noraini (2005), active groups working together will help each other to solve the problem and the solution to the problem will be faster and more accurate. Through further analysis, it was found that students of cooperative groups and traditional groups were quite different in terms of understanding in solving mathematical questions. Johnson and Johnson (1990) argue that discussions in solving mathematical problems with colleagues can help increase students' understanding of a topic learned to solve mathematical problems. In addition, Razali et al., (2016) argue that traditional learning does not give students the opportunity to think critically and also discourage students from developing skills in solving problems, especially mathematics.

Factors leading to the success of cooperative learning can be associated with the theory of Vygotsky (1978) on the zone of proximal development, which is the implication of a student collaboration with peers who are more capable to solve difficult and complex problems. Cooperative learning can help a person to be a good problem solver because through discussions, one gets multiple perspectives from various angles to solve a mathematical problem.

4.1. The effects of cooperative learning methods to improve student achievement

In line with the objectives, the findings have shown an increase in the experimental group achievement that has been revealed by cooperative learning methods compared with the control group students who still use traditional methods. This supports the findings of previous studies involving Mathematics subjects conducted internally by Meriam (1997), Accounting subjects by Suhaida (2002) and General Paper subjects by Subadra (2005). The three findings show that cooperative learning methods can improve student achievement. The findings are also in line with Slavin (1995) argue that cooperative learning is a structured and systematic approach that can be used at any school level and suitable for any subject. Cooperative learning is very suitable to be implemented in teaching and learning as in the interaction, there is a change in the student cognitive. This is in line with cognitive learning theory stating that in order to keep information in mind, there must be a restructuring process or cognitive explanation for learning materials (Zakaria & Iksan, 2007; Slavin 1995). One of the ways to help cognitive explanations is to explain or teach others. Cognitive learning theories also suggest when students talk about learning materials, they are able to master the difficult concepts. Through peer guidance, the achievement of low-skill students can be improved. Therefore, cooperative learning can improve student achievement.

Students stated that cooperative learning can improve their understanding and mathematical achievement. In addition, they stated that cooperative learning allows them to discuss, share and exchange opinions to strengthen their understanding. This is in contrast to the traditional way in which students are less interact and only receive

information through one-way. From the discussion on the above findings, it can be concluded that there is an increase in the achievement of students exposed through cooperative learning as opposed to groups of students who follow traditional learning in accordance with the learning theories and also the studies conducted by previous researchers (Zakaria et al., 2013; Mahamod and Somasundram, 2017))

4.2. The effect of cooperative learning methods towards students' interest and motivation

Based on the findings of the study, the effect of cooperative learning methods increases the interest and motivation of students. The findings also showed that students' interest and motivation are very significant for those taught in co-operative learning methods compared to traditional methods. The elements in cooperative learning attempt to make students more motivated and interested in learning based on social interconnected theory (Johnson et al. 1998). Based on this theory, cooperative learning is said to create a positive dependence among students within a group to achieve the group's goals. Dependent positively is illustrated through the collaboration of fellow students who encourage interaction within a small group of students. The situation encourages students to become more motivated and interested in learning.

Students' interest in mathematics is high for cooperative groups compared to traditional groups. This shows that cooperative learning has always kept the student's interest at a positive level. This may also be related to the positive attitude of the student towards mathematical learning using cooperative methods. To some extent, the cooperative learning applied among these students inspires students' new attitude towards mathematics by changing their paradigms and perceptions of those who consider mathematics as a very difficult subject.

The increased performance of the group of students exposed by the cooperative method shows that students have been through effective learning. This is an element that has created a positive attitude change among students. One of the fundamental principles in cooperative learning is face-to-face interaction among group members (Johnson & Johnson 1990). Face-to-face interactions provide opportunities for group members to encourage less-skilled group members to work hard. In summary, a cooperative approach in learning fractional topics for fifth year students can increase the interest and motivation that drives towards the positive attitude of the students.

4.3. Perceptions of students on cooperative learning

The discussion further focuses on student perceptions on cooperative learning. The findings show that students love co-operative learning because they allow them to discuss, share and exchange opinions. They also agree that cooperative learning can also help them strengthen understanding, seek help from friends, solve problems quickly, identify mistakes and think in groups. Students also say that this cooperative learning can avoid getting bored when learning mathematics and giving them additional motivation to be more successful. This finding is consistent with the study by Zahara and Suzela (2011), which found that students exposed by this cooperative learning method have a positive attitude towards the lesson. Furthermore, the findings of this study support the findings of Juriah (2002), stating that apart from having a positive outlook on cooperative learning, students also stated that cooperative learning is a good way for them to learn mathematics. The findings of this study can help explain why cooperative learning has a positive impact on achievement, interest and motivation as well as encourage positive attitude among students when studying mathematics.

5. CONCLUSION

The findings of this study have implications on the teaching and learning methodology of teachers. There are various approaches that can be revealed to the student in order to increase interest and motivation that lead to a positive attitude. Therefore, as a final conclusion, it can be concluded that the effects of cooperative learning provides significant value to increase student achievement. Cooperative learning also has a positive impact on students' interest and motivation towards mathematics subjects in the "Fractional" topic compared to traditional methods. Students' perceptions of cooperative learning in teaching activities also have a positive impact on the students. Positive exposure received by students in cooperative learning and skills that are available will provide huge benefits in facing a more challenging future. It should be noted that cooperative learning is not "a medicine" of all learning and teaching problems. It is simply a tool used for teaching and learning purposes. What is more important is that students gain knowledge and skills to be individuals who are competent, capable and useful to the nation and country.

BIBLIOGRAPHIC REFERENCES

Hossain, M.A., Ahmad Tarmizi, R. & Mohd Ayub, A.F. (2012). Collaborative and Cooperative Learning in Malaysian Mathematics Education. IndoMS JME, 3 (2), 103-114

Jemaah Nazir Persekutuan/Inspectorate School. (1992). Laporan Keberkesanan Pelaksanaan Kurikulum Bersepadu Sekolah Menengah dalam Matematik untuk Sekolah Menengah. Kuala Lumpur: Kementerian Pendidikan Malaysia.

Johnson, D.W. & Johnson, R.T. (1990). Cooperative learning and achievement. In S. Sharan (ed.), Cooperative learning: Theory and research, 23-37. New York: Praeger.

Johnson, D.W., Johnson, R.T. & Smith, K.A. (1998). Cooperative learning returns to college. Change. 30(4), 26-35.

Johnson, D.W., Johnson, R.T. & Hulubec, E.J. (1993). Cooperation in the classroom 4th Ed. MN: Interaction Book Company.

Juriah Abdul Hamid. (2002). Nota Edaran Kursus Model Struktur Pembelajaran Koperatif Dalam Pengajaran Dan Pembelajaran. Maktab Perguruan Ipoh, Perak.

Kaur, B. (1997). Difficulties with Problem Solving in Mathematics. The Mathematics Educator, 2(1), 93-112

Mahamod, Z. & Somasundram, B. (2017). Effectiveness of Cooperative Learning on The Achievement and Motivation of the Student in Learning Malay Language. Creative Education, 8, 2438-2454.doi: 10.4236/ce.2017.815167

Meriam Ismail. (1997). The effects of Team Games Tournament (TGT) on the attitudes of year four students toward Mathematics in SRK Sekaan Kecil, Matu, Sarawak. Proceedings of InternationalConference on Cooperative Learning and Constructivism in Science and Mathematics Education, 23-33.

Noraini Idris. (2005). Pedagogi Pendidikan Matematik. Kuala Lumpur: Utusan Publication Sdn.

Othman, H., Asshaari, I., Mohd Tawil, N., Ismail, N.A., Mohd Nopiah, Z, & Zaharim, A. (2012). Analysis on Mathematics Fundamental Knowledge for Mathematics Engineering Courses based on a Comparative Study of Students' Entry Performance,Procedia Social and Behavioral Sciences 60 (2012) 365 – 371

Rokiah Ahmad & Maslina Darus. (1998). Perbandingan prestasi pelajar kejuruteraan: Kajian kes Matematik. Prosiding Seminar Pembelajaran Matematik. Agenda Semasa, 13-24.

Razali, N., Othman, H., Ahmat Zainuri, N., Mohamad Hamzah, F., Asshaari, I., Fadiah Mohammad Ariff, F.H., & Mohd Nopiah, Z. (2016). Modern or Traditional Teaching Strategy in Learning Engineering Mathematics Course Journal of Engineering Science and Technology, Special Issue on PEKA: 13 - 20

Slavin, R.E. (1995). Cooperative learning: Theory, research, and practice (2nd Ed.). Boston: Allyn & Bacon

Slavin, R.E. (2011). Student Team Learning: A Practical Guide to Cooperative Learning. (3rd Ed.). Washington DC: National Education Association

Subadra Nair. (2005). Kesan pendekatan koperatif terhadap pencapaian dan minat pelajar dalam pembelajaran. Seminar Penyelidikan Pendidikan Guru Peringkat Kebangsaan Tahun 2005. URL http://219.93.192.23.8/mpgaya/abstrak/Subadra_Nair.doc.(5 April 2006).

Suhaida Abdul Kadir. (2002). Perbandingan pembelajaran koperatif dan tradisional terhadap prestasi, atribusi pencapaian, konsep kendiri akademik dan hubungan sosial dalam Pendidikan Perakaunan. Universiti Putra Malaysia.

Vygotsky, L.S. (1978). Mind in Society. The Development of Higher Psychological Processes. Cambridge: Harvard University Press.

Zahara Aziz & Suzela Bustam. (2011). Kesan strategi pembelajaran koperatif terhadap pencapaian geografi tingkatan satu-topik tumbuhan semula jadi dan hidupan liar. Jurnal Pendidikan Malaysia, 36(1), 1-10.

Zakaria, E. & Habib, A.R. (2006). The Effects of Cooperative Learning on Matriculation College Students towards Mathematics. Jurnal Teknologi, 45 (E), 43-62

Zakaria, E. (2003). The effects of cooperative learning on students in a matriculation mathematics class, Ph.D thesis, Universiti Kebangsaan Malaysia, Bangi

Zakaria, E. , Solfitri, T. , Daud, M. Y. & Abidin, Z. (2013). Effect of Cooperative Learning on Secondary School Students' Mathematics Achievement. Creative Education, 4, 98-100. doi: 10.4236/ce.2013.42014

Zakaria, E & Iksan, Z. (2007). Promoting Cooperative Learning in Science and Mathematics Education: A Malaysian Perspective, Eurasia Journal of Mathematics, Science & Technology Education, 3(1), 35-39

Conceptual design in the exhibition activities of the theater and art museum: on the example of the National Center for Stage Costume and Scenography in Moulins, France and the Dali Theater and Museum in Spain

Diseño conceptual en las actividades expositivas del teatro y museo de arte: el ejemplo del Centro Nacional de Escenarios y Escenografía en Moulins, Francia y el Teatro y Museo Dalí en España

Tatiana V. Portnova[1]
A. N. Kosygin Moscow State Textile University - Russia
portnovatatka@yandex.ru

ABSTRACT

The article explores the activities of two museums of theatrical and artistic profile: The National Center for Stage Costumes and Scenography in Moulins (France) and the Dali Theater Museum (Spain), which have a connection with both the theatrical and artistic thematic components that influence the formation of collections. A generalization of the conceptual ideas used in the construction of the expositions of theater and art museums made it possible to determine that they are similar, but differ in the uniqueness of self-expression of creative potential. Turning to the origins of the creation and the process of forming the considered art collections, the author focuses on the features of works and the subject world, exhibited and stored in funds, traces the features of the formation and development of certain topics in their structure. It is concluded that such museums have a special variety of technical forms and means of translating imaginative concepts, since the main instrument is the theatrical moment interacting with metaphor. Theater communication is a multi-level process that is implemented through the co-creation of the creators of the museum exposition and the co-creation of the audience. The author is interested in contrasting and interesting collections of two European countries.

Keywords: theater and art museum, expositions, funds, ideological concept.

RESUMEN

El artículo explora las actividades de dos museos de perfil artístico y teatral: el Centro Nacional de Escenarios y Escenografía en Moulins (Francia) y el Museo del Teatro Dalí (España), que tienen una conexión con los componentes temáticos teatrales y artísticos que influyen La formación de colecciones. Una generalización de las ideas conceptuales utilizadas en la construcción de las exposiciones de teatro y museos de arte permitió determinar que son similares, pero difieren en la singularidad de la autoexpresión del potencial creativo. Volviendo a los orígenes de la creación y el proceso de formación de las colecciones de artes consideradas, el autor se centra en las características de las obras y el mundo temático, exhibido y almacenado en fondos, traza las características de la formación y el desarrollo de ciertos temas en su estructura. Se concluye que tales museos tienen una variedad especial de formas técnicas y medios para traducir conceptos imaginativos, ya que el instrumento principal es el momento teatral que interactúa con la metáfora. La comunicación teatral es un proceso de varios niveles que se implementa a través de la creación conjunta de los creadores de la exposición del museo y la creación conjunta de la audiencia. El autor está interesado en colecciones contrastantes e interesantes de dos países europeos.

Palabras clave: teatro y museo de arte, exposiciones, fondos, concepto ideológico.

1 Corresponding author. Doctor of Arts, Professor, Institute of Arts, Department of Art Studies, A. N. Kosygin Moscow State Textile University

INTRODUCTION

Theatrical and art museums and collections of the world, along with theatrical collections, have special specifics. The theater, better than other forms of art, reflects the surrounding reality in obviously perceptible forms of life. In this way, it is similar to realistic painting. The peculiarity of their ideological and aesthetic impact, the dialectic of the relationship of the theatrical work with the audience, the secret of the most active sensory perception, based on empathy with the hero and the author, lies in this accessibility. Theater museums develop like a theater of living actors, using the same "repertoire" with it, necessarily having a circle of interested viewers. Modern theater strives for diversity. The theater attracts not only people who are highly educated or related to the professional artistic field, but also an increasing number of spectators, which indicates the expansion of the social profile of the audience, the education of an audience open to artistic contacts. Perhaps for this reason, theatrical specificity has always served as a metaphorical expression of the aesthetic and professional issues of the existence of art that the art museum faces today (Kalmanovsky, 1993). The amazing similarity of theatrical performance with the perception of the museum space was the occasion for reflection and a broader plan related to the thoughts of art critics, theater critics, philosophers about the dualism of our life, the puppet life and its special perception. The performance sometimes resembles a mosaic assembled from various elements, resembles a pictorial painting or operates with constructive-graphic means, which naturally raises the question of its species boundaries, the synthetic specificity of expressive means, and the independent existence of theater and art museums within the framework of the system that historically developed to this day. The theme and structure of theatrical expositions is wide, as the performance is a complex, multifaceted, synthetic education (since it combines the work of a director, actor, artist, composer, decorator, sound engineer, etc.) (Ratner, 1979). The abundance of theatrical ideas, meanings, forms, styles of "behavior", goals, assessments, and orientations ensures the development and updating of artistic culture due to a new combination of its structural elements.

The analysis of modern museum science bibliography shows that the semiotic problems of the museum and theater were of interest to the authors of several articles: Negoryukhin B.N., (Pausch, 1997), Paush O. (Negoryukhin, 1989), Polyakov T.P., (Polyakov, 1987), Shchepotova I.A., (Shchepetkova, 2006), etc. However, there are no studies on theater and art museums that touch upon specific issues of a comparative analysis of their conceptual organization and exhibiting of works. We have selected the following informational and descriptive material in foreign sources: J. Naveteur, A.Rousset, V.Foray. (Naveteur, Rousset, Foray, 2013); Goy-Blanquet, Dominique (Goy-Blanquet, 2019); Gene Kritsky, Dan Mader, Jessee J. Smith (Kritsky, Mader, Jessee, 2013); C Houglan. (Houglan, 2016); Graddy, Julia H. (Graddy, 2016). The problems of the interpenetration of theatrical and artistic, which make up the main visual-compositional synthetic field of the exhibition space, were first considered in the framework of this article. From here follows an important structural feature of creating an exposition of a theater and art museum, which differs from expositions of a traditional theater museum. Artworks are not only shown in the halls, but the empirical visual material, which is basic, is modified into other images that have semantic connections with the artist's work, the graphic source is taken as a placard on which the author's inner world is projected.

The purpose of the study is to reveal the conceptual idea of constructing expositions, to determine semantic information and the main characteristics of the perception of museum objects as a subjective and theatrical - artistic synthetic system based on the collections of two museums of the National Center for Stage Costume and Stage Design in Moulins (France) and Dalí's Theatre-Museum in Figueres (Spain).

To achieve this goal, the following tasks were planned:

- To identify the subject, characteristic feature of theatrical and art expositions on the example of these museums;

- To highlight the main figurative and visual-expressive means of the language of expositions used by the authors to demonstrate the ideological and artistic content of the works;

- To explore the compositional aspect of works of art moved to the context of museum space at the level of matching collections.

RESEARCH METHODOLOGY

The methodological basis of the study is the scientific approach to the study of theatrical and artistic expositions, their comparative analysis based on the exhibition works of two museums. The specificity of the topic requires a comparative method as a general scientific art criticism method for identifying similarities and differences between them. Three main levels of exposure analysis systems are identified: thematic, semantic and compositional.

RESULTS

National Center for Stage Costume and Stage Design in Moulin (France)

Museums of theatrical and artistic direction include the National Center for Stage Costumes, which is the first specialized organization not only in France but throughout the world. It was created solely to preserve the material heritage of theaters. The main task of the center was also not only preservation, but also increasing the prestige of the theater's material heritage, which amounts to 10,000 ballet and opera stage costumes, theater sets. Three French institutions are located in the center: Teatro Comédie Francaise, National Library of France, Paris Opera. The center is located on the left bank of the Allier River. Its facade faces the historic city center. The project belongs to the architect Francois Vouans, reconstruction of the architect Jean-Michel Wilmotte. Numerous exhibits donated to the

museum by individuals and organizations are also added to these items. The center has a scientific status, accurate information about the possible physical factors of damage, the composition of the costume fabrics, etc. is entered into the file cabinet. The museum center collection includes numerous theatrical items belonging to the theater artists. The collection of costumes of Rudolf Nureyev, who was the director of the ballet of the Paris Opera, is of interest. The collection has historical artifacts from his artistic career including film and photographic material, in addition to 70 costume exhibits.

The museum includes the CNCS information center, which has a specialized fund: the general history of theater, production, fashion, stage costumes and clothing. CNCS is currently the place where 10,000 stage costumes are stored. It is exceptional in its significance; it is used both for expositions and for research. S.V. Pshenichnaya, analyzing modern expositions, notes: "Today, the exposition is closely connected with scientific and technological achievements; it must meet the demands of a modern high-tech society, with its new perception of reality, the speed of transmission and assimilation of information" (Pshenichnaya, 1999) Stage costumes are a valuable teaching tool, their study contributes to the development of museum keepers, including costume designers who create new works. This is a study of museum collections, their relationship with the artist's personality or art profile, the study of certain topics related to museum expositions, and the development of promising areas of their activities. The results of research work are, first of all, new exhibitions, expositions, catalogs, methodological developments, scientific description of exhibits, publications. There is a school at the museum that provides stage costume courses.

The museum center carries out various activities. The museum center, in addition to custody and stock, conducts exhibition work. So special interest was the exhibition "Unusual" in 2011, which featured 100 costumes created for theatrical, opera, dance and performance performances. Indeed, the costume exists as an integral part of stage work. It was one of the signs of the ancient theater, a sign of theatricalization, which sometimes came to the fore in the "hierarchy of stage systems." In the theater, the costume existed as a means of artistic expression in drama and scenography, as a necessary tool for transforming an actor on stage. "The exposition opens with costumes for Jean Cocteau's Romeo and Juliet, executed in poisonous, chemical colors, and ends with the Monster Gallery, which contains the most unusual, funny and frightening dresses made with incredible ingenuity; it is a real dress-up "Kunstkamera"" (An exhibition of unusual stage costumes in Moulins, 2019). Most of the exhibits reveal to visitors the true face of the theatrical backstage when expensive materials such as brocade, lace, silk, satin are replaced by cardboard or wood. "These exhibits were created as a result of the search for form and matter, the beginning of which was laid at the dawn of the 20th century by representatives of avant-garde movements - constructivism, futurism, and the Bauhaus school - during experiments with cardboard, wood, metal, oilcloth, and rhodoid. Artists were of the opinion that faux leather, lycra, pongee and jute are luxurious materials. Therefore, metal objects were made of rubber, lace was made of plastic, twine and latex were turned into exquisite embroidery, and bolts, screws and nails became a substitute for jewelry " (An exhibition of unusual stage costumes in Moulins, 2019). There is a development of new expressive means and stage forms. As you can see, the mutual penetration of the costume and the theater, as in previous eras, in modern culture leads to blurring of the differences between them, manifested in the appearance of such forms when the creation of a costume image by a theatrical play, and the theater exposition becomes costumed. Matching the costume with off-game reality, the exposition makes him a participant in the general cultural dialogue. Given the ideas about the origin of theater and painting from the historically original undivided communicative form, their mutual influence and coexistence during evolution, as well as modern mixing, prove their unity as a cultural phenomenon.

Dalí's Theatre-Museum in Figueres (Spain)

A different concept is contained in the S. Dali Theater Museum in Figueres (Spain). The creation of this museum was not unusual. In 1849, a theater building was erected in the resort town of Figueres, designed by the famous Spanish architect Josep Roca i Bros. The novice sculptor and painter S. Dali (1904-1989) in 1918 exhibited his first creative works with his friends in this building. In 1934, he turned to the municipality of Figueres with a proposal to give musical performances in the walls of an empty theater, but was refused. During the Spanish Civil War that began in 1936, the theater building was badly damaged, but its neoclassical design has been preserved. Currently, the modern museum is completely dedicated to the famous artist S. Dali, and is managed by the Gala-Dali Foundation. The artist left a legacy of many artworks exhibited in this museum. Under the leadership of Roman Guardiola Rovin, a lawyer, a great connoisseur of art, and later the mayor of the city, the theater was transformed into a museum. The project to turn an abandoned building into a museum took a long time, the building in the style of surrealistic design opened in 1974, although the design of the museum retained the neoclassical appearance of the theater. The S. Dali Museum-Theater first received visitors on September 28, 1974. Subsequently, this room became the place of a permanent exhibition of works by the famous artist. S. Dali, in collaboration with the architect Emilio Perez Pinero, designed a transparent dome made of latex, towering above the building. In the very center of the "labyrinth" is a statue of "Leda with a Swan" - a portrait of Gala's wife and muse. A huge composition was created here - a set for the unique ballet "Labyrinth" in the choreography of L. Myasin, libretto and set design by S. Dali. Another interesting work found on the stage of the theater-museum is a portrait of Garcia Lorca, a famous Spanish poet, public figure and friend of the artist. The author masterfully conveys the subjective idea of a double image. Here there is an illusion, not the real is organically woven into the real, multi-level systems of meanings are created. From the standpoint of symbolism, the design features of the artistic image are also considered: anatomy and its absence, graphic and abstract, static and dynamic, which allows to actively operate with the conditional nature inherent in the language of the theater (Nikishin, 1997).

The interiors of museum halls are unique in their own way, each line of movement is an example of a conceptual design - the audience is greeted with bold compositions from paintings, furniture, sculptures, decorations and many other things. This gives additional dynamics, similar to the on-stage action. In most rooms, completely huge wall paintings cover ceilings and walls. Original compositions, as well as enlarged copies of his famous paintings, are presented among them. The interior of the museum reflects the artist's inner world as much as possible that is how he dreamed of placing his works. In contrast to the expositions of the National Center for Stage Costume and Stage Design, various compositional relations between the author and the audience points of view are manifested here, first of all, in terms of their relative horizons. In some cases, the viewer has absolute knowledge of the events being demonstrated, in other cases, certain circumstances can be hidden for the time being. Separate expositions provide a unique opportunity to see a three-dimensional image, which is facilitated by holographic visualizations. The portrait of the famous American actress May Wets is one of the most famous and interesting experiments of the artist. This is embodied by the master in the form of a room in which various objects are placed: a sofa in the shape of lips, paintings depicting views of the Seine and Paris, pieces of furniture and decor. Compositional construction of the exposition involves the perception of the work in connection with its viewer. Compositional construction can specifically provide for its specific behavior in such a way that the latter is included in the calculations of the author of the work, as if specially programmed by him. Placed in one room, these objects represent an opportunity for the visitor, climbing the stairs, to see the actress's face through a special lens. The theater is one of the most interesting images of refraction in the works of S. Dali. He allowed to metaphorically presenting the theme of acting as an actor through the phenomenon of creating a controlled inanimate object, to illustrate the interdependence between the creator and his creation. We can talk about the peculiar theatricalization of this hall, the concept of which borrows theatrical forms and brings them to the right degree of implementation (Listovsky, 1984). Its space is a way of taking shape artistic thought. In the process of perception, the viewer, being also an active side of the communicative process and a direct witness to the event, falls into this theatrical semantic field, comprehends the information embedded in it. The graphics of S. Dali are exhibited in long corridors around the hall, which creates associations with longline galleries intended for a break between the acts of the performance. Thus, the essence of the theatrical phenomenon is also manifested through the search for universal qualities that make it possible to extend the "theatrical metaphor" beyond the "theater as such."

CONCLUSION

It should be noted that in modern conditions a clear system of specialization of museums is changing with more universal forms and methods of activity. The activities of the theater and art museums, in comparison with the theater ones, represent the broadest concept for storing and exhibiting collections, since it uses various forms of tools of related plastic arts included in the interpretation of the author's intention, coupled with the categories of consciousness and mentality of the artist himself. Such collections are based not only on a collection of works that reveal pages of the history of theatrical art. This is a conceptual embodiment of the synthesis of theater and painting, theater and graphics, theater and sculpture in exhibition works of art. This is the use of theatrical techniques of exhibiting and theatricalization of museum space in our case in the context of the work of S. Dali and artists - designers of the stage costume and stage design center with modern and promising interactive trends. The exposition functions as an image - a representation in which the external and internal characteristics of objects are combined in a complex relationship. The specificity of the organization of expositions of theater and art museums is determined by the features of museum objects modeled by the imagination of artists and acting as the main medium of information. The development of new electronic media accelerates the "virtualization" of museum experience. Access to the richest and most remote museum collections in the world appeared, and the range of ideas, examples and ways of implementing museumification, covering different types of museums, expanded. This significantly enriches the directions of the museums' life activity, which have traditionally been based on scientific acquisition, accounting and storage of museum funds, exposition and exhibition activities, research and educational work. Now the most important task of museums is to fill in the information void and establish contacts with specialized institutions, foundations, centers within the country and abroad. In connection with the restoration of historical cities, the restoration of architectural structures and the creation of reserve complexes, the isolation of the museum as a self-sufficient structure is becoming a thing of the past. An analysis of the expositions of the national center of stage costume and scenography (France) and the S. Dali Theater Museum (Spain) shows that in the first case, theater museums specialize in the decoration of the stage image, in the second case, museums are able to create theatricality using it as means of semantic and emotional impact on visitors. Moreover, in the first case, the viewer receives the primary artistic interpretation from the exhibits solved by modern visual means; in the second case, secondary, or rather combined, rethought, transformed by the artist S. Dali and demonstrated in a different figurative sense, included in the context of his own museum. In the center of the stage costume and scenography of the Moulins, when the museum information is perceived, the viewer has a specific effect of presence, involvement in the phenomenon; in the museum of S. Dali, there is rather a memory effect, coupled with his creative searches. Theatricalization is actively being introduced into museum practice, even in museums of non-theatrical profile. The exposition materials are shown according to theatrical dramaturgy, attention is drawn to the spectacular aspect, specific "signs" characteristic of other "languages" are introduced into the exhibition structure, modeling techniques and the principle of interactivity are used. In turn, museum halls are increasingly becoming a "stage" for the implementation of a variety of theater projects, demonstrations of performances of both musical and drama theater. The penetration of the theater into the museum environment today can be considered as a general tendency, as a desire to master a space open to visual practices.

BIBLIOGRAPHIC REFERENCES

An exhibition of unusual stage costumes in Moulins. (2019) Geographical cafe. Available at: http: //www.geo- cafe.ru/News/news.php?NewsId=1590

An exhibition of unusual stage costumes in Moulins. (2019) Available at: http://www.travel.ru/news/2011/03/15/188042.html

Goy-Blanquet D. (2019) "Centre national du costume de scene: catalogues to dream by." Studies in Costume & Performance, vol. 4, no. 1, p. 133. Gale Academic Onefile.

Graddy J. (2016) Selected Twentieth and Twenty-First Century Solo Vocal Works that Tribute Visual Artists. Journal of Singing; Jacksonville Vol 73, Edition 1, (Sep/Oct): p. 23-33.

Houglan . (2016) Salvador Dalí, Surrealism, and the Luxury Fashion Industry. Williamsburg, 120 .

Kalmanovsky E. (1993) The nature of the theater and the idea of theatricality. Petersburg Theater Journal. No 1. Pp.68-70.

Kritsky. G, Mader. D., Jessee J. (2013) American Entomologist, Volume 59, Issue 1, Spring, P. 28–37.

Listovsky V.V. (1984) The space of the play and theatrical space. Moscow: Giproteatr, P. 49.

Naveteur J., Rousset ., Foray. V. (2013) Energy performance and sustainable development of the national center of costume scene (NCCS) in moulins (France) - AVERAGE 2007-2011. CLIMAMED VII. Mediterranean Congress of Climatization, Istanbul, 3-4 October, 2013, Turkish society of HVAC & Sanitary engineers. .102-106.

Negoryukhin B.N. (1989) The commonwealth of the museum and theater. Museum. No. 4 (162). Pp.75-80.

Nikishin N.A. (1997) Museum funds: signs and symbols. On the way to the museum of the XXI century. Moscow, Pp. 37-54.

Pausch O. (1997) On the collections of performing arts. Museum. No 4 (194). Pp.4-6.

Polyakov T.P. (1987) Figuratively-plot method of organizing a museum exposition. Some problems of modern culture research. Moscow, Pp.44-52.

Pshenichnaya S.V. (1999) Museum as an information and communication system. Doct. Diss. St. Petersburg State Institute of Culture. SPb., p. 17.

Ratner Ya.V. (1979) Aesthetic problems of spectacular arts. Moscow: Art, P. 135.

Shchepetkova I.A. (2006)Theatricalization of museum space as a form of interaction with visitors: abstract of thesis. St. Petersburg State University of Culture and Arts. St. Petersburg, P. 23.

Constructing Indigenous Oppression and Resistance in Tendulkar's Encounter in Umbugland

Construyendo la opresión y resistencia indígena en el encuentro de Tendulkar en Umbugland

Rangehbok Lyngwa[*]
National Institute of Technology, Meghalaya - Uzbekistan
rangehboklyngwa@gmail.com
Paonam Sudeep Mangang
National Institute of Technology, Meghalaya - Uzbekistan
paonam.sudeep@nitm.ac.in

ABSTRACT

Vijay Tendulkar's dramatic piece which was translated by Priya Adarkar to English as *Encounter in Umbugland* and originally written in Marathi with the title *Dambadwipcha Mukabala* (1968), is a political allegory that highlights the internal strife within the then ruling Congress party following the death of the late Prime Minister Lal Bahadur Shastri. The plot of the play which centres on the struggle for power and authority between Princess Vijaya and the cabinet ministers reflects in the truest sense the kind of challenge and opposition that Indira Gandhi had to face before her ultimate rise to power. While it may be true that after reading or witnessing the play being staged, one would definitely conclude that the concept of gender power struggle seems to be the dominating subject matter, yet Tendulkar through his dramatic abilities has managed to highlight another very important issue which is relevant even today.

Keywords: Vijay Tendulkar, Oppression, Indigenous, Violence, Resistance

RESUMEN

La obra dramática de Vijay Tendulkar, que fue traducida por Priya Adarkar al inglés como Encounter in Umbugland y originalmente escrita en marathi con el título Dambadwipcha Mukabala (1968), es una alegoría política que resalta la lucha interna dentro del partido del Congreso que gobernaba luego de la muerte del fallecido primer ministro Lal Bahadur Shastri. La trama de la obra que se centra en la lucha por el poder y la autoridad entre la princesa Vijaya y los ministros del gabinete refleja en el sentido más verdadero el tipo de desafío y oposición que Indira Gandhi tuvo que enfrentar antes de su ascenso al poder. Si bien puede ser cierto que después de leer o presenciar la representación de la obra, uno definitivamente concluiría que el concepto de lucha de poder de género parece ser el tema dominante, sin embargo, Tendulkar a través de sus habilidades dramáticas ha logrado resaltar otro tema muy importante que es relevante incluso hoy.

Palabras clave: Vijay Tendulkar, Opresión, Indígena, Violencia, Resistencia.

[*] Corresponding author.

Introduction

Vijay Tendulkar (1928-2008) was a Marathi playwright. Known for his controversial themes and subject matters, he was considered to be one of the most distinguished playwrights who addressed social issues and dilemmas most effectively and truthfully. Of course, for his ventures he had often gained both praises and criticism. His plays which have mostly drawn inspiration from real life encounters deal with the problem of power dynamics and struggles between the sexes, social marginalization, struggle for identities and most importantly on the subject of violence. His play *Shantata! Court Chalu Ahe* (Silence! The Court is in Session) written in 1963, displayed his dramatic finesse and literary greatest as he was conferred the prestigious Kamaldevi Chattopadhyaya award for the best play of the year in 1970. Likewise his other plays shot to fame as well, not only because of the subject matters that he represents through them but also because of the multifarious styles and techniques that he adopts by establishing a synthesis between the ancient and the modern, the western and Indian cultures alike in these productions. One important point however, that knits together all of his dramatic pieces together is the subject of oppression, abuse and subjugation that dominates his plays. His plays show the aspects of power and subjugation where the victimizer- victim relationship becomes the prime issue. In addition he employs various dramatic techniques to exemplify his motive. However, all the victims do not simply succumb and submit to such atrocities. Rather, quite a few muster the courage to fight against such actions. In this context his works may even be examined as plays of protest.

In the paper, I venture to examine the aspects of Indigenous oppression as a theme which has often times been overshadowed and overlooked in the study of the play *Encounter in Umbugland* (Dambadwipcha Mukabala) In addition, the paper draws reference from the oppression of the various tribal communities of India since the British rule and the post independent period while its relevance is identified till the present day. The paper also discusses the resistance of such oppressed groups. While the thematic concern of the play will be analysed, the paper will also try to shed light on how the playwright has used dramatic technique in terms of characterisation, dialogue, imagery etc., to endorse the plot construction.

Tribal Oppression

While discussing about the custom of releasing the white pigeons in the first act, Prannarayan makes a very important observation by referring to the fact that these birds even when they are released eventually return back to their own pigeonholes. To their release, he sees it as nothing more than a "diplomatic convention." (*Five Plays* 2014) India too, before and after gaining independence has also seen its fair share of diplomatic conventions. A whole country was colonised and enslaved based on the ideal of civilizing a population which was referred to as a white man's burden. The economy reduced to nothing, social divisions created, people became malnourished and yet a sizable population was made to believe that all this was part of an effort to uplift a nation from the dredges of barbarianism. However, more so than anyone else the Tribal population of the country residing in different parts suffered the worst setbacks as they became victims and targets of the colonizers, the greedy moneylenders and oppressive Zamindars. In the play the Kadamba tribes who are very much part of the kingdom suffer the worse kind of ill treatment as they become victims of such diplomatic moves. They are oppressed and subjugated in the name of development. Their population has been reduced as their living conditions declined drastically with no such rehabilitative efforts on the part of the administration. In the fifth scene of the second act when Vijaya makes a reference to the situation of the Kadamba tribes, she tells Prannarayan,

> Do you know in what proportions this tribe exists on our island? It isn't a small figure. It's twenty percent of the population. Fifty years ago, it was thirty percent. This ratio has been reduced constantly by hunger, poverty and diseases. In the riots after father's death, hundreds of its people were killed. Hundreds were made refugees. Hundreds more are in prison. (*Five Plays*, 2014)

Their portrayal by the playwright evokes images of realistic sufferings of many tribal minorities in the country which is home to about 700 tribal groups with a population of 104 million. (2011 census) Although, the playwright's motive about addressing Indigenous oppression is not that obvious yet the plot's compass clearly points in that direction. Many tribal communities, original inhabitants of different areas like the Santhals in Bihar were cultivators whose lands were confiscated. This was done by the British through the Permanent Land Settlement of 1973. What makes it worse was that the same confiscated area was acquired by the zamindars after an auction. To add to the woes of the peasants, the same land was leased out to the farmers for a huge sum. Such an act created a way for the opportunists like the moneylenders, zamindars and officials of the government to levy exorbitant land taxes from time to time. In this way the Santhals were oppressed and subjugated from time to time. The adivasis, tribal inhabitants of other areas were highly extorted by such perpetrators who even dispossessed them off their properties. The confiscation of their land, property and cattle further added salt to injury when they failed to repay the debts owed to their masters. The perpetrators even subjected them to physical abuse and violence while the worst victims were the women who were kidnapped, raped, abused and even killed. Economic instability and deteriorating living conditions forced them to take hefty loans form money lenders who in turn charge exorbitant rates of interest. Furthermore, the European colonizers also actively participated in this exploitative process by making the tribal communities work for their railway projects without any form of remuneration. Other reports of tribal oppression draw in the Munda rebellion of 1899 which was triggered by encroachments made by the Jagirdars and Thikadars who tried to take away the benefits enjoyed by the tribes. The tribes were subjected into forced labor, dispossessed of their assets and isolated. Such perpetration was also an after effect of colonial rule. Such oppressive acts were aimed at creating tribal disunity and to seize ancestral land. History accounts for similar incidents where the ruling administration would forcefully usurp large areas of tribal land by giving the motive a diplomatic coloring and publicly announcing that it was doing so in the name of industrialization and providing development.

The issue addressed by Tendulkar is relevant even today as many indigenous communities are displaced and oppressed as a result of rampant industrialization. Governments have continuously deprived them of their livelihood by intruding into

their natural surroundings that define their identity as guardians and protectors of the natural resources. A reference to the tribes made by Vratyasom reflects exactly the same situation that takes place from time to time. Indigenous communities like the natural environment have become collateral targets to efforts of developments. He says,

> A certain tribe is being destroyed because it has no share in the national progress, isn't it? I say, let it be destroyed! Pity is unpragmatic. First think of the other, more developed sections of our society---think how it can be given greater conveniences and comforts, how more and more modernity can be brought into his life, how its standard of living can be brought into line with that of the developed nations. Think of that! Let a tribe destroying itself be destroyed! (*Five Plays*, 2014)

These governments have overlooked the ability of such indigenous communities to exist amidst the natural surroundings and consume what nature provides for them while ensuring a sustainable living environment throughout. The recent Citizenship Amendment Bill 2019 that was passed in the Lok Sabha which seeks to provide citizenship to non-Muslim communities residing in Afghanistan, Pakistan and Bangladesh was seen by many as a violation of the rights of the indigenous and tribal population of the northeastern states. Many of the citizens feel that the bill would add more to the population of the uncountable illegal settlers from the neighboring country of Bangladesh. This would in turn hamper the security and identity of the tribal population who share a close affinity with their surroundings.

Resistance

Another important aspect however that Tendlukar also highlights in the play is the protest and resistance that the tribal community display towards their oppressors. The oppressed Kadamba tribes find relief under the benevolent shadow of their beloved queen. Unlike her father and his cabinet ministers she displays a willingness to address developmental projects through which the tribes could be rehabilitated and provided with a better lifestyle. The community though decrepit displayed an essence of strength and courage with a rebellious spirit to fight for what they felt was rightfully theirs. According to her they would "endure death, but won't be enslaved". She narrates to Prannarayan about how the members of the tribes young, old, women, children and other stood up to her and were ready to sacrifice their own lives for the cause. For them this was the most obvious form of resistance. Death was a weapon they were prepared to use against the administrative tyrants. Vijaya provides a very evocative description of the tribes as she tells Prannarayan, "But their eyes, Prannarayan, their eyes are like explosions of light! Their necks are straight. Their heads won't bow before anyone. Their words are measured. Their naked little children seemed to me like lion cubs" (*Five Plays*, 2014).

The resistance movements of the tribal community had even extended to violent forms of fighting back their oppressors. Years of continuous subjugation have empowered them with courage to fight back. In the play we learn about their physical exploits and revolt from a messenger as he informs the ministers about their instigated riots and capturing of military positions. In light of their violent reactions one is reminded of Fanon's concept of violence as a decolonizing weapon (Fanon 1963). Although he admits that he does not out rightly champion violence, Fanon is of the opinion that when a group of people are subjected to innumerable episodes of violent dispositions at the hands of the oppressors, they are dehumanized and therefore lose their identity. The only way they identify themselves with their perpetrators is violence. Therefore violent resistance can be seen as a way to reclaim lost identity.

The resistance movement of the tribes reflects the ground reality that the country had experienced in the years since its pre-independent to the post-colonial period. The frequent oppression of the tribal communities has given rise to violent rebellion witnessed by the birth of many anti-social militant outfits. One prime example is the Naxalite movement an off shoot of the peasant uprising dating back to 1967. The same has since then spread from Bengal to the other states of Andhra Pradesh, Odisha, Telengana and Chhattisgarh. In addition, the Santhal movement in Bihar was also an outcome of the oppression faced by the peasants in the form of hiked land taxes, forcible confiscation of land and violent discrimination. The Munda rebellion also marked such resistance against rampant exploitation. Resistance was manifested mostly in violent reactions against the oppressing system. Although there were waves of violent rebellions in many parts of the country, passive resistance was also embraced by many over ground activist who have utilized the media, literature and social platforms to address such issues. The Citizenship Amendment Bill 2019 imbroglio has also evoked stiff resistance from the tribal strong communities of the north eastern states as social organizations, pressure groups and even state governments who see the move as nothing but a political stunt that may endanger the identity and cultural significance of the tribal communities in the region. Vijaya's effort to rehabilitate and to create a better life for the people also implies the resistance she puts up against the oppressors. Her initiative in the play speaks much about the need to recognize and protect the indigenous communities and recognize them as patrons of the ecological demography of the country. Her actions points to developmental policies that governments need to initiate to ensure that such populations thrive and are given a decent livelihood. One such victory of the resistance movements recorded is that of the Yanadi tribes who were able to finally reclaim back the land which they had lost to oppression. The government of Andhra Pradesh has taken steps and measures to ensure the betterment of the indigenous population.

Dramatic Representation

Although it may be mentioned that Tendulkar has been in the limelight many a times for the controversial subject matters and outright representations, what makes his works more appealing are the dramatic and literary techniques that he employs in representing them. In one of his lectures Tendulkar stresses on two skills which he feels a

playwright should have, one of characterization and another of the sense of structure. He always believed in the creation of characters that had 'their own voice and expression.' In the play we do not come in direct contact with the members of the Kadamba tribal community in any part of the play. We are informed about them only through the descriptions given by Vijaya. However the use of vivid description in dialogue construction has actually enabled the audience and the reader to actually visualize what a member of the tribal community would look like. The dialogue between Vijaya and her eunuch paints a very clear picture of the situation and the circumstance that they are put in that they become living characters, an aspect that only dialogue in drama could attain according to Tendulkar. In the play, Vijaya actually served as a mouthpiece for the oppressed tribes. On the other hand the fact that the Kadamba tribes were poorly represented in the play reflects the playwright's dramatic technique to enhance the subject matter. Their being denied even a single expression can be translated as his motive to show their oppressed states of being silenced and voiceless. In this respect the aspect of the play draws a close affiliation to Friere's 'culture of silence' (Friere 2005) that identifies silence as a major determinant and symbol of constant oppression. The silence of the tribes speaks aloud about the many years of subjugation, suffering and abuse suffered at the hands of the administrators, as Tendulkar states, 'silence in the theatre can be as expressive as the dialogue or words.'

Besides the use of dialogue and description to enhance the subject matter and theme, Tendulkar employs vivid imagery. There is a certain reference to imprisoned pigeons and rats in the play to depict the idea of oppression and subjugation. While the pigeons signify the idea of restricted freedom and decision making that Vijaya faced at the hands of the council of ministers, the reference to rats by Vrayasom implies the inconsideration displayed towards the Kadamba tribes who have been dehumanized. Their dehumanization comes as a necessity for his oppressors as they attach no moral consideration towards them and therefore feel no guilt whatsoever to even annihilate the members of the tribes. Nick Haslam's (2006) views on dehumanization explains how oppressed populations are attributed with less than human attributes by being considered merely as animals or machines without any notion of feelings or morality. Tendulkar has very cleverly weaved such notions in the dialogues of the oppressors which subscribes to such evaluations.

Conclusion

Literature has represented life in many ways than one, where drama as one of its genre has propagated such social issues on a text and on stage as well. The credibility of a playwright is not merely to display his creativity and technical expertise in the subject but most important to effect social change and consciousness by addressing such issues. In this regard Tendulkar's ability as a playwright and a social thinker can never be undermined. His works though products of the previous century bear character and relevance to situations that our society and country as a whole are dealing on an everyday basis. The study has shed light on a subject matter that cannot be simply be enjoyed as a piece of literature but allows the reader and audience to introspect and question national development that prides itself over the annihilation of its own people. The play which documents indigenous experiences and oppression complimented with the clever use of dramatic representation is commendable and deserves due recognition.

BIBLIOGRAPHIC REFERENCES

Abrams, M.H. (2004). *A Glossary of Literary Terms*. (7th ed.).New Delhi: Eastern P.

Bandyopadhyay Samik. (2015). Introduction. *Collected Plays in Translation*. Vijay Tendulkar. (11th Impression). New Delhi. Oxford University Press.

Banerjee Arundhati. (2014) Introduction. *Five Plays*. Vijay Tendulkar. (16th Impression). New Delhi. Oxford University Press.

Fanon Frantz. (1963). On Violence, *The Wretched of the Earth*. (1st ed.) New York. Grove Press.

Freire Paulo. (2005). *Pedagogy of the Oppressed*. (30th ed.). New York. London. Continuum. Retrieved from https://commons.princeton.edu>...pdf. 23rd September 2019.

Gokhale Shanta. (2001). Tendulkar on his own terms. *Vijay Tendulkar*. (1st ed.). New Delhi. Katha Publications.

Haslam Nick. (2006). Dehumanization: An Integrative Review. *Personality and Social Psychology Review*. (Vol.10.No.3.). New York. Sage Journals.

Paul Stella. (2018). *How the Yanadi, an oppressed indigenous people in India, are reclaiming their rights one village at a time*. https://globalissues.org/news/2018/08/07/24409 accessed on 14th August 2019.

Singh Ekta. (2005) *Caste System in India: A Historical Perspective*. (1st ed.). New Delhi. Kalpaaz Publishers.

Tendulkar Vijay. (2015). Characterization and Structure: Two Essentials for a Playwright. *Collected Plays in Translation*. New Delhi. Oxford University Press.

Tendulkar Vijay. (2001). Excerpts from The Play Is The Thing Tenth Sri Ram Memorial Lecture, *Vijay Tendulkar*, (1st ed.). New Delhi. Katha Publications.

Tendulkar Vijay. (2001). Saraswati Samman Acceptance Speech. *Vijay Tendulkar*. (1st ed.). New Delhi. Katha Publications.

Tendulkar Vijay. (2001). View from the Balcony. *Vijay Tendulkar*. (1st ed.). New Delhi. Katha Publications.

Tendulkar Vijay. (2014). Dambadwipcha Mukabala. (Encounter In Umbugland). *Five Plays*. (16th Impression.). Trans. by Kumud Mehta and Shanta Gokhale. New Delhi. Oxford University Press.

The use of social media in assisting writing skills among Chinese primary school student*

El uso de las redes sociales para ayudar a las habilidades de escritura entre estudiantes de primaria chinos

Melor Md Yunus[1]
Universiti Kebangsaan Malaysia - Malaysia
melor@ukm.edu.my

Nurul Syifa Abdul Rahman
Universiti Kebangsaan Malaysia - Malaysia
nurulsyifa.work@gmail.com

Ashairi Suliman
Universiti Kebangsaan Malaysia - Malaysia
ash860629@yahoo.com

ABSTRACT

The use of social media like YouTube, WeChat, WhatsApp, and Instagram is undebatable and prevalent among generation Z (Gen Z). Gen Z has been utilizing ICT and Internet a lot thus making them a full rounded of the digital native. However, there are limited past studies conducted on the influence of social media in acquiring and using the English language appropriately given in virtual context especially in writing skills among the Gen Z generation. Therefore, this paper aims to identify students' perceptions of the use of social media in assisting their writing skills. A survey has been conducted and a set of questionnaires was distributed among 45 primary Year 4 students at a Chinese-vernacular elementary school in Jempol, Negeri Sembilan. The data collected were analyzed and reported in tables using frequencies and percentages. The findings showed that the students have both positive and negative perceptions towards the use of social media in assisting writing skills.

Keywords: Gen Z, Social Media, Writing Skills, ESL learning.

RESUMEN

El uso de las redes sociales como YouTube, WeChat, WhatsApp e Instagram es discutible y prevalece entre la generación Z (Gen Z). La Generación Z ha estado utilizando mucho las TIC e Internet, lo que las ha convertido en una fuente completa de nativos digitales. Sin embargo, existen estudios pasados limitados sobre la influencia de las redes sociales en la adquisición y el uso del idioma inglés en un contexto virtual, especialmente en las habilidades de escritura entre la generación Gen Z. Por lo tanto, este documento tiene como objetivo identificar las percepciones de los estudiantes sobre el uso de las redes sociales para ayudar a sus habilidades de escritura. Se realizó una encuesta y se distribuyó un conjunto de cuestionarios entre 45 estudiantes de primaria de cuarto año en una escuela primaria vernácula china en Jempol, Negeri Sembilan. Los datos recopilados fueron analizados y reportados en tablas usando frecuencias y porcentajes. Los resultados mostraron que los estudiantes tienen percepciones positivas y negativas sobre el uso de las redes sociales para ayudar a las habilidades de escritura.

Palabras clave: Gen Z, medios sociales, habilidades de escritura, aprendizaje de ESL.

INTRODUCTION

Generation is shaped by the context in which they emerged. Gen Y or the Millennial refers to the people who are born between 1980-1994 has started to live in a stable economic climate thus pursuing to globalization as they are the creator and the pioneer of an early technological advancement such as the use of ICT and the emergence of the Internet (Turner,2015). Advancing through, generation Z (Gen Z), the people who were born between the year of 1995 until 2012 is a true digital native as they are highly familiar with the use of ICT, the Internet and social media in their earliest youth thus, suggested that this digital native has relatively different media consumption habit even when compared with the previous generation; Gen Y or the Millennials.

Past studies reported that Gen Z prefers Youtube and Instagram as their most visited social media rather than Facebook which widely used among the Millennials (William, 2015). It is believed that they select these social media due to the wider access and being able to communicate with people globally, thus affecting the use of the English language in the virtual context. A study revealed that over 25 percent post original video on a weekly basis, while 65 percent enjoy creating and sharing content in the English language on social media (Yadav, 2017). With this ubiquitous access, Gen Z is exposed with various form of online writing in which they can easily acquire the new trend of language that known as the urban English language that comprises of internet slang, abbreviation, and short form while communicating with people globally. It is feared that this acquisition of urban language would slowly hinder the learning of the language in the educational setting.

Writing skills has been a daunting task in the formal setting of the classroom. Students feel that it is difficult to practice writing in the classroom due to minimal contact hours as teachers do not have ample time to discuss the level of language acquisition of each student (Yunus & Chien, 2016). This prompts the students to opt for better alternatives to acquire and practice writing skills through an online platform like social media. Past studies revealed that Gen Y students have benefitted greatly and improved their writing skills by participating in social media like Facebook and Whatsapp group (Yunus & Salehi, 2012; Krish & Vikneswaran, 2014; Norazmi et al., 2017). A similar study conducted by Hashim et al. (2018) revealed that the use of social media has impacted secondary school students' writing skills both positively and negatively as social media motivates them to write better in English language, even though they occasionally use certain abbreviation while conversing with their friends online. However, there are limited past studies on how the use of social media influences and assists primary school students' writing skills sets in the Malaysian context. Therefore, this paper seeks to observe the Gen Z; primary school students' perception on the use of social media in assisting their writing skills.

LITERATURE REVIEW

Krashen's theory of second language acquisition

Krashen (1982) defined the 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language as it requires meaningful interaction in the target language in which speakers are concentrated in the communicative act rather than the utterance act. This is closely related to Gen Z social media habit consumption as they are more connected online and acquiring language virtually as writing is the mean of the communication process to connect with people globally.

Krashen's major hypothesis in his theoretical framework is that the best method of L2 acquisition is when supplying 'comprehensible input' or (i+1), in low anxiety situations, hence allow the students to produce language skills when they are ready in the natural order and being able to monitor their own learning (Myles & Mitchell, 2014). In other words, students who have high motivation and good self-image tend to digest comprehensible input better than the students who have a higher affective filter which tempering with their L2 acquisition.

In this era, Gen Z is accustomed to acquiring as well as learning language virtually. It is the mode of the online communication, that allow Gen Z to be confident about themselves as they did not need face-to-face interaction basis to be able to voice out their opinion freely without the needs to abide by certain social etiquette. Students can learn to write by replicating the new knowledge taken from anywhere that they have seen or read online and apply it in the next virtual context. However, writing is a complicated process in making sure the intentional messages get across online. This study aims to identify the students' perception on the use of social media in assisting their writing skills, therefore the hypothetical basis of this study can be built around the framework of second language acquisition theory. The theory encourages L2 acquisition as the learner improves and progresses along with the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence which is examined in the social media setting as the study takes place.

Social media and language learning

In this digital era, language learning is perceived as borderless and on-the-go with the rapid technological advancement rather than the conventional formal setting of a classroom. Students nowadays reported having a higher preference in learning the language with the integration of ICT, including Web-based, Computer-Assisted and Mobile-Assisted language learning (Humanante-Ramos, Garcia & Conde-Gonzalez, 2017; Shafaei, 2012; Soleimani, Ismail & Mustaffa,2014). Gen Z is highly familiar with the use of ICT and the Internet in their daily life as it is seen as a basic household necessity as declared by the United Nation in 2012. Thus, the use of social media and language learning

is not a relatively new concept. Past studies reported positive findings on the effectiveness of using social media such as Facebook and Whatsapp group in teaching and learning the second language, especially in writing skills.

A study conducted by Smith et al (2017) has reported that students' writing performance, as well as motivation level, increase positively when writing task set in the online setting. On the contrary, recent studies showed that the rapid shift of the current mode of language learning might infiltrate the process of language learning in negative ways such as using internet slang while writing for educational purposes (Hashim et al., 2018; Deghan, Rezvani & Fazli, 2017). Thus, this study seeks to find out the role of social media in their language learning.

Writing skills in primary esl classroom

Writing skills is one of the most complex skills in language learning even when writing in L1 language (Falciola et al. 2014). Malaysian students find that writing is the most difficult skills to be mastered in L2 (Ien, Yunus & Embi, 2017). This is probably because students must master a range of linguistic competency in producing a good piece of write up as competent writer must possess a comprehensive knowledge of grammar, has a vast of vocabularies as well as varied writing style (Yunus & Chien, 2016). Thus, writing in L2 is perceived as a process in ESL classroom that takes longer time which is incongruent with the current contact hours prescribed in ESL classroom thus making teachers difficult to monitor, provide feedback and suggest ways to elevate students' writing performance.

Furthermore, a study conducted by Chandran et al. (2019) reported that writing skills in primary ESL classroom is more focused on the directed and continuous writing as to adhere to the needs of scoring the UPSR examination thus students are often coached to write both narrative and descriptive essays. Writing for communication purposes is not entirely given emphasis on as it is not tested in the public examination. Therefore, this study seeks to find out if the use of social media able to assist primary school students' writing skills.

METHODOLOGY

The study intends to identify primary school students' perception on the use of social media in assisting their writing skills. Therefore, this study employed a survey and a set of questionnaires has been distributed among 45 primary Year 4 school students at a Chinese-vernacular elementary in Jempol district, Negeri Sembilan. The quantitative data collected is analysed using descriptive statistics; frequency and percentages. The respondents are selected by using a convenience sampling method due to the close proximity to the researchers.

Sample

TABLE I. Demographic profile of respondents

Gender	Male	51.1%
	Female	48.9%
Primary	Four	100%
	Five	0%
Duration of Use	1-3 years	0%
	4-6 years	44.4%
	7-10 years	55.5%

Table 1 refers to the demographic profiles of the respondents. 51 percent of the respondents is male students and the rest is female. All the respondent is from a rural area and they started to use social media since they were 4 years old. Their L1 instruction is Chinese whereas L2 refers to the English language.

FINDINGS AND DISCUSSION

Table II displays the accessibility of the devices and the use of ICT in their daily life.

TABLE II. Access to ict tools

	ACCESS	YES (%)	NO (%)
1	Computer	60	40
2	Smart Phone	100	0
3	IPad	53.3	46.7
4	Internet	75.6	24.4
5	Using Social Media	100	0

Based on Table II, it is noted that all respondent has access to a smartphone compared to other electronic devices like a computer or IPad. This is probably because the students prefer smartphone as it is sleek and easier to carry compared to the bulky size of computers and IPad thus making it the most accessible device among the students. Kleinschmit (2019) has gathered that Gen Z uses their smartphones 15.4 hours per week on average—more than any other type of device thus suggested that this generation forwards mobility in their daily life. Even though

only 75.6% of them has regular access to the Internet at home, all of them admitted using social media on a daily basis. The remaining 24.4% of respondent might not have a steady Internet connection as their residential area is probably in more rural areas compared than others in which internet connection is scarcely available. However, they still can access to their social media whenever the Internet made freely available like in the school or coffee houses. Therefore, it is suggested that most of the respondent is familiar with the use of social media. Next, the study seeks to identify what type of social media they prefer to use in their daily life.

TABLE III. Social media usage

	SOCIAL MEDIA	NEVER	SELDOM	SOMETIMES	ALWAYS
1	Facebook	11.1	37.8	37.8	13.3
2	Twitter	100	0	0	0
3	Wechat	55.6	8.9	13.3	22.2
4	LINE	100	0	0	0
5	Instagram	64.4	8.9	15.6	11.1
6	YouTube	0	0	0	100
7	Whatsapp	20	13.3	22.2	44.4
8	Telegram	100	0	0	0
9	Tik Tok	11.1	22.2	11.1	55.6
10	Snapchat	100	0	0	0

Table III shows the percentage of the respondents' preference of social media that they use in daily life. All respondents prefer to use Youtube (100%) and TikTok (55.6%) rather than Facebook which has the lowest percentages of 13.3%. Kleinschmit (2019) reported Youtube is one of the top social media sites used daily among Gen Z compared to Facebook which is more popular among Gen Y. Leng (2016) noted that Malaysians spend an average of 80 minutes watching YouTube on their mobile devices, double the global average of 40 minutes. This is probably because two out of three Malaysians have smartphones and the broadband penetration is high so high-quality content videos is easily accessible. This is probably because, Youtube allow respondent to share ideas and learn new things from others using videos. However, respondent can freely interact with the content creator by writing and leave comments in the comment sections. This is in line with McKinsey (2018) who claimed that Gen Z prefers Youtube because it allow them to express themselves creatively and sharing it in the social media shows mobility in the digital society hence massive content creator has emerged from this generation.

Most respondents also prefer to use TikTok; an upcoming global video community as it enables them to share content globally through videos. Facebook is the least popular social media among the respondents, probably because it caters to the millennials group more (Yadav, 2017) and the limited age limit prescribed by Facebook as the respondents are still underage to sign up their own account to be able to fully access to the site. However, it is notable that social media like LINE, Twitter, Snapchat and Telegram has not yet explored by the respondents. This is probably because these are chat mode media as they already familiar with Whatsapp to exchange messages and chat room on daily basis. Next, the study would probe the students' competency level of each social media listed in the table below.

TABLE IV. SOCIAL MEDIA COMPETENCY

	SOCIAL MEDIA	NOT APPLICABLE	WEAK	MODERATE	GOOD
1	Facebook	0	44.4	55.6	0
2	Twitter	100	0	0	0
3	Wechat	55.6	0	8.9	35.6
4	LINE	100	0	0	0
5	Instagram	64.4	8.9	26.7	0
6	YouTube	0	0	0	100
7	Whatsapp	20	0	13.3	66.7
8	Telegram	100	0	0	0
9	Tik Tok	11.1	0	22.2	66.7
10	Snapchat	100	0	0	0

Table IV refers to the students' social media competency. 100% respondents admitted they are mostly competent Youtube users. This suggested that Youtube is user-friendly, and probably has the simplest interference compared to others. Therefore, it is easy to navigate for primary school students. William (2015) confirmed that people especially students are likely familiar with Youtube due to an early exposure from a very young age as millennial parents often resort to stream videos from Youtube either for entertainment or educational purposes, rather than other social media sites like TikTok which only provides entertainment. This probably explained the decreasing percentage of students' competency in using TikTok as only 66.7% of the respondent admits that they are good in

using TikTok and Whatsapp. However, only 35.6 percent of the respondent know how to use WeChat well. This is probably because, primary Year 4 school student has limited social circle as they use Whatsapp and WeChat to communicate with their peers and close relatives only.

Among of the interesting responses are there is 55.6% and 26.7% moderate users of Facebook and Instagram respectively. This suggested that these respondents most probably have basic knowledge on how to operate Facebook and Instagram, for instance, posting statuses, reacting to statutes, commenting and replying friends' posting. The idea of complex operation such as founding and managing groups in Facebook as well as defining strategies to boost followers on Instagram account is probably far-fetched for primary Year 4 school students. Cohen (2013) outlined that competent social media user must possess certain unique criteria such as communication skills, discuss universal content, basic graphic design, contribute creative ideas globally, analyse data in spearhead the targeted and paid advertising. Furthermore, it is notable that 100% respondent is not familiar with LINE, Telegram and Snapchat due to unexplored social media sites. Next, the study seeks to identify reasons of using social media in their daily life.

TABLE V. REASONS OF USING SOCIAL MEDIA

	ITEM	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	MEAN
1	I use SM to communicate with my friends	0	20	80	0	2.80
2	I use SM to communicate with my family	0	46.7	53.3	0	2.53
3	I use SM to learn new things	0	0	100	0	3.00
4	I use SM to follow my favourite artiste	0	33.3	66.7	0	2.67
5	I use SM to learn English	0	40	60	0	2.40
6	I use SM to fill my free time	0	0	100	0	3.00
7	I use SM to gain knowledge	0	0	100	0	3.00
8	I use SM to follow the current trend (fashion, movie, music)	0	35.6	64.4	0	2.64
9	I use SM because my friends use it	0	26.7	73.3	0	2.73
10	I use SM to do business	100	0	0	0	1.00
11	I use SM because it is easy to use	0	28.9	71.1	0	2.71
12	I use SM because it is useful to me	0	0	100	0	3.00

Table V shows the respondents' reason for using social media. 100% of respondents admitted that they use social media to learn new things, gain knowledge, fill free time due to its usefulness with the highest mean of (M=3.00). This implies that respondents have a positive outlook in using social media to gauge comprehensible input to improve their account of learning as outlined in the Input Hypothesis (Krashen, 1982). This positive outlook would enable the respondents to lower down their affective filter and cultivating their confidence in learning new knowledge especially involving language learning.

However, only 60% of the respondents agree that they use social media to learn English with the mean of M=2.64 whereas 40% of them did not use social media to learn English. This is probably because the respondents prefer to socialize and use social media using their L1 instruction rather than L2. Nevertheless, the use of social media and language learning is positively accepted given the right and interactive social media sites like Youtube which actively engages them with the videos as well as interaction with the content creators. This would allow acquisition of L2 to happen as target language is used in an authentic setting as outline in Acquisition-Learning Hypothesis (Krashen, 1982).

Around 80% respondents agree that they used social media for communication purposes with their peers with the mean of (M=2.80) following with 73% of the respondents agree that they used social media because their friends use it with the mean of (M=2.71). Among the interesting responses is 66.7% of the respondent use their social media to follow their favourite artists. This suggested that this digital native mobilizes around online communities collectively which provides ample opportunities for the respondents to socialize and sharing knowledge together. 71% of the respondent feels that it is easier to use social media rather than the conventional method of written communication using pen and paper. However, it is reported that 100% respondent did not use social media for business purposes, thus indicates that the use of social media is solely for socialization and gaining new knowledge only.

Therefore, the role of social media in their life excessively lies in the nature of social media sites due to its usability and its usefulness towards the respondents. Social media sites are regarded as a safe space and provide a non-threating environment thus promote learning. This is in line with Affective Filter Hypothesis as having a positive attitude like high motivation allow comprehensible input (i+1) which enable language learning to happen in an optimum manner (Loschky, 1994; Ni, 2012; Lin, 2008). This is evident as the respondents have positive perception towards language learning via social media hence allowing language acquisition to take place in the most authentic way possible. Next, the study probes to identify if the use of social media is able to assist the writing skills among primary school students.

TABLE VI. The use social media in assisting writing skills

	ITEM	YES	NO
1	I feel comfortable to write in English in SM	48.9	51.1
2	I comment and reply on my friends' posting in English	48.9	51.1
3	SM enables me to write collaboratively with my peers.	51.1	48.9
4	SM gives me ideas to write more in English	51.1	48.9
5	I appreciate my friends' feedback in SM.	40	60
6	I feel I can write longer in SM	22.2	77.8
7	I feel I can connect with others by writing in English (favourite artist, new friends).	48.9	51.1
8	I check my spelling online before commenting and replying using English	51.1	48.9
9	I check my sentences before posting statuses on my social media using English.	51.1	48.9
10	I organize my ideas before posting my writing	60	40

Table VI shows the use of social media in improving writing skills among primary Year 4 school students. 48.9% of respondents agreed that they feel comfortable to write in English, comment, and reply to their friends' posting in English, and they feel like they can connect with others by writing in the English language. This would improve their writing skills as it implies that the social media platform serves as a welcoming space for the respondents to practice writing while conversing with each other as they have mutual language level to mobilize in the virtual context in meeting their common goals, therefore, second language learning could take place naturally. Krashen (1982) mentioned that the optimal way a language is acquired is through natural communication and authentic situation.

40% of respondents feel that they can appreciate their friends' corrective feedback thus suggested that they display a certain degree of openness and acceptance attitude towards peer-correction by taking criticism positively. This implies that the respondents can benefit from each corrective feedback made by their peers. This is crucial to their writing performance as it helps the respondent to be conscious of the correct use of the language while writing in the target language (Krish et al., 2014) and peer-correction allows the respondent to monitor their own learning in the most non-threating way possible. Krashen mentioned that learning L2 is about finding a balance between accuracy and fluency (Krashen, 1982). Corrective feedback would elevate writing performance by maintaining fluency in writing and gradually improving writing accuracy grammatical structure, the use of lexical and syntax in articulating thoughts. This is evident when 51.1% of the respondents admit that they would check their own spelling and sentence structure prior posting any statuses or writing to each other in social media as a direct result from self-monitoring of language learning as suggested in the Monitor Hypothesis (Krashen 1982; Zafar, 2009)

51.1% of respondents feel that the use of social media allows them to write collaboratively with their peers and give them ideas to write more in English. It is believed that collaborative writing provides the opportunities for the respondents to obtain comprehensible input, (i+1) thus boosting their linguistic competency and subsequently promotes language acquisition as collaborative writing allows the respondents to generate, brainstorm, share and organize ideas collectively and encourages peer correction. This can be seen 60% of respondents admit that the use of social media allows them to organize their thoughts prior to posting their writing. Thus, it is evident that the use of social media does assist primary school students' writing skills in terms of both fluency and accuracy as the networking sites allow them to practice writing freely as well as having a dynamic group to monitor their writing performance thus subsequently prompts the self-monitoring system.

On the contrary, 51.1% of the respondent did not feel comfortable to connect with each other online using the English language. This is probably due to L1 instruction preference as it is more convenient and easier for them to communicate with each other in L1 rather than L2 (Falciola et al., 2014) thus making L2 acquisition hard to take place in the virtual context. Next, 60% of the respondents did not appreciate their friends' feedback on social media. Among the probable cause is the fear of being criticized might temper with their level of motivation to use L2 which interacting with people online. This is in line with Krashen who suggested that higher affective filter impedes with the language acquisition and hinders language learning (Lin, 2008). 77.8% of respondents admit that they prefer to write shorter in English. This is probably due to the lack of vocabularies and lower linguistic

competency to produce longer write-up (Falciola et al., 2014; Ien, Yunus & Embi, 2017). Thus, it is evident that primary school student does have a negative perception on the use of social media in assisting writing skills due to L1 interference, lower self-esteem and linguistic competency to communicate with others using the English language.

CONCLUSION AND IMPLICATION

Results have noted that Gen Z has reasonable access to ICT, the Internet and using social media on a daily basis. The study also specified the most visited social media sites, their competency level, and the reasons for using social media. Majority of the respondents believe that the use of social media is found to be useful in assisting writing skills. Thus, in conclusion, this study indicated that there is a positive and negative perception of the use of social media in assisting writing skills among Year 4 primary school student. It is recommended for further studies that the use of social media be used for different types of language skills besides writing skills such as reading or speaking skills. Educators could use social media to encourage writing for communication as well as educational purposes.

Advancing through, Gen Z will be engaging in the global world that requires more complex communication in a virtual context. Students not only need to understand writing in a formal setting but also for the virtual setting. With this, digital writing competency which related to critical thinking, effective communicating as well as active citizenship should be concluded in the study. Emerging as a component of the new digital literacies, digital writing can be described as written communication that goes beyond just text, is created through the use of technology, and is connected with and made available by a wide network of web-based resources (Dahlstrom, 2019). It is the aspiration of the researchers to see as many students as possible to be competent in writing skills while using L2 online.

BIBLIOGRAPHIC REFERENCES

Chandran, Y., Plaindaren, C., J., Pavadai S., & Yunus, M.M. (2019). Collaborative Writing: An Interactive of Snack Bars and Hi-Five Fingers via Social Media. Creative Education, 10. 475-484.

Cohen, M. A., James, N., & Mihailidis, P. (2013). Exploring curation as a core competency in digital and media literacy education.

Dehghan, F., Rezvani, R., & Fazeli, S. (2017). Social networks and their effectiveness in learning foreign language vocabulary: A comparative study using WhatsApp. CALL-EJ, 18(2), 1-13.

Dahlström, H. (2019). Digital writing tools from the student perspective. Education and Information Technologies, 24(2), 1563-1581.

Falciola, M. C, Arriaga, C. Benedetti, L and Coscia, M. (2014). Developing autonomy and improving writing through the use of ICT in an English for Science and Engineering Course: Activities, challenges faced and lessons learned. Journal of the IATEFL ESP SIG, 12-18.

Hashim, H., Yunus, M. M., Ibrahim, N. S., Jeri, E.I., Sukr A.M., Ilahi S.N., Hassim, A.M. (2018). Social Media and Its Impact on Students' Writing Skills. International Journal of Engineering & Technology, 7(4), 102-106.

Humanante-Ramos, P. R., García-Peñalvo, F. J., & Conde-González, M. Á. (2017). Electronic devices and web 2.0 tools: usage trends in engineering students. International Journal of Engineering Education (IJEE), 33(2B), 790-796.

Ien, L. K., Yunus, M. M., & Embi, M. A. (2017). Build me up: Overcoming writing problems among pupils in a rural primary school in Belaga, Sarawak, Malaysia. Jurnal Pendidikan Humaniora, 5(1), 1-7.

Krashen, S. (1982). Principles and practice in second language acquisition.

Krish, P., Vikneswaran, T., & Hussin, S. (2014). Exploiting blogs in the ESL classroom. VOL. 22 (S) FEB. 2014, 97.

Kleinschmit, M. (2019). Generation Z Characteristics: 5 Infographics on the Gen Z Lifestyle. [Online], unpublished. https://www.visioncritical.com/resources/guide-to-customer-intelligence

Leng C. (2019). Social media in Malaysia. New Straits Times.

Lin, G. H. C. (2008). Pedagogies Proving Krashen's Theory of Affective Filter. Online Submission.

Loschky, L. (1994). Comprehensible input and second language acquisition: What is the relationship?. Studies in second language acquisition, 16(3), 303-323.

McKinsey (2018). 'True Gen': Generation Z and its implications for companies. [Online], unpublished. https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies

Myles, F., & Mitchell, R. (2014). Second language learning theories. Routledge.

Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. Theory & Practice in Language Studies, 2(7).

Norazmi, D., Dwee, C. Y., Suzilla, J., & Nurzarina, A. S. (2017). Exploring student engagement in writing using the flipped classroom approach. Pertanika Journal of Social Sciences and Humanities, 25(2), 663-674.

Shafaei, A. (2012). Computer assisted learning: a helpful approach in learning English. Frontiers of language and teaching, 3, 108-115.

Smith, B. E., Pacheco, M. B., & de Almeida, C. R. (2017). Multimodal codemeshing: Bilingual adolescents' processes composing across modes and languages. Journal of Second Language Writing, 36, 6-22.

Soleimani, E., Ismail, K., & Mustaffa, R. (2014). The acceptance of mobile assisted language learning (MALL) among post graduate ESL students in UKM. Procedia-Social and Behavioral Sciences, 118, 457-462.

Turner, A. (2015). Generation Z: Technology and social interest. The Journal of Individual Psychology, 71(2), 103-113.

Williams, A. (2015). Move over, millennials, here comes Generation Z. The New York Times, 18.

Yadav, G. P., & Rai, J. (2017). The Generation Z and their social media usage: A review and a research outline. Global Journal of Enterprise Information System, 9(2), 110-116.

Yunus, M. M., & Chien, C. H. (2016). The use of mind mapping strategy in Malaysian university English test (MUET) Writing. Creative Education, 7(04), 619.

Yunus, M. M., & Salehi, H. (2012). The effectiveness of Facebook groups on teaching and improving writing: Students' perceptions. International Journal of Education and Information Technologies, 1(6), 87-96.

Zafar, M. (2009). Monitoring the 'monitor': A critique of Krashen's five hypotheses. Dhaka University Journal of Linguistics, 2(4), 139-146.

Determination of the relationship between social media addictions and smart phone addictions of university students

Determinación de la relación entre las adicciones a las redes sociales y las adicciones a los teléfonos inteligentes de los estudiantes universitarios

Erinç Erçağ[*]
Near East University - Turkey
erinc.ercag@neu.edu.tr

Emrah Soykan
Near East University - Turkey
emrah.soykan@neu.edu.tr

Sezer Kanbul
Near East University - Turkey
sezer.kanbul@neu.edu.tr

ABSTRACT

With the rapidly increasing technology, the purpose and usage tools of today's people are changing. The use of this changing technology responds to our needs and raises other problems. In this study, the relationship between social media addiction status and smartphone addiction status of university students was investigated. In this study, the relationship between social media addiction and smart phone addiction of university students will be tried to be revealed. This research was carried out by using relational scanning model to determine the relationship between social media addictions and smartphone addictions. The study group consists of 270 university students studying at a university in the Northern Cyprus. It was found that the scores of the students participating in the study from the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscale scores and the scores obtained from the Smart Phone Addiction Scale were statistically significant. It was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the sub-dimensions of the scale according to the internet access of the students.

Keywords: Social media addiction, smartphone addiction, virtual tolerance, virtual communication.

RESUMEN

Con el rápido aumento de la tecnología, el propósito y las herramientas de uso de la gente de hoy están cambiando. El uso de esta tecnología cambiante responde a nuestras necesidades y plantea otros problemas. En este estudio, se investigó la relación entre el estado de adicción a las redes sociales y el estado de adicción a los teléfonos inteligentes de los estudiantes universitarios. En este estudio, se intentará revelar la relación entre la adicción a las redes sociales y la adicción al teléfono inteligente de los estudiantes universitarios. Esta investigación se llevó a cabo utilizando un modelo de escaneo relacional para determinar la relación entre las adicciones a las redes sociales y las adicciones a los teléfonos inteligentes. El grupo de estudio consta de 270 estudiantes universitarios que estudian en una universidad en el norte de Chipre. Se encontró que los puntajes de los estudiantes que participaron en el estudio de la Escala de adicción a las redes sociales y los puntajes de la subescala de Tolerancia virtual y Comunicación virtual y los puntajes obtenidos de la Escala de adicción al teléfono inteligente fueron estadísticamente significativos. Se encontró que había una diferencia estadísticamente significativa entre los puntajes obtenidos de la escala de adicción a las redes sociales y las subdimensiones de la escala de acuerdo con el acceso a internet de los estudiantes.

Palabras clave: adicción a las redes sociales, adicción a los teléfonos inteligentes, tolerancia virtual, comunicación virtual.

[*]Corresponding author.

INTRODUCTİON

The effective role of computer and communication technologies in our lives is undeniable. Thanks to the internet, which is a revolutionary communication technology, instant sharing of different kinds of data such as video, music, photography and access to information has become easier. The Internet has created a giant environment of simultaneous and ubiquitous computer networks, independent of physical space and capable of uniting millions of people into the virtual World (Yılmazsoy & Kahraman, 2017).

These developments in communication technologies improve the capacities of smart phones and thus the limits of their usage areas. This causes smart phones to find more space in everyday life. In 2002, mobile technologies started to integrate with mainstream media. With 2G, 3G and 4G, fast access to information has started. Especially the developments in 3G technology have caused great changes in the new media. Together with 4G technology, people have started to access information more easily with their smart phones, which has led to the fact that smart phones have become a part of individuals' lives (Akçay, 2013).

Although studies investigating the prevalence of smartphones and their effects on users are mostly oriented towards sales and marketing, the issue should be addressed with its psychiatric and psychological dimensions. Repetitive behavior disorders that disrupt functionality in daily life and interpersonal relationships should be taken as dependency. Symptoms such as overworking a certain behavior, moving away from the real world, continuing the pleasurable behavior, developing tolerance as the behaviors repeat, difficulty in controlling the behavior and restlessness that occur when the repetition of the behavior are prevented are evaluated within the scope of addiction (Noyan vd. 2015).

Addiction is everything that creates excitement in man. Smart phones also cause addiction to the extent that arouses excitement in individuals. According to the behavioral approach, if a result of a behavior is reached or if a negative situation can be reached through a behavior, individuals can choose to reach or get rid of the negativity by doing this behavior in the future. Therefore, smart phones become an addictive element with this feature (Ünal, 2015).

In addition to facilitating daily life, smart phones can also bring about a number of problems. Smart phones with extremely useful and convenient features when used correctly can have serious physical and psychological negative effects in case of unconscious and excessive use. Ünal (2015) categorized the main physical and psychological ailments caused by the use of smart phones:

- Causing physical health problems such as headache, eye watering, eye fatigue,

- Social media and messaging applications become widespread and cause asociality through smartphone conversations rather than meeting in real life,

- Concentric loss due to continuous control of mobile phone,

- Risk of being drawn to healthy and illegal environments due to easy communication with everyone,

- Intervention of people's private life with spyware.

Although smartphone addiction has not been clearly defined yet, it often occurs with symptoms such as inability to stay away from the phone, frequent control of the phone, insomnia due to excessive use of smartphones and deterioration of sleep quality. One of the basic elements underlying smartphone addiction is the ability to connect to the internet via smartphone. Providing ease of access to the internet from anywhere with the advantage of being mobile is a factor that increases addiction (Sevgi, 2013; Sadeghpour et al., 2017). As the Internet increases, the dependence on smartphones increases. In other words, internet addiction is reflected in smart phones and has affected the addiction of smart phones.

Many functions and applications in smartphones can make users use them for longer. In addition to many positive functions such as banking transactions, shopping, training and acquiring information and communicating with other individuals, these devices can cause various health problems and academic problems in excessive and uncontrolled use (Hawi ve Rupert, 2015; Marques & Pitarma, 2016).

Social media is one of the areas of the Internet that finds its own unique place in communication by eliminating the distance limit and providing opportunities for sharing and social communication among users without face-to-face communication (Torlak & Ay, 2014; Doğan & Karakaş, 2017; Chay Atri et al., 2019). With the widespread use of the Internet, different applications such as Facebook, Twitter and YouTube were put into service and all of these applications were called social media. It is seen that the use of social media as an area where many things can be done from chat to shopping, enabling online communication with many people who are familiar or unfamiliar. It is observed that social media, which is known and accepted by everyone from the smallest to the largest, turns into addiction rather than use, and individuals spend a lot of time in social media and put their social life in the second place. When the literature is examined, it is seen that social media is classified in seven different ways. These:

- Blogs also known as social media app.

- Wikis, the most well-known example of which is wikipedia, where people can edit or add information content.

- By subscribing to music and video download sites are podcasts.

- Forums that allow discussion on specific topics and topics.

- Content communities that organize and share specific content, such as Flickr and youtube.

- Social networking networks, such as the Facaebook, MySpace, where users share their content with friends and others through profile pages created by creating their own content.

- Today, the most popular example of microblogging is Twitter. (Durmuş, Yurtkoru, Ulusu and Kılıç, 2010).

The fastest developing technology in the context of internet and communication technologies is social media (Kang and Schuett, 2013). Social media refers to the way that users with similar thoughts and ideas communicate with each other using web services (Lietsala and Sirkkunen, 2008). The connections between people from past to present, but not seen in the concrete, have become more visible in the environment created on the internet. Social media has evolved with the spread of the Internet and has reached hundreds of millions of users today (Korkmaz, 2013; EbrahimiNejad et al., 2018).

Social media addiction, which has become an addiction among individuals, is a psychological problem that develops through cognitive, affective and behavioral processes and causes problems such as occupation, emotion regulation, repetition and conflict in many areas of the person's life such as private, work / academic and social fields. (Tutgun-Ünal, 2015).

With the development of the Internet and the strengthening of its technological infrastructure, the social media, which has a pluralistic structure with a user participation, plays a very important role in our recently popular lives, is an important social platform especially for establishing connections with friends and developing relations with new friends. (Aktan & Koçyiğit, 2016; Drahošová ve Balco, 2017). Social media has a great impact on life and daily routine (Tulu, 2017). In this respect, the reasons such as tablets, mobile phones and the fact that every staff member can easily access the internet have been an important factor in bringing social media usage to a level that worries the society (Şahin ve Yağcı, 2017).

Social networking sites, which are one of the most important components of social media, are virtual communities where users can create individual profiles, interact with friends and meet other people based on common interests, and especially young people come together in these networks (Kuss & Griffiths, 2011; Casale & Fioravanti, 2018) . The fact that individuals have a pleasant time during this partnership leads to an increase in the time spent on social networks. The advanced dimension of this process can be defined as social media addiction. Just like substance addiction, addiction to social networking sites includes mood modification, specificity "classic" experience of addictive symptoms (Kuss ve Griffiths, 2011).

In this study, the relationship between social media addiction and smart phone addiction of university students will be tried to be revealed. Within the scope of the research, answers to the following questions were sought:

1. What is the level of students' smartphone and social media addiction?

2. Do students' smartphone and social media addiction differ according to various factors (gender, age, possession of smartphone, internet access)?

3. Is there a correlation between students' levels of smartphone and social media addiction?

METHODOLOGY

3.1. Research Model

This research was carried out by using relational scanning model to determine the relationship between social media addictions and smartphone addictions.

3.2. Sample Group

The study group consists of 270 university students studying at a university in the Turkish Republic of Northern Cyprus. The students who participated in the study were included in the study by using simple random sampling method. Information about the demographic characteristics of the students participating in the research is given in Table 1.

Table 1. Distribution of students according to demographic characteristics (n=270)

	number (n)	percent (%)
Gender		
Female	137	50,74
Male	133	49,26
Age Group		

Between 17-18	173	64,07
Between 19-20	61	22,59
Over 21 age	36	13,33
Smartphone Ownership		
Yes	219	81,11
No	51	18,89
Smartphone Brand		
phone	55	20,37
Samsung	105	38,89
Other	59	21,85
Internet Connection in Smartphone		
Yes	167	76,26
No	52	23,74

Table 1 shows the distribution of students according to their descriptive characteristics.

When Table 1 is examined, it is seen that 50.74% of the students included in the research are female and 49.26% are male. It was found that 64.07% of the students participated in the study were between 17-18 years old, 22.59% between 19-20 years and 13.33% of them were 21 years and over. It was determined that 81.11% of the students included in the research had smart phones and 18.89% had no smart phones. The smartphone brands of the participants were found to be 20.37% from iPhone, 38.89% from Samsung and 21.85% from other brands. It was seen that 76.26% of the students included in the research had internet access on their smart phones and 23.74% did not have internet access.

3.3. Data Collection Tools

Demographic characteristics, social media addiction scale and smart phone addiction scale were used to collect the data. The social media addiction scale developed by Şahin and Yağcı (2017) was used to determine the social media dependence of the students. Likert-type scale has 20 propositions. In the scale, it was determined that there were two sub-dimensions, virtual tolerance and virtual communication, Cronbach alpha value of the virtual tolerance sub-dimension was 0.91 and the value of virtual communication sub-dimension was 0.90. The Cronbach's alpha for the overall scale was found to be 0.93 (Şahin and Yağcı, 2017). As a result of the reliability analysis conducted by the researcher, Cronbach's alpha value of the scale was found to be 0.88. The short form of the smart phone addiction scale developed by Noyan et al. In 2015 was used to measure the smartphone dependency of the students participating in the research. The scale consists of 10 items prepared using a 6-point rating and is a one-dimensional scale. Chronbach's alpha coefficient, which shows its reliability, was measured as 0.867. Test / retest reliability coefficient is 0.926. A statistically significant positive correlation was found between the Internet Addiction Scale used to demonstrate concurrent validity and the AESQ-SF. The scores of the participants who evaluated themselves as smartphone addicts were significantly higher than those of the participants who did not consider themselves smartphone addicts (Noyan ve ark.,2017)

3.4. Statistical Evaluation of Data

Statistical Package for Social Sciences (SPSS) 24.0 software was used for statistical analysis of the research data. Frequency analysis was used to determine the descriptive characteristics of the students, and descriptive statistics regarding the scores they obtained from the scale were given. The scale scores of the students were examined by Kolmogorov-Smirnov and Shapiro-Wilks tests and it was found that the data set did not match the normal distribution. For this reason, nonparametric hypothesis tests were used in the study. Mann-Whitney U test was used for comparison of scale scores according to gender, smartphone possession and internet access on smart phones, and Kruskal-Wallis test was used for comparison of scale scores according to age groups. In the case of a statistically significant difference between the categories of the independent variable as a result of Kruskal-Wallis test, Mann-Whitney U test was used to determine which categories the difference stems from.

The correlations between the scores obtained from social media addiction scale and the scores obtained from smartphone addiction scale were determined by spearman correlation analysis. In addition, the predictions of the scores obtained from the virtual tolerance and virtual communication sub-dimensions of the social media addiction scale from the smartphone addiction scale were examined by regression analysis.

FİNDİNGS

Table 2 shows the distribution of students according to their internet and social media usage.

Tablo 2. Students' use of internet and social media (n=270)

	number (n)	percent (%)
Internet frequently connected places		

Home	163	60,37
School	62	22,96
Cafe	85	31,48
Hairdresser	23	8,52
AVM	34	12,59
Other	26	9,63
Social Media Accounts		
Facebook	102	37,78
Twitter	65	24,07
YouTube	166	61,48
LinkedIN	14	5,19
Flickr	9	3,33
Other	72	26,67
Chatting Apps		
Facebook Messenger	69	25,56
WhatsApp	214	79,26
Viber	17	6,30
Snapchat	54	20,00
Other	16	5,93
Aim of Smartphone Usage		
Chat	157	58,15
News	134	49,63
Follow the friends	145	53,70
Comunication	188	69,63
Education	142	52,59
Other	8	2,96

When Table 2 is examined, 60.37% of the students included in the research are at home, 22.96% are at school, 31.48% are in cafes, 8.52% are in hairdressers, 12.59% are in shopping centers. and 9.63% were frequently connected to the internet in other places. 37.78% of the students included in the research were facebook, 24.07% were Twitter, 61.48% were YouTube, 5.19% were LinkedIN, 3.33% were Flickr and 26.67% were other social media accounts. It was determined that 25.56% of the participating students used Facebook Messenger, 79.26% of WhatsApp, 6.30% of Viber, 20% of Snapchat and 5.93% of other messaging software. 58.15% of the students participating in the research were chat, 49.63% were news, 53.70% were aware of friends, 69.63% were communication, 52.59% were education and 2.96% were have been using smart phones for other purposes. In Table 3, descriptive statistics of social media addiction and smartphone addiction scale scores of the students included in the research are given.

Table 3. Descriptive statistics of students' social media addiction and smartphone addiction scale scores (n=270)

	n		s	Min	Max
Virtual Tolerance	270	28,35	7,81	11	55
Virtual Communication	270	21,19	8,33	9	45
Social Media Addiction Scale	270	49,54	14,99	20	100
Smartphone Addiction Scale	270	26,65	12,83	10	60

When Table 3 is examined, the mean score of the Social Tolerance Scale, which is the sub-dimension of the Social Media Dependence Scale, was calculated as 28.35 ± 7.81, and the mean score of the Virtual Communication Scale was 21.19 ± 8.33. The mean score of the students who participated in the study from the Social Media Addiction Scale was 49.54 ± 14.99, the minimum score was 20 and the maximum score was 100. It was determined that the students included in the study had an average score of 26.65 ± 12.83 and a minimum of 10 and a maximum of 60 points from the Smart Phone Addiction Scale. The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the gender of the students included in the study are given in Table 4.

Table 4. Comparison of social media addiction and smartphone addiction scale scores according to gender (n=270)

Gender	n		s	median	Z	p

Virtual Tolerance	Female	137	28,38	7,92	28,00	135,47	-0,005	0,996
	Male	133	28,32	7,72	28,00	135,53		
Virtual Communication	Female	137	20,51	7,85	20,00	130,39	-1,093	0,274
	Male	133	21,89	8,77	21,00	140,77		
Social Media Addiction Scale	Female	137	48,89	14,66	49,00	132,44	-0,654	0,513
	Male	133	50,20	15,35	49,00	138,65		
Smartphone Addiction Scale	Female	137	26,67	13,19	26,00	134,91	-0,126	0,899
	Male	133	26,63	12,50	25,00	136,11		

When Table 4 was examined, it was observed that there was no statistically significant difference between the scores of the students participating in the study according to their gender, Virtual Tolerance, Virtual Communication, Social Media Addiction Scale and Smart Phone Addiction Scale (p> 0.05). When the Social Communication Dependence Scale subscale Virtual Communication Scale scores were examined, it was seen that male participants had higher scores than female participants. However, this difference is not statistically significant. The results of the Kruskal-Wallis test conducted to compare the social media addiction and smartphone addiction scale scores according to the age groups of the students included in the study are given in Table 5.

Tablo 5. Comparison of social media addiction and smartphone addiction scale scores according to age groups (n=270)

	Age Group	n		s	median		X²	p	difference
Virtual Tolerance	Between 17-18	173	29,26	8,07	29	145,04	7,809	0,020*	1-2
	Between 19-20	61	26,21	6,48	27	113,75			1-3
	21 and over	36	27,58	7,97	26,5	126,49			
Virtual Communication	Between 17-18	173	21,94	9,02	22	141,09	4,376	0,112	
	Between 19-20	61	19,05	6,60	19	117,14			
	21 and over	36	21,19	6,93	23,5	139,75			
Social Media Addiction Scale	Between 17-18	173	51,20	15,89	50	143,62	6,908	0,032*	1-2
	Between 19-20	61	45,26	11,94	46	113,08			1-3
	21 and over	36	48,78	13,99	51,5	134,47			
Smartphone Addiction Scale	Between 17-18	173	27,49	13,44	27	139,63	2,011	0,366	
	Between 19-20	61	24,07	10,35	22	123,19			
	21 and over	36	27,00	13,36	26	136,51			

*p<0,05

When Table 5 was analyzed, it was found that there was a statistically significant difference between the scores of the students included in the study from the Social Media Addiction Scale and Virtual Tolerance subscale of the scale (p <0.05). This difference is due to students between the ages of 17-18. The scale scores of the students between the ages of 17-18 were found to be higher than those of the students aged 19-20 and 21 years and older.

It was found that there was no statistically significant difference between the scores obtained from the Virtual

Communication sub-dimension of Social Media Addiction Scale according to age groups. It was found that the difference between the scores of smartphone addiction scale according to the age groups of the students participating in the study was not statistically significant. The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the status of smartphone possession of the students participating in the study are given in Table 6.

Tablo 6. Comparison of social media addiction scale scores according to students' smartphone ownership (n=270)

Smartphone		n		s	Medyan		Z	p
Virtual Tolerance	Yes	219	28,82	7,81	29,00	139,95	-1,941	0,052
	No	51	26,31	7,54	26,00	116,40		
Virtual Communication	Yes	219	21,55	8,29	21,00	139,01	-1,532	0,126
	No	51	19,65	8,40	19,00	120,43		
Social Media Addiction Scale	Yes	219	50,37	15,02	49,00	139,42	-1,712	0,087
	No	51	45,96	14,49	48,00	118,65		

When Table 6 was examined, it was seen that there was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication and Social Media Addiction Scale according to the status of having smartphone (p> 0.05). It was seen that the scores obtained from the scale-wide and sub-dimensions of the students who had smart phones from the participants were higher than those without smart phones, but this difference was not statistically significant.

The results of the Mann-Whitney U test for the comparison of the scores of social media addiction and smartphone addiction scale according to the internet access status of the students participating in the study are given in Table 7.

Tablo 7. The comparison of social media addiction scale scores according to the internet access of the students (n=219)

	Internet connection	n	s	Medyan		Z	p
Virtual Tolerance	Yes	167	29,74	7,97	29,00	116,90	-2,891	0,004*
	No	52	25,88	6,52	26,00	87,84		
Virtual Communication	Yes	167	22,66	8,17	23,00	118,60	-3,605	0,000*
	No	52	17,98	7,69	16,00	82,37		
Social Media Addiction Scale	Yes	167	52,40	15,04	52,00	118,40	-3,516	0,000*
	No	52	43,87	13,09	45,00	83,03		

*p<0,05

When Table 7 was examined, it was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the subscales of the scale according to the internet access status of the students participating in the study (p <0.05). The scores obtained by the participants with Internet access from the scale general and sub-dimensions were calculated to be higher than the participants without internet access, and this difference was statistically significant.

Table 8 shows the results of Spearman correlation analysis conducted to determine the correlations between the scores obtained from social media addiction scale and smartphone addiction scale scores.

Table 8. Correlations between students' scores on social media addiction scale and smartphone addiction scale scores (n=270)

		Virtual Tolerance	Virtual Communication	Social Media Addiction Scale	Smartphone Addiction Scale
Virtual Tolerance	r	1,00			
	p	.			
Virtual Communication	r	0,70	1,00		
	p	0,00*	.		
Social Media Addiction Scale	r	0,90	0,93	1,00	
	p	0,00*	0,00	.	
Smartphone Addiction Scale	r	0,71	0,71	0,77	1,00
	p	0,00*	0,00*	0,00*	.

It was found that there were statistically significant correlations between the scores obtained from the Social Tolerance and Virtual Communication subscales of the Social Media Addiction Scale and the scores obtained from the Smart Phone Addiction Scale ($p < 0,05$). These correlations are positive and high-strength. Accordingly, as the students' scores on the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscales increase, the scores obtained from the Smart Phone Addiction Scale increase.

Table 9 shows the results of the regression analysis of students' scores on the social media addiction scale predicting smartphone addiction scale scores.

Table 9. The results of the regression analysis of students' scores on social media addiction scale predicting smartphone addiction scale scores (n=270)

	non-standardized coefficients		standardized coefficients	t	Sig.
	B	SH	Beta		
(Constant)	-6,69	1,87		-3,58	0,00
Virtual Tolerance	0,72	0,09	0,44	7,79	0,00*
Virtual Communication	0,61	0,09	0,40	7,04	0,00*

$p < 0,05$, $R^2 = 0,60$

In the model in Table 9, it was found that the scores of the students participating in the study from the social media addiction scale predicted the smartphone addiction scale scores significantly, and the virtual tolerance and virtual communication scores included in the social media addiction scale explained 60% of the variance in the smartphone addiction scale scores. $p < 0.05$. According to the model, the increase in the scores of the students' Virtual Tolerance Scale, which is a sub-dimension of the social media addiction scale, increases by 1 unit, increases the score of the smartphone addiction scale by 0.44 units, and increases the scores of the scale taken by the Virtual Communication Scale by 1 unit and increases the score of the smart phone addiction scale by 0.40 units.

DİSCUSSİON AND CONCLUSİON

With the rapidly increasing technology, the purpose and usage tools of today's people are changing. The use of this changing technology responds to our needs and raises other problems. In this study, the relationship between social media addiction status and smartphone addiction status of university students was investigated. According to the results of the research, the majority of students have smart phones and have internet connections. Çakır and Oğuz (2017) stated that young students use smartphones extensively in their research. In another study conducted with university students, the majority of students stated that they felt incomplete when they were away from their phone (Ay, 2008).

It shows an equal distribution in terms of gender variable. It was observed that male students scored higher than female students, but this score was not significant. As the place where internet access is provided, it is seen that students mostly connect to the internet at home. In terms of social media accounts, it is stated that students mostly use the YouTube network. In terms of networks, students mostly use WhatsApp (We Are Social, 2016). The results showed that the

students used the smartphone for which purposes they used the most communication and chat devices (Bilen, Ercan, & Gülmez, 2014). There was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication, Social Media Addiction Scale and Smart Phone Addiction Scale scores. At the point of establishing a virtual communication, it is seen that male participants get higher scores than female participants and prefer to communicate in virtual environments more than women in virtual environments (Cemaloğlu & Bıçak, 2015; Altundağ & Bulut, 2017).

When we look at the age groups, smartphone usage shows differences in total and sub-dimensions. It is seen that smart phone addiction is mostly in the 17-18 age group. While there was no difference between the levels of social media addiction and age, it was found that 17-18 year olds had the highest age group (Çakır & Oğuz, 2017). Considering that it is a transition period to adolescence, this result can be said to be natural. There was no statistically significant difference between the scores of Virtual Tolerance, Virtual Communication and Social Media Addiction Scale according to the status of students having smart phones (Aydın & Çelik, 2017). It was seen that the scores obtained from the scale-wide and sub-dimensions of the students who had smart phones from the participants were higher than those without smart phones, but this difference was not statistically significant (Yılmazsoy & Kahraman, 2017).

It was found that the scores of the students participating in the study from the Social Media Addiction Scale and the Virtual Tolerance and Virtual Communication subscale scores and the scores obtained from the Smart Phone Addiction Scale were statistically significant. Accordingly, as students' dependence on the use of social media increases, it has been seen that smartphone addiction also increases (Gül & Diken, 2018). It was found that there was a statistically significant difference between the scores obtained from the social media addiction scale and the sub-dimensions of the scale according to the internet access of the students. The scores obtained by the participants with Internet access from the scale general and sub-dimensions were calculated to be higher than the participants without internet access, and this difference was statistically significant.

BIBLIOGRAPHIC REFERENCES

Akçay, D. (2013). The effects of interaction design in mobile publishing: Research on Newspaper Webpages Compality to Mobile Devices. Yayınlanmamış Doktora Tezi, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü.

Aktan, E., Koçyiğit, M. (2016). Sosyal Medya'nın Turizm Faaliyetlerindeki Rolü Üzerine Teorik Bir İnceleme. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi* (ICEBSS Özel Sayısı), 62-73.

Altundağ, Y. Bulut, S. (2017). Aday Sınıf Öğretmenlerinde Problemli Akıllı Telefon Kullanımının İncelenmesi, *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(4), 1670-1682.

Aydın, M., Çelik, T. (2017). Sosyal bilgiler öğretmen adaylarının sosyal medya kullanım ve doyumlarının incelenmesi. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 3(2), 82-97.

Bilen, K., Ercan, O., Gülmez, T. (2014). Sosyal ağların kullanım amacı ve benimsenme süreci; Kahramanmaraş Sütçü İmam Üniversitesi örneği. Eğitim ve Öğretim Araştırmaları Dergisi, 3(1), 115123.

Casale, S., Fioravanti, G. (2018). Why Narcissists are at Risk for Developing Facebook Addiction: The Need to be Admired and the need to belong. *Addictive Behaviors* (76), 312-318.

Cemaloğlu, N., Bıçak, D.K. (2015). Sosyal ağlarda öğretmen – öğrenci arkadaşlığına yönelik öğrenci algıları. *Türk Eğitim Bilimleri Dergisi*, 13(2), 51-76.

Chay Atri, V., Jalili, S., & Amini Sabegh, Z. A. D. (2019). Studying the Impact of Invisible Employees on Productivity. *UCT Journal of Management and Accounting Studies, 7*(1), 5-10.

Çakır, Ö., Oğuz, E. (2017). The Correlation between High School Students' Loneliness Levels and Smart Phone Addiction, *Mersin University Journal of the Faculty of Education*, 13(1), 418-429.

Doğan, U., Karakuş, Y. (2016). Lise öğrencilerinin sosyal ağ siteleri kullanımının yordayıcısı olarak çok boyutlu yalnızlık. *Sakarya Üniversitesi Eğitim Dergisi*, 6(1), 57-71.

Drahošová, M., Balco, P. (2017). The Analysis of Advantages and Disadvantages of Use of Social Media in European Union. *Procedia Computer Science* (109C), 1005-1009.

Durmuş, B., Yurtkoru, E. S., Ulusu, Y., Kılıç, B. (2010). Facebook'tayız (2.Baskı), İstanbul: Beta Yayınları.

EbrahimiNejad, H., Ehsan, H., & Mirkiani, S. (2018). Engineering Education Reform; Thinking Globally, Acting Locally. *UCT Journal of Social Sciences and Humanities Research, 6*(4), 28-32.

Gül, Ş., Diken, E.H. (2018). Fen Bilgisi Öğretmeni Adaylarının Sosyal Medya Bağımlılıklarının İncelenmesi. *E-Kafkas Eğitim Araştırmaları Dergisi*, 5(1), 41-50.

Hawi, N. S., Rupert, M. S. (2015). Impact of e-discipline on children's screen time. *Cyberpsychology, Behavior, and Social Networking*, 18(6), 337-342.

Kang, I., Shin, M. M., Park, C. (2013). Internet addiction as a manageable resource: A focus on social network services. *Online Information Review*, 37 (1), 28-41.

Korkmaz, İ. (2013). Facebook ve mahremiyet: Görmek ve gözetle(n)mek. *Yalova Sosyal Bilimler Dergisi*, 3 (5), 107-122

Kuss, D. J., Griffiths, M. (2011). Online Social Networking and Addiction—A Review of the Psychological Literature . *International Journal of Environmental Research and Public Health* (8), 3528-3552. Doi:10.3390/ijerph8093528

Lietsala, K., Sirkkunen, E., (2008). Social media: introduction to the tools and processes of participatory economy, Tampere University Press, Finland.

Marques, G. M. S., & Pitarma, R. (2016). Smartphone Application for Enhanced Indoor Health Environments. *Journal of Information Systems Engineering & Management, 1*(4), 49. https://doi.org/10.20897/lectito.201649

Noyan, C. O., Darçın, E.A., Nurmedov, S., Yılmaz , O., Dilbaz, N. (2015). Akıllı telefon bağımlılığı ölçeğinin kısa formunun üniversite öğrencilerinde Türkçe geçerlilik ve güvenilirlik Çalışması, *Anadolu Psikiyatri Dergisi*, 16 (Özel Sayı. 1), 73-81.

Sadeghpour, F., Far, M. G., Khah, A. R., & Akbardokht Amiri, M. A. (2017). Marketing Strategic Planning and Choosing the Right Strategy using AHP Technique (Case Study: Ghavamin Bank Mazandaran). *Dutch Journal of Finance and Management, 1*(2), 45. https://doi.org/10.29333/djfm/5821

Sevgi, L. (2013). Teknoloji, toplum ve sağlık: cep telefonları ve elektromanyetik kirlilik tartışmaları, http://www.emo.org.tr/ekler/e73a9a0d37efb96_ek.pdf (Erişim Tarihi: 29.08.2016).

ahin, C., Ya cı, M. (2017). Sosyal Medya Ba ımlılı ı Ölçe i- Yeti kin Formu: Geçerlilik ve Güvenirlik Çalı ması. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi* (KEFAD), 18(1), 523-538.

Torlak, Ö., Ay, U. (2014). Facebook'ta bulunma amacı ve facebook reklamlarına duyulan ilgi arasındaki ilişki. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 14(4), 83-94.

Tulu, D. T. (2017). Should Online Social Medias (OSMs) be Banned at Work? The Impact of Social Medias on Employee Oroductivity in Ambo University, a Case study. *Research in International Business and Finance* (42), 1096-1102.

Tutgun Ünal, A. (2015). Sosyal medya bağımlılığı: Üniversite öğrencileri üzerine bir araştırma. Yayımlanmamış Doktora Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Ünal, A. T., Arslan, A. (2013). Devlet ve vakıf üniversiteleri e itim fakültesi ö rencilerinin cep telefonu kullanım sıklıklarını ve marka tercihlerinin kar ıla tırılası, *Gaziantep University Journal of Social Sciences*, 12 (1).

We Are Social. (2019). Digital in 2019. [Çevrim-içi; We Are Social: https://www.slideshare.net/wearesocialsg/digital-in-2019.: Erişim tarihi: 13 Temmuz 2019 adresinden alındı]

Yılmazsoy, B. Kahraman, M. (2017). Üniversite öğrencilerinin sosyal medya bağımlılığı ile sosyal medyayı eğitsel amaçlı kullanımları arasındaki ilişkinin incelenmesi: Facebook örneği. *Journal of Instructional Technologies & Teacher Education*, 6(1), 9-20.

Using modern multimedia technologies in foreign language lessons

Uso de tecnologías multimedia modernas en clases de idiomas extranjeros.

Abdullaeva Rozanna Mirzatullaevna*
Tashkent Medical Academy - Uzbekistan
rosanna67@mail.ru

Esanov Uktam Jabbarovich**
Tashkent Medical Academy - Uzbekistan
uktam-1957@mail.ru

Mirrahimova Gulbahor Shuhratovna***
Tashkent Medical Academy - Uzbekistan
gsh2779@gmail.com

Nurmatova Fayiza Erikovna***
Tashkent Medical Academy - Uzbekistan

Primova Munisa Majlimovna****
Tashkent Medical Academy - Uzbekistan
munisamajlimova@mail.ru

ABSTRACT

In modern century, when the role of languages in international communication increases significantly, interest in the English language as one of the important languages of communication is becoming a necessary link in terms of cognition and perception of the world. Fluency in the English language is becoming an objective necessity and a need for modern youth. Deepening the knowledge of young people, improving their theoretical literacy today, is impossible without the activation of the educational process of learning. This article contains types of work using new technologies that contribute to the development of automated speech skills that increase the effectiveness of the process of teaching foreign languages, as well as provide an opportunity to deepen basic knowledge, skills and abilities, provide the necessary knowledge.

Keywords: electronic presentation, foreign language, multimedia supported lesson, multimedia tools

RESUMEN

En el siglo moderno, cuando el papel de los idiomas en la comunicación internacional aumenta significativamente, el interés en el idioma inglés como uno de los idiomas importantes de comunicación se está convirtiendo en un vínculo necesario en términos de cognición y percepción del mundo. La fluidez en el idioma inglés se está convirtiendo en una necesidad objetiva y una necesidad para la juventud moderna. Profundizar el conocimiento de los jóvenes, mejorar su alfabetización teórica hoy en día, es imposible sin la activación del proceso educativo de aprendizaje. Este artículo contiene tipos de trabajo que utilizan nuevas tecnologías que contribuyen al desarrollo de habilidades del habla automatizadas que aumentan la efectividad del proceso de enseñanza de idiomas extranjeros, así como también brindan la oportunidad de profundizar los conocimientos básicos, habilidades y habilidades, proporcionar el conocimiento necesario.

Palabras clave: presentación electrónica, idioma extranjero, lección multimedia compatible, herramientas multimedia.

* Corresponding author. Candidate of philological sciences, Associate professor at Department of Languages, Tashkent Medical Academy
** Associate professor at Department of Languages candidate of philological Sciences Tashkent Medical Academy
*** Senior teacher at Department of Languages Tashkent Medical Academy
**** Teacher at Department of Languages Tashkent Medical Academy

In recent years, the use of multimedia technologies in the educational process has become the practice of all universities in teaching foreign languages. The greatest effectiveness is shown by the use of electronic presentations in the learning process. The effectiveness of their use is universally recognized, as electronic presentations intensify learning. As you know, the teaching of oral speech is associated with the development of speech skills, it is appropriate to note that the leading role at this stage of training belongs to the ability to speak, since the formation of speech automatisms is associated with the implementation of a large number of training exercises for independent work. You can use multimedia techniques and technologies (computer, projector, tape recorder) to intensify the process of learning a foreign language, both during classroom lessons and when doing independent work in extracurricular time. In our conditions, computer classes provide an opportunity to intensify the learning process of oral speech, they allow the teacher to record speech, texts, dialogs on a tape recorder (telephone) for subsequent playback.

Involving students in interactive activities (using computers, projectors, tape recorders, recording devices), as well as increasing the motivation for learning a foreign language, can be achieved through the use of interactive tools, methods, techniques and technologies in teaching. Multimedia technology provides a unity of emotional and rational learning. Technical means correspond to the natural needs and desires of students, are a means of over-learning, help the teacher more easily convey the material (Bogdanova D, 1997).

They allow the teacher to record speech, text, dialogue, monologue, polylogue and based on this, divide students into groups; Show movies or movie clips. Thus, these opportunities allow the teacher to conduct classes in several areas: individual, group, pair work.

In these conditions, you can conduct the following types of exercises:

1. listening to the text and answers to questions;

2. retelling of the text seen or heard;

3. listening to the text in the native language and recording in the native language in pauses after each sentence;

4. scoring of small fragments from animated films or films;

5. Students' conversations on given topics based on words and phrases.

Training in spoken language requires significantly more time than training in any other aspect of the language. The widespread use of the above tools in extracurricular activities increases the student's active speaking time, increases students' speech activity, allows paired group work forms, i.e. contributes to increasing the productivity of students and the quality of their training. The use of multimedia tools allows you to bring the learning process closer to the natural conditions of speech communication (Passov E, 1991).

Learning a foreign language takes a lot of effort and time, as a result of which it may take more time before students learn to successfully apply the acquired skills in practice. In this field, scientists from all over the world began to search for effective methods of studying foreign languages. And as a result, a new method of studying foreign languages was developed - language-interactive.

An interactive methodology appeared on the basis of the communicative teaching method, where the basis is the active participation of the student in the learning process. In an interactive methodology, there are a number of systems and methods using technical means such as a computer, flash drives, disks, and much more that bring the necessary information and make him feel involved in the educational process and the desire to learn more and more. This technique uses techniques such as creating patterns, associograms, and clusters; the use of information technology, the creation of presentations on various topics. The interactive methodology welcomes the creative approach to education, and also destroys the language barrier. In our conditions, interactive methods are used to intensify the learning process of oral speech, both classroom and independent studies. They allow the teacher to engage students in dialogues, encourage their desire to say something in the language, at the same time it is necessary to achieve the frequency of speech so that they can immediately learn the correct forms of expression of their thoughts in a foreign language.

At the further stages of language learning, the following types of tasks can be carried out:

- listening to the text and answers to questions;

- discussion (dialogs);

Presentations

-conducting various games;

-work in groups;

-conversation on a given topic based on a list and phrases.

The purpose of all these techniques is to actively engage in discussion, an introduction to the linguistic atmosphere.

Training in teaching oral speech requires significantly more time than training in any other aspect of the language. The widespread use of new technologies in classroom classes increases the student's active speaking time, increases students' speech activity, and allows the use of paired and group forms of work, i.e. helps to increase the productivity of students and the quality of their training. The use of technical means and technologies makes it possible to bring the educational process closer to the natural conditions of verbal communication. In such cases, the teacher is required attention to students, the ability to ask questions, answering which students will be able to conduct a dialogue, develop their thoughts, speak freely. Typically, these tasks provide for further study in class and replenished with a number of exercises, we propose to consider an interactive technique.

Theme of the lesson: "Culture of Russia". A presentation is being prepared in advance, material is being collected on the Golden Ring of Russia, historical sights, portraits of famous Russian cultural and art figures.

The teacher begins the lesson with quiet music from the warm-up, and more specifically from simple questions on the slides, designed to convey the topic of the lesson to students. Then the teacher proceeds to the topic of the lesson, talks about Russia, its geographical location, history, milestones uniting students with their native country, cultural attractions. The lesson from beginning to end is accompanied by materials shown on slides. Students supplement information, add key points, find synonyms, antonyms, homonyms. Build sentences of simple and complex designs.

Thus, the new material for listening, serves to develop and develop skills and abilities of both oral and written prepared speech. The purpose of this type of activity is to develop students' oral and written speech, replenish their vocabulary, familiarize themselves with the history of the country whose language the student is studying. The listed types of work using new technologies contribute to the development of automated skills in speech activity, increase the efficiency of the process of teaching foreign languages (Milrud R, 1991).

Numerous transformations characteristic of modern society, have a direct impact on the educational process. Global computerization, which is typical for almost all areas of modern life person is no exception to the education system. Computer (information and communication) technology (ICT) today is intensely used in teaching various subjects, and their capabilities are constantly improved, new ICT training tools. In theoretical aspect, the widespread adoption of ICT in the process of teaching foreign languages has led to expanding the conceptual and terminological apparatus of modern methods teaching foreign languages, which, as a result, is reflected in practice teaching subject. So, as one of such examples, we can cite the emergence of new forms of a foreign language lesson: "multimedia lesson", "Lesson with multimedia support", "computer lesson", "Internet lesson", "online lesson", etc. Within the framework of this article, we focus on analytical characterization of the concept of "multimedia lesson of a foreign language", we dwell on designation of organizational and technological design features a similar lesson (Polilova T, 1997).

An analysis of best practices suggests that the use of computer technology to present information unites the above forms of the lesson. However, according to G.O. Astvatsaturov (Astvatsaturov, G.O), there is some differences between the multimedia lesson and the multimedia lesson a lesson. At first, the teacher remains one of the main participants in educational process, and multimedia technologies are used by him to enhance visibility, for connecting several channels of information presentation at the same time, for more accessible explanations of educational material. Degree and time of multimedia lesson support can vary from a few minutes to a full cycle.

A multimedia lesson can act as a "mini-technology", i.e. as development prepared by the teacher with the set educational goals and objectives, focused on well-defined learning outcomes. This lesson has a sufficient set of informational component, didactic toolkit. During its implementation, the role of the teacher, which in this case is the organizer, coordinator of cognitive activities students. "Online lessons" that can take place on-line, allow you to simulate live communication between students and native speakers, organize conferences and discussion clubs with opportunities global internet (Polilova T, 1997). To organize such communication, you will need. The following technical equipment: computer, Internet access, headphones, webcam, projector with a screen or interactive whiteboard.

In my opinion, the differences between the lesson with multimedia support and a multimedia lesson is not clearly defined in both theoretical and in practical terms, but directly a multimedia lesson as a modern form a foreign language lesson can combine different forms of lessons with the use of ICT, including the above. Presentation that is the basis of a multimedia lesson makes it possible to project a training material on the big screen in text form, present it graphic components, provide sound accompaniment in accordance with the delivered goals. When designing a future multimedia lesson, a teacher should to think about what role this lesson plays in the series of lessons on the topic, for which goals it is intended. When designing a specific multimedia lesson teacher:

1. draws up the temporary structure of the lesson, outlines the tasks and necessary stages to achieve them;

2. from the reserves of computer software selects the most effective funds and considers the appropriateness of their use in comparison with traditional

3. estimates the selected materials in time: it is recommended to review and synchronize all materials, their duration should not exceed sanitary standards; take into account the interactive nature of the material; plan reserve time;

4. from the selected materials (files) collects a presentation program. Important when designing a multimedia foreign language lesson is the manufacturability of this process, which allows to ensure it systematic, efficient and final performance. Based aforesaid, following G.M. Okulova (Okulova, G.M, 1997) there are 4 interrelated stages in the process of designing a multimedia foreign language lesson:

- The conceptual stage. At this stage, didactic goal with an orientation towards the achievement of the following results: formation, consolidation, generalization or improvement of knowledge; skill building and skills; systematization and generalization of the studied lexical and grammatical material; control the formation of knowledge, skills and abilities, etc. Based on the objectives of the lesson and its tasks, argued the need to use ICT tools in educational process in a foreign language. G.M. Okulova argues the need to use ICT in a foreign language lesson multimedia presentations of information materials (e.g. sound application to the lesson), the need for visualization of the studied phenomena, processes and relationships between objects (use of electronic games for repeating numerals, dates, etc.), creating conditions for effective implementation of progressive psychological and pedagogical methods (design activities, game and competitive forms of training, etc.), the need objective assessment of knowledge and skills in a shorter time (Williams R, 1988).

- The technological stage. At this stage, the form of conducting lesson (lesson-presentation, lesson-virtual tour, lesson-project, lesson-conference, general lesson, etc.). It is at this stage that the teacher determines the necessary hardware and software (computer, projector, interactive whiteboard and other).

- The operational phase. At this stage, the main structural elements of the lesson, the choice of methods of interaction is carried out various components (teacher - student - electronic educational resource - educational material) and their functional relationships. At this stage detailing the functions assigned to ICT tools is carried out in stages lesson planning, for each of its stages the goal, duration, the form of organization of student activity, teacher functions and its main types activities, form of intermediate control, etc. At the operational stage the teacher is working on creating a multimedia presentation that is The basis of the multimedia lesson of a foreign language.

- Pedagogical implementation. At this stage, management takes place. cognitive activity of students, the implementation of the optimal sequence actions ensuring the acquisition of necessary knowledge, the formation of skills and skills. At this stage of the lesson, the teacher provides individual control over activities of students, performs the functions of coordinator, consultant on complex issues (Polat E, 2001).

It should be noted that when using the multimedia lesson, the structure the lesson doesn't fundamentally change, all the basic stages: the beginning of the lesson, the main part, the final part. Multimedia technologies in a foreign language lesson can be used:

1. at the organizational stage of the lesson to announce the topic, goals and objectives lesson, posing a problematic issue, conducting voice charging, "warming up". Lesson topic and issues discussed, quotes for comment may be presented on slides in the form of text information and video sequences of images.

2. At the main stage of the lesson as an accompaniment to the teacher's explanation (e.g. multimedia presentation of new lexical and grammatical units phenomena containing a short text, diagrams, drawings, examples, video clips); for stress relief and relaxation (physical training with sound and video accompaniment); for knowledge control (use of computer testing increases the effectiveness of the educational process, activates cognitive activity of schoolchildren. Tests can be card options with questions, answers to which the student writes in a notebook or on a special form answers, at the request of the teacher, the slide change can be set to automatic transition through a certain time interval).

3. At the final stage of the lesson to summarize the lesson, reflection. One of the key points in designing a multimedia lesson on which the teacher should pay close attention to, is the creation of presentation, its design. That multimedia presentation is radically distinguishes a regular, traditional lesson from multimedia, allows you to provide the most effective audiovisual support of the educational process in a specific time period (Polat E, 2000). The most common, classic look multimedia presentation used in design multimedia lesson, is a presentation created based on PowerPoint. This the program allows you to create quite functional, original multimedia educational products. For this, the teacher should have only an elementary level of functional ICT literacy. Multimedia PowerPoint-based presentation allows students to present text information, audio and video files, provide visualization of the necessary objects.

The technical capabilities of the presentation help the teacher explain the various linguistic phenomena, develop and slide out the rules and exercises, implement some types of control, implement health-saving technologies, reflection of occupation, etc. All of the above thanks to multimedia presentations can be carried out in a fascinating way, with emphasis attention to the necessary specific aspects, highlighting the necessary. Here, everything depends on the teacher's organization of the multimedia lesson, goals and specific tasks, age level of teaching a foreign language, level of language training students, etc.

Nowadays, any foreign language lesson based on multimedia tools may be prepared on the basis of presentations, many of which can create on-line, and then save and use in the learning process. To the most famous portals where it is possible (including free) to create Interactive presentations is www.prezi.com.

BIBLIOGRAPHIC REFERENCES

Astvatsaturov, G.O. The pedagogical design of the multimedia lesson (Electronic resource). G.O. Astvatsaturov. Issues of Internet education. The electron. Journal No. 45. Access mode: http://vio.uchim.info/Vio_45/cd_site/articles/art_1_2.htm.

Bogdanova D. A. (1997) Telecommunications at school. D. A. Bogdanova, Informatics and education. - No. 2

Milrud, R.P. (1991) Cooperation in a foreign language lesson. R.P. Milrud, IIASH-N6.

Okulova, G.M. ICT in foreign language lessons. The electron. Dan. Access mode: http://ikt-na-urokah-in-jaz.blogspot.com/p/blog-age_6086.html

Passov, E.I. (1991) Communicative Method of Teaching Foreign Speaking. E.I. Pasov. – M: Education.

Polat, E.S. (2001) The Internet in foreign language lessons. N.S. Polat, IIAS No. 2.3

Polat, E.S. (2000) The method of projects in foreign language lessons. E.S. Polat, IIAS, No. 2, 3.

Polat, E.S. (2000) Training in collaboration. N.S. Polat, IIAS, No. 1

Polilova, T.A., Ponomareva V.V. (1997) The introduction of computer technology in the teaching of foreign languages. T.A. Polilova, IIAS

Williams R., Mackley, K. (1988) Computers at school. R. Williams. Enlightenment.

The effect of teaching pragmatics explicitly VS. Implicitly on language learning and teaching performance

Efecto de enseñar pragmática explícitamente VS. Implícitamente en el aprendizaje de idiomas y el desempeño docente

Mahsa Pourzandi*
Razi University, Kermanshah - Iran
Saman Ebadi**
Razi University, Kermanshah - Iran
Samanebadi@gmail.com

ABSTRACT

This study aimed to investigate the influence of direct instruction on Iranian EFL learners' development of pragmatic competence "complimenting and complimenting response". Since the routine language learning process may take a long time, and because the influence of teaching in pragmatics and speech acts cannot be ignored or overlooked, it also aimed to explore whether explicit or implicit instructions can ever accelerate the development of pragmatic competence and speech acts or not. The role of EFL learners' context is also going to be studied seriously. It is said that students form their structures more often based on what they frequently say in their L1. In other words, context, culture, etiquettes and the rules of polite behaviors may all intervene or interfere. This study discusses the major factors, such as those mentioned above, that prevent a typical EFL learner from making proper compliments and compliment responses. All these will help us identify the impact of explicit and implicit instructions on students' pragmatic competence development.

Keywords: EFL learners', explicit and implicit instructions, teaching performance, communication.

RESUMEN

Este estudio tuvo como objetivo investigar la influencia de la instrucción directa en el desarrollo de la competencia pragmática por parte de los estudiantes de EFL iraníes "cumplido y respuesta complementaria" (Bergqvist, 2009). Dado que el proceso de aprendizaje de idiomas de rutina puede llevar mucho tiempo, y debido a que la influencia de la enseñanza en la pragmática y los actos de habla no pueden ser ignorados o pasados por alto, también tuvo como objetivo explorar si las instrucciones explícitas o implícitas pueden acelerar el desarrollo de la competencia pragmática y los actos de habla o no. El papel del contexto de los alumnos EFL también se estudiará seriamente. Se dice que los estudiantes forman sus estructuras con mayor frecuencia en función de lo que dicen con frecuencia en su L1. En otras palabras, el contexto, la cultura, la etiqueta y las reglas de las conductas educadas pueden intervenir o interferir. Este estudio discute los principales factores, como los mencionados anteriormente, que impiden que un alumno EFL típico haga cumplidos y respuestas de cumplidos adecuados. Todo esto nos ayudará a identificar el impacto de las instrucciones explícitas e implícitas en el desarrollo de la competencia pragmática de los estudiantes.

Palabras clave: aprendices de inglés como lengua extranjera, instrucciones explícitas e implícitas, desempeño docente, comunicación.

*Corresponding author. Former MA student, TEFL, Razi University, Kermanshah, Iran.
** Assistant Professor, Department of Applied Linguistics, Razi University, Kermanshah, Iran

1- INTRODUCTION

One of the challenges in language instruction is teaching the appropriate use of language. Previous studies indicated that even learners with high linguistic proficiency might fail to convey the appropriate message because of the pragmatic information deficiency (Kasper &. Rose, 2002). It means that an individual with advanced grammatical development does not necessarily have corresponding levels of pragmatic development (Rose, 2001). Furthermore, studies addressing the realization of speech acts by second- or foreign-language learners (Rose, 2001; Sadeghi, 2012; Sharifian, 2005) have found that even advanced language learners often face difficulties in comprehending a speaker's intention and conveying the appropriate politeness values in communicative contexts. This could be due to language learners' partial knowledge or a total unawareness of pragmatic competence. There is a general agreement that pragmatic knowledge in the second language can be acquired through universal pragmatic knowledge, and that some aspects from the learner's first language can be transferred to the second (Rose, 2001) presented a model of pragmatics acquisition that includes her claim that the process of acquiring pragmatics competence requires two separate components: acquiring knowledge and acquiring control over attention to this knowledge, which allows the speaker to use the language automatically. According to Bialystok, the second component is crucial for adult second-language learners, who often produce pragmatically inappropriate second language utterances not because they lack pragmatic knowledge, but because they cannot access this knowledge when needed in real-world contexts. Studies have found that when pragmatics is not offered, opportunities for developing pragmatic competence are quite limited (Sadeghi, 2012). Therefore, those studying English for many years may still find it difficult to use language appropriately in communicative contexts. The main reason for this inability to use language appropriately is lack of interaction outside EFL contexts. Several studies have covered compliments and compliment responses. These studies mainly discuss compliments and compliment responses across cultures and genders. They also cover different patterns of compliment responses. But there are few studies covering the effects of deductive and inductive instructions on the acquisition of compliments and compliment responses. This study seeks to understand how two forms explicit and implicit instructions improve the learners' pragmatic competence in order to produce appropriate speech act "complimenting and complimenting response" in their daily conversations. Previous compliment studies mainly focused on the varieties of compliments and compliment responses in different cultures, among different genders, and the acquisition of compliments and compliment responses among ESL and EFL learners. Not many studies on the effects of explicit and implicit instructions on the acquisition of compliments and compliment responses, which are highly connected to the culture of English speaking contexts, have been done, especially in Iranian context (Yousefvand, 2012). This study gives further relevance to the importance of the understanding of speech acts across cultures and the fact that the understanding or lack thereof can hinder or strengthen the communication exchanges between cultures. This study could be especially relevant for teachers of foreign or second languages as it further supports the idea that language, particularly in speech acts, is laden with culture. Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture. This may highlight the significance of the study.

2- METHODOLOGY

This section investigates the effectiveness of explicit and implicit instruction on the development of students' pragmatic competence of "Compliments and Compliment Responses", the geographical area where the study was conducted, the research design, the population and participants, and the instrument used to collect the data, including methods implemented to maintain validity and reliability of the instrument are described.

2-1. Participants

Three different groups of participants participated in this study. Participants, totally 57 EFL learners who were learning English at Jihad Daneshgahi of Kermanshah, were chosen from intermediate level (Top Notch English Book series, Top Notch 3B). The underlying philosophy for this similarity in level was to determine how equal they were in terms of proficiency, though they were all at the same level of learning process. It is necessary to say that the subjects were not selected randomly due to severe institutional constraints; rather, they were from three intermediate classes, each of which was planned to participate quite differently.

The first group of participants was the control group, which received no explicit and implicit instruction on pragmatics but had instructor-led lessons from the textbook (Top Notch); the second group was the experimental explicit instruction group, which learned pragmatics in a face-to-face classroom setting with explicit instruction on pragmatics from the instructor; and the third group was the experimental implicit instruction group which learned pragmatics in face to face classroom setting with implicit instruction on pragmatics.

2-2. Setting

The chosen groups, as mentioned earlier, were from Jihad Daneshgahi of Kermanshah. On the way to join the private sector, Jihad Daneshgahi is a co-educational language school in the western part of Iran. This paved the way and made it easier for the researcher to have both genders among participants. The textbook in Jihad was Top Notch which came in 12 series, ranging from Fundamental A for beginners to Summit 2B for advanced language learners participants of the study were selected from three classes of Top Notch 3A and 3B which have been designed for intermediate language learners. At the time, students attended the classes two days a week, 2 hours a session. The researcher selected these three groups at different times in order for her to be able to observe all classes.

Table 1: Participants and groups' information

In this research the DCT pretest and posttest, used to measure participants' pragmatic competence, were the same. The objective was to measure students' pragmatics competence with or without explicit instruction. Contextual variables such as relative social status, level of acquaintance (close, somewhat close, or distant), level of social distance, gender, and the intensity of the act (magnitude of imposition) were controlled for each situation.

2-3.Research Design and Procedures

This research adopted an experimental, pretest/posttest design (pretest, teaching, and posttest). Open-ended discourse completion tests (DCT) were used to collect the primary data in the pretest and posttest sessions. The treatment study lasted for three weeks. Participants in the control group did not receive any instruction on pragmatics. Participants in the experimental explicit instruction group received explicit instruction on pragmatics from their instructor. The instructor made them aware of what they were going to learn and also of how they can use the structures (figure 1). The participants in the experimental implicit instruction group received implicit instruction on pragmatics. That is to say, the instructor applied inductive method in teaching pragmatic competence and speech act so that language learners would achieve a general structure and rule for making statements in this regard themselves. In this regard the teacher used some story books, novels, tv series and when it came to teaching of the compliments the teacher did not try to give direct instructions, that is to say through the context and the examples, the students learned that when hearing a specific utterance, they would respond in that particular way, in other words the teacher did not give any obvious instructions on the patterns rather by giving examples of the situation, she put the students in that context and they learned the structures through practicing and using them in a concrete speech situation.

Figure 1. Research Design

3-   RESULTS

The data analysis scheme was adopted from Zhang's study for compliment response was used. He divided the informants' response to the situation into three types: Compliment, on compliment and Opt Out. Non-compliment refers to responses that cannot be regarded as compliments, be it either mere expression of thanks, or bound semantic formula occurring on their own, or replies that do not carry any positive meanings. Opt out refers to the cases where the informants indicate that "I would not say anything" when a compliment is expected in that situation. This means that the learner has no idea on how to give a compliment.

3-1. Answer to the Research Question 1

The study aimed to answer two questions on the effectiveness of implicit and/or explicit instruction for teaching speech acts of complimenting and CRs. The first research question was on the effectiveness of explicit instruction:

5- Does *explicit instruction* in teaching speech acts "compliment and complimenting response" affect EFL learners' pragmatic competence?

The analysis of our pretest showed that language learners may not be able to use speech acts properly at the right time and right place, but they learn, over time, how to compliment and respond to compliments properly.

The first research question focused on the effectiveness of explicit instruction and its advantages on teaching pragmatic competence. Prior to the treatment, 16.20% of the participants responded correctly deployed proper strategies. In other words, they used the schematic knowledge they already learned during the process. But this is not reliable because I was not sure whether they really knew the structure and the situations perfectly and they would reuse them later on for posttest or they applied the rules unconsciously which would be forgotten sooner or later.

The results collected from our posttest revealed that instruction, whether explicit or implicit, is effective and internalizes what language learners need to remember and use in the target context. Comparing the gathered data from both pre and posttests, it indicated that explicit instruction really works because it enhances conscious learning which is really necessary in a non-English speaking context. It was the explicit instruction group that deployed almost all strategies in both parts of the questionnaire. The total percentage of this group was 86.19% which was satisfactory enough.

3-2. Answer to research question 2

The second research question aimed to analyze the extent to which implicit instruction is effective in terms of the speech act of Cs and CRs. The question which arose is:

1- Does implicit approach in teaching speech acts "compliment and complimenting response" affect EFL learners' pragmatic competence?

The shift from explicit to implicit instruction was not an easy task to be performed. Language learners are not directly exposed to speech acts structures; rather, they only use examples and then they have to generalize the structure to other situations. They have the examples and model conversations in their textbooks, and then they need to produce general principles. This method which is common in implicit instructions is called inductive teaching.

First of all, we need to compare the retrieved data from posttests for this group with control group. All participants in control group used just three strategies in both parts of the questionnaire. In other words, 79% were able to use three strategies and the other 21% had irrelevant Cs or CRs. This is while 83% of language learners in implicit instruction group managed to use 8 strategies. This showed that instruction, regardless of the type, is helpful.

A question that arises here is which instructional type works better in teaching speech act of Cs and CRs. As I started the treatment by teaching speech acts to two groups of participants, and then I finished the data collection procedure by a posttest, a divergence in responding became notable between control group which received no instruction and the other two groups which received explicit or implicit instructions. They both improved their responses remarkably while the responding type of control group did not change.

The findings are in line with the literature on this topic since all those studies (Sharifian, 2005; Wolfson, 1983). that

examined whether the selected pragmatic features were teachable found the nearly same result on instructed students with uninstructed ones which reported an advantage for the instructed learners.

To sum up, not only did the study indicate the effectiveness of both types of instructions, but also it statistically showed that instruction has positive influence on learners' learning speech act of Cs and CRs. Learners in control group performed poorly since they did not received any instructions; therefore, their basic knowledge of speech acts, especially those of Cs and CRs, was not really helpful. This means conscious learning is a part of implicit or explicit instruction which informs students of what they are learning. If they lack these instructional types, it does not mean they do not learn English as good or appropriate as the other two groups. They learn during the learning process which may take a long time. It seems instruction speeds up the process by consciousness raising and feedback on accuracy.

4-   DISCUSSION

The first research question which deals with effectiveness of explicit instruction on language learners' pragmatic competence, and in this study that of compliments and compliment responses, was investigated thoroughly by a pretest and posttest. The participants were asked to answer a DCT which included 12 items. Each item depicted a situation, and EFL learners were going to give or respond compliments based on the given situations. Then the answers were gathered, tabulated, and analyzed. The researcher did the same for the second research question. This research question wanted to find out the effectiveness of implicit instruction on language learners' pragmatic competence, and in this study that of compliments and compliment responses. The data for both research questions was collected by a pretest and posttest. The pretest aimed to measure participants' knowledge of compliments and compliment responses. EFL learners were divided into three groups of control, explicit instruction, and implicit instruction groups. They did not receive any treatment, i.e. instruction. Then, they were given the DCT and were asked to consider the situations provided by each item and give or respond compliments for each one.

4-1. Analyzing Pretest for Both Research Questions

By analyzing the collected data from the pretests, the following results were driven:

a) The statistics gathered from the pretest showed that the participants were not apparently proficient enough in complimenting and making different CRs according to the immediate situations.

b) For the complimenting strategies, an average of 16.20% was able to answer the situations provided by the researcher. This could be due to their schematic knowledge of pragmatics gained through months of learning English.

c) 18.72% was the average driven from compliment response strategies. This revealed that language learners were not most aware of the pragmatic knowledge and the many ways one can give or respond to compliments.

The pretest results were carefully analyzed and they revealed that language learners are not that proficient to make native-like Cs and CRs in different levels and situations. We expected to achieve the same results for all groups in pretest since they were at the same level of learning. (Soleimani,& Esfahani, 2018).

But the retrieved results revealed the other thing. In other words, language learners did not score the same perhaps because they were not at the same level of proficiency in spite of the fact that the institute had grouped them under the same level, and it showed that they were not fully familiar with speech acts and various ways of complimenting. The most common way for language learners to use when giving and responding the compliments was expressions like "It is very nice" and "Thank you" which they mistakenly thought they could be used in all other situations.

4-2. Analyzing the Posttest for Both Research Questions

Explicit instruction group and implicit instruction group received their own treatments. The researcher instructed the first group explicitly and the second group implicitly, and then he gave the posttest. To measure the effectiveness of instructions, the control group did not receive any treatment but took the posttest. The results were then compared and analyzed. The following results for the posttest were achieved:

a) 83.60% of the participants in control group, which is an average percentage of both parts of the questionnaire, used only 3 to 5 strategies out of 11. Clearly, they were not familiar with complimenting and compliment responding strategies.

b) On the other hand, 79.93% of participants in explicit instruction group could use at least 9 strategies out of 11 strategies provided for both parts of the questionnaire. This showed that explicit instruction was effective in teaching Cs and CRs.

c) Finally, 77.71% in implicit instruction group was able to use at least 7 strategies out of 11 in giving compliments or responding them. This was again satisfactory in that teaching, no matter of what kind, helps learners learn things which are not clearly stated in textbooks.

Therefore, I achieved the expected answers for the effectiveness of instruction on learning Cs and CRs: Instruction, no matter of what kind, will help learners learn Cs and CRs and use them in different situations and in different ways.

5-   CONCLUSION

In this paper the collected data were first grouped and then analyzed carefully. Two research questions were to be answered based on our findings during the data collection procedures. This study generally aimed to figure out the extent to which implicit and/or explicit instructions are effective in teaching speech act of Cs and CRs. The applied

instrument for collecting the needed data included two DCT tests which were used once before the main process of teaching and then after the instruction. Three groups participated in this study, which were labeled control, explicit, and implicit instruction groups. The analysis of collected data indicated that instruction, no matter explicit or implicit, affects learning speech acts positively. Another point which was concluded is that pragmatic competence of Cs and CRs is not internalized without being exposed to the proper instruction and it takes a long time to be learned. Complimenting and responding to compliments strategies are definitely different and classified based on their structures and students' levels. And it seems instruction speeds up the process by consciousness raising and feedback on accuracy. We wanted to analyze the rate in which they learn pragmatics, however. The study revealed that they do learn better if they receive instruction, and language learners may become familiar with various strategies of Cs and CRs. And finally, the findings highlighted the influential factors in learning and giving corresponding to proper compliments. The first factor was gaining knowledge of the culture and netiquettes of the target language because they definitely help us give or respond to compliments in different situations. And the second one is the level of directness which, in turn, refers to and is related to cultural literacy. This also refers to students' grammatical knowledge and pragmatic competence that is acquired through instruction and practice.

5-1. Suggestions for Further Research

One pretest and one posttest was used to measure and rate students' proficiency in terms of pragmatic competence of Cs and CRs. What are some other reliable and valid ways for measuring and rating proficiency in this regard? It is possible to conduct a research covering the ways of measuring students' pragmatic competence.

In this study, the author aimed to investigate intermediate language learners' proficiency in terms pragmatic competence of Cs and CRs. Further studies can be done in this area considering Advanced EFL learners' pragmatic competence.

The researcher started and finalized the study in a context which owns completely different etiquettes and rules of polite behavior. It is crucial that further studies be conducted to investigate EFL learners' pragmatic competence in a different context yet similar to that of target language.

This study focused on immediate effects of implicit and explicit instructions, future studies can concentrate on long term influence of the instruction by administrating delayed posttest.

BIBLIOGRAPHIC REFERENCES

Applied Linguistics, 21, 26-46.

Bergqvist, T. (2009). Compliment responses among native and non-native English speakers, Department of English, Stokholms University.
Boyle, R. (2000). 'You've worked with Elizabeth Taylor!' phatic functions and implicit.
Davis, B. (2008). Compliment Responses across Gender, Griffith Working Papers in Pragmatics and Intercultural Communication 1, 2, 76-87.
Eslami-Rasekh, Z., Eslami-Rasekh, A. & Fatahi, A. (2004). The effect of explicit metapragmatic instruction on the speech act awareness of advanced EFL students. TESL Electronic Journal, 8. 76-88.
Holmes, J. & Brown, D. F. (1987). Teachers and students learning about compliments. TESOL Quarterly.l 21, 523-46.
Kasper, G., & K.R. Rose. (2002). Pragmatic Development in a Second Language. Blackwell, Mahwah, NJ.
Rose K. R. (2001). Compliments and compliment responses in film: implications for pragmatics research and language teaching. IRAL. Vol 39(4), 309-326.
Sadeghi, A. (2012). The Effect of Explicit Instruction of Compliment Responses Strategies on Intermediate Iranian Foreign Language Learners' Ability to Respond to Compliments, International Journal of Linguistics; Vol. 4, No. 3.page number
Sharifian, F. (2005). The Persian cultural schema of Shekastehnafsi: A study in compliment responses in Persian and Anglo Australian speakers. Pragmatics and Cognition, 13(2), 338–361.
Soleimani, M., & Esfahani, M. K. (2018). Analytical review spaces on crime and criminal policy in connection with drugs in Kermanshah with a critique governing the drug offenses. UCT Journal of Social Sciences and Humanities Research, 6(04), 10-14.
Thomas, J. (1983). Cross-cultural pragmatic failure. Applied Linguistics, 4, 91-112.
Wolfson, N. (1983). An empirically based analysis of complimenting in American English. In Sociolinguistics and Language Acquisition, eds N. Wolfson and E. Judd, 82–95. Rowley, MA: Newbury House.
Yousefvand, Z. (2012). A Sociolinguistic Perspective: Compliment Response Patterns in Persian, The Internet Journal of Language, Culture and Society, volume 5, page number 55-59.

Trial jury in Russian Federation and the Republic of Kazakhstan: comparative legal analysis

Trial jury in Russian Federation and the Republic of Kazakhstan: comparative legal analysis

Nina Dudko[1]
Altai State University - Russia
dudkona@yandex.ru

Mariya Neymark[2]
Altai State University - Russia
neymark.m@mail.ru

Evgeniy Petuchov[3]
Altai State University - Russia
petuchove@mail.ru

ABSTRACT

The article deals with the issues of normative and scientific substantiation of trial juries in Russian Federation (RF) and the Republic of Kazakhstan (RK). We analyzed the general provisions and peculiarities of the proceedings in criminal cases considered by courts with the participation of jurors. In the RF, there is a classical model of trial jury with the division of powers of professional judges and jurors on "law" and "fact" issues in the resolution of criminal cases. In the RK, there is a mixed model of trial jury with joint resolution of "law" and "fact" issues by professional judges and jurors. Mutual trends in the improvement of trial juries are outlined, such as relocation of trial juries to the district (inter-district) level of the judicial system; changes in the number of jurors; changes in the procedure for forming a jury panel; changes in the procedure for appealing verdicts.

Keywords: Judicial reform, trial jury, Republic of Kazakhstan, Russian Federation

RESUMEN

El artículo aborda los temas de la justificación normativa y científica de los jurados de primera instancia en la Federación de Rusia (RF) y la República de Kazajstán (RK). Analizamos las disposiciones generales y las peculiaridades de los procedimientos en casos penales considerados por los tribunales con la participación de jurados. En la RF, existe un modelo clásico de jurado de primera instancia con la división de poderes de los jueces y jurados profesionales en asuntos de «derecho» y «hechos» en la resolución de casos penales. En RK, existe un modelo mixto de jurado con resolución conjunta de asuntos de «ley» y «hechos» por parte de jueces y jurados profesionales. Se describen tendencias mutuas en la mejora de los jurados de primera instancia, como la reubicación de los jurados de primera instancia al nivel distrital (interdistrital) del sistema judicial; cambios en el número de jurados; cambios en el procedimiento para formar un jurado; cambios en el procedimiento para apelar veredictos.

Palabras clave: reforma judicial, jurado, República de Kazajstán, Federación de Rusia

1 Corresponding author. PhD, Associate Professor, Department of Criminal Procedure and Criminalistics, Altai State University, Law Institute, Russian Federation
2 PhD, Associate Professor, Department of Criminal Procedure and Criminalistics, Altai State University, Law Institute, Russian Federation
3 PhD, Associate Professor, Department of Criminal Procedure and Criminalistics, Altai State University, Law Institute, Russian Federation

INTRODUCTION

The Russian Federation and the Republic of Kazakhstan were the first post-Soviet countries, including the CIS countries, to establish a trial jury, which is in line with the global practice of developing judicial systems.

In Russian Federation, jury has heard criminal cases since 1 November 1993 (Resolution, 1993), and in the Republic of Kazakhstan since 1 January 2007 (The Law, 2006). This leads to a comparative legal study of the organization and activities of trial juries in the Russian Federation and the Republic of Kazakhstan.

Conceptual program documents became the political and normative basis for the creation of trail jury in the Russian Federation and the Republic of Kazakhstan: The concept of judicial reform in the RSFSR of October 24, 1991 (Resolution, 1992); the State Program of Legal Reform in the Republic of Kazakhstan of February 12, 1994 (State, 1994); Concept of Legal Policy of the Republic of Kazakhstan dated September 20, 2002 (Concept, 2002).

The Supreme Soviet of the RSFSR, having discussed the Concept of Judicial Reform in the RSFSR, decided "to consider the implementation of judicial reform as a necessary condition for the functioning of the RSFSR as a democratic law-governed state and as one of the priority areas of legislative activity", to consider as the most important direction of judicial reform "the recognition of the right of every person to trial of his case by jury in cases established by law" (Resolution, 1992). The authors of the Concept of Judicial Reform in the RSFSR noted that "the attitude to the trial jury is an indicator of legal consciousness and readiness for profound reforms" (Concept, 1992), that "the trial jury acts as a means of resolving non-standard situations, where, because of the severity of possible consequences, it is more dangerous to sin against justice than against the dictates of an abstract legal norm" (Concept, 1992). "The legal significance of the Concept of Judicial Reform in the RSFSR lies in the fact that its main ideas are mandatory as criteria for assessing any draft law" (Concept, 1992). The reformers placed great hopes on trial juries as a form of legal proceedings, and most of these hopes have been met (Pashin, 2001; Pashin, 2014).

The State program of legal reform in the Republic of Kazakhstan in 1994 provided: "The new procedural legislation should focus the attention of law enforcement agencies on ensuring the principle of adversarial process, personal integrity, respect for honor and dignity, presumption of innocence, the right to professional legal assistance and protection at any stage of legal proceedings, as well as improving the efficiency of justice, freeing it To this end, it was proposed to differentiate judicial proceedings, reorganize the judicial system and judicial proceedings, and abolish the institution of people's assessors (State, 1994).

The decision to create a trial jury has a revolutionary significance for the emerging democratic state and Kazakhstani society: the trial jury in the Republic of Kazakhstan was designed to increase the efficiency of the justice system, to implement the principle of independence of the court, to form the legal consciousness of society (Akylov, Kapizova, 2017). In the Concept of Legal Policy of the Republic of Kazakhstan in 2002 it was noted that "the main result of the implementation of the State program of legal reform in the Republic of Kazakhstan (1994) was the adoption of the Constitution of the Republic of Kazakhstan (1995), which defined the strategic directions of development of society and the state, which enshrined the fundamental rights and freedoms of man and citizen, as well as a new system of state institutions" (Concept, 2002). The Concept has established as an important direction for further development of the legal system of the Republic of Kazakhstan further improvement of the criminal procedure legislation and the need to consider the possibility of conducting criminal proceedings with the participation of jurors (section 2) (Concept, 2002).

The provisions of conceptual program documents on the need to establish a trial jury in the future were enshrined in the constitutional and criminal procedure legislation: the Constitution of the RSFSR of 1978 (Changes in 1991) (Law, 1991) and the Constitution of the Russian Federation of 1993 (Constitution, 1993), the Constitution of the Republic of Kazakhstan of 1995 (Changes in 1998) (Constitution, 1995), CPC of RSFSR 1960 (Changes in 1993) (Resolution, 1993), CPC of the Republic of Kazakhstan 1997 (Changes in 2006) (The Law, 2006).

During the period of functioning in the judicial systems of the Russian Federation and the Republic of Kazakhstan the trial jury did not remain unchanged, it was improved. Moreover, taking into account the problems identified by the practice of consideration of criminal cases by courts with the participation of jurors, new codes of criminal procedure were developed and adopted: CPC of the Russian Federation 2001 (Criminal, 2001), CPC of the Republic of Kazakhstan 2014 (Criminal, 2014). This makes it necessary to continue the comparative legal study of the legislation of the Russian Federation and the Republic of Kazakhstan regulating the organization and activities of the Jury Court Institute in order to develop reasonable proposals for the further development of trial juries.

Methods.

The purpose of the study is to identify general provisions and peculiarities of the proceedings in criminal cases considered by courts with the participation of jurors, based on a comparative legal analysis of the criminal procedure legislation of the Russian Federation and the Republic of Kazakhstan.

In order to achieve the goal the following tasks should be solved:

- to study the constitutional and criminal procedure legislation of the Russian Federation and the Republic of Kazakhstan regulating the consideration of criminal cases by courts with the participation of jurors;

- to carry out a comparative legal analysis of issues related to the organization and activity of trial juries in the Russian

Federation and the Republic of Kazakhstan;

- Identify trends and prospects for the development of trial juries in the Russian Federation and the Republic of Kazakhstan.

Data: Concept of judicial reform in the Russian Federation in 1991, State program of legal reform in the Republic of Kazakhstan in 1994, Concept of legal policy of the Republic of Kazakhstan in 2002, Constitution of the RSFSR in 1978, Constitution of the Russian Federation in 1993, Constitution of the Republic of Kazakhstan in 1995, Criminal procedural codes of the Russian Federation and the Republic of Kazakhstan: CPC of the RSFSR in 1960 (As amended in 1993), CPC RF 2001, CPC RK 1997. (As amended in 2006), CPC RK 2014, as well as scientific literature on the topic of research.

The methodological basis of the conducted research is a set of methods of scientific cognition: the method of comparative jurisprudence in the study of legal norms of the Russian Federation and the Republic of Kazakhstan; system-structural method, which allows to identify the issues of organization and activities for their comprehensive study; statistical method in the study of statistical data of the practice of trial juries; dialectical method of cognition, which allows to study the stages of production in trial juries in their relationship.

DEVELOPMENT.

Results

Analysis of the CPC of the Russian Federation 2001 (Criminal, 2001) and CPC of the Republic of Kazakhstan 2014 (Criminal, 2014) makes it possible to identify general provisions and peculiarities of criminal proceedings in trial juries.

The general rules of trial juries under the Russian Federation Code of Criminal Procedure and the RK Code of Criminal Procedure include, for example, the following provisions: the categories of cases to be tried by a jury (Article 31 of the Russian Federation Code of Criminal Procedure, Article 631 of the RK Code of Criminal Procedure); the consideration of cases by a jury court, if at least one of the accused makes a request for a trial jury (Article 325 of the Russian Federation Code of Criminal Procedure, Article 631 of the RK Code of Criminal Procedure); the procedure for explaining the right to a trial jury (Article 217) CPC RF, Article 634 of the CPC RK); impossibility to refuse from trial jury after the appointment of the court session (Article 325 of the CPC RF, Article 634 of the CPC RK); procedure of formation of jury panel (Article 328 of the CPC RF, Article 639 of the CPC RK); peculiarities of judicial investigation (Article 335 of the CPC RF, Article 650 of the CPC RK); content of the questionnaire (Article 339 of the CPC RF, Article 654 of the CPC RK).

Special attention should be paid to the main distinctive features of trial juries under the CPC of the Republic of Kazakhstan, namely: gradual introduction, distribution of powers between professional judges and jurors, and quantitative composition of the court. In Russian Federation, trial juries were introduced in stages (gradually) over several years: from 1993 to 2010, as well as in 2018 in the new constituent entities of the Russian Federation (Dudko, 2013; Dudko, 2018). "The Concept of Judicial Reform deliberately introduces the ideas of gradualism and preliminary social experimentation in order to avoid the destructive consequences of the mistakes made in the design of transformations reproduced on a gigantic scale. Feedback mechanisms will also be provided, which will allow us to promptly assess the state of the justice system after each innovation and quickly correct the situation" (Concept, 1992).

However, the systematic introduction of trial jury is mistakenly considered as an experiment. Constitutional provisions cannot have an experimental character. Constitutional provisions are a program of activity and development of the state. Constitutional norms are not always implemented immediately, but their effect is always designed for a long period. Therefore, it is fixed in Article 166 h. 1 of the Constitution of the RSFSR of 1978 (as amended on November 1, 1991) (Law, 1991) the possibility of consideration of cases in the court of first instance with the participation of jurors has outlined the prospect of development of the judicial system, gave the jury court programmatic importance.

At the same time, in order to differentiate the concepts of "experimental" and "stage-by-stage" introduction of trial jury it is necessary to address the scientific research of questions about the concept and features of legal experiment. The analyzed theoretical approaches to the concept and conditions of the criminal procedure experiment allow us to conclude that the conditions of the experiment and the conditions of gradual introduction of trial jury do not coincide. The difference is as follows: the trial jury was created as a permanent, not a temporary criminal procedure institute, the effect of the norms of which was planned to be extended gradually (in stages) both in time and across the territory of the Russian Federation (Dudko, 2013).

At gradual introduction of trial jury (unlike experiment), it was supposed longer and constant activity which has come to the end with introduction of trial jury on all territory of the Russian Federation. Thus, trial juries in the Russian Federation were introduced not experimentally, but in stages. The "Stage" (stage-by-stage) "Concept of judicial reform" defines as a general approach to the democratic development of legal institutions, as a tactic of reform, as the most reasonable and economical variant of structural changes in the judicial system (Concept, 1992). Distribution of powers on resolving a criminal case between professional judges and jurors determines the model of trial jury. In the Russian Federation, the classical model of trial jury with division of powers of a professional

judge and jurors on the issues of "law" and "fact" (Articles 334,343,348 of the Criminal Procedural Code (CPC) of the Russian Federation) is in force when resolving a criminal case.

The CPC of the Russian Federation regulates the following procedure for the distribution of powers of judges and jurors. In the course of the criminal proceedings, jurors resolve only questions of "fact" and are formulated in a questionnaire: whether it has been proved that an act of which the defendant is accused has been committed; whether it has been proved that the defendant; and whether the defendant is guilty of committing this crime have committed the act. In the event that the defendant is convicted, jurors also indicate whether the defendant deserves leniency.

When discussing the issues before them, jurors should strive to make unanimous decisions. If the jurors fail to reach unanimity during the discussion within 3 hours, the decision is taken by voting. A simple majority of jurors' votes determines answers to other questions. If the votes are equally divided, the answer is the most favorable to the defendant. The senior juror makes answers to the questions to the questionnaire immediately after each of the relevant questions. If the answer to the previous question eliminates the need to answer a subsequent question, the Petty Officer, with the consent of the majority of jurors, enters the words "unanswered" after the previous question. If the answer to the question is accepted by the vote, the petty officer shall indicate the result of the vote count after the answer. The verdict is binding on the presiding officer. The presiding officer qualifies the acts committed by the defendant in accordance with the indictment, as well as the circumstances established by the court, which are not subject to the determination of the jury and require the legal assessment itself.

In the Republic of Kazakhstan, there is a mixed model of trial jury with joint resolution of "law" issues and "fact" issues by professional judges and jurors (Articles 655,656 of the Criminal Procedural Code of the Republic of Kazakhstan). In accordance with the CPC of the Republic of Kazakhstan, the content of the issues to be resolved by the court with the participation of jurors (Art. 654) fully coincides with the issues under the CPC of the Russian Federation. The essential difference is in the order of holding a meeting and voting in the jury room (Article 656).

After the end of the debate and the formulation of questions, the judge and the main jury are removed to the jury room for sentencing. The presiding judge presides over the meeting of jurors, consistently puts questions to be resolved for discussion, votes on answers and counts votes. In the jury's deliberation room, jurors have the right to receive explanations from the presiding officer regarding the ambiguities they have in relation to the questions posed. Voting on the main and additional questions shall be conducted secretly and in writing. Judges and jurors may not abstain from voting. The votes of judges and jurors are equal. The judge and jurors shall receive for voting blank ballot papers with the stamp of the court, each of which contains the following words: "My conclusion is based on my honor, conscience and inner conviction...", on the number of defendants and the number of questions to be answered by them. Ensuring the secrecy of the vote, each of them writes in the ballot the answer to the question put on the question sheet and subject to resolution. The answer should be an affirmative "yes" or a negative "no" with a mandatory explanatory word or phrase that discloses the essence of the answer ("yes, proven", "no, not proven", "yes, guilty", "no, not guilty"). The judge and jury put their ballot papers in the ballot box. After the end of voting on the first of the questions, the presiding judge opens the ballot box and counts votes of each ballot in the presence of jurors, the result of the vote count is immediately recorded in front of the first of the three main questions specified in the questionnaire. In the same order, jurors and judges vote sequentially on each of the main and then additional questions put in the questionnaire.

The judge without the participation of jurors determines the qualification of the defendant's act under the relevant article of the Criminal Code of the Republic of Kazakhstan. Further, the judge with the participation of jurors without interruption by open voting solves the following issues: whether there are circumstances mitigating or aggravating his responsibility and punishment, whether the defendant is subject to punishment for a criminal, offense committed by him, what punishment should be imposed on the defendant. Decisions are deemed to have been taken if a majority of voters has voted for them.

Processualists of the Republic of Kazakhstan consider it necessary to define conceptually the model of trial jury and note that the introduced in the Republic of Kazakhstan trial jury is a mixed model of trial jury (Suleimenova, 2016; Kogamov, 2005; Suleimenova, 2006). They consider the mixed model of trial jury in the Republic of Kazakhstan to be unique, as its formation was influenced by the French and Russian systems of court proceedings (Kovalev, Suleymenova, 2010). Russian legislation has been used because Kazakhstan and Russia are geographical neighbors and share a common post-Soviet heritage. The reason for the use of the French model is that Kazakhstan has developed a draft Constitution of 1995 based on the French Constitution of 1958 (Kovalev, Suleymenova, 2010).

According to G.Zh. Suleimenova, the Law of the Republic of Kazakhstan dated January 16, 2006 contradicts paragraph 2 of Article 75 of the Constitution of the Republic of Kazakhstan, because it does not provide for trial juries, but a mixed expanded composition of the court with the participation of people's assessors. "...the elements of trial jury are united into one procedural form (before the removal of judges and jurors into a deliberative room the criminal proceedings are conducted according to the rules of legal proceedings with the participation of jurors) and the court with the participation of people's assessors (the decision of the verdict is made by professional judges together with jurors), which led to significant contradictions between the norms of the bill itself and the norms of the CPC RK" (Suleimenova, 2016).

Although some countries (Germany, France) have renounced the classical form of trial jury while retaining its name, but notes G.J. Suleimenova, the constitutions of these countries have no provisions on the consideration of criminal cases with the participation of jurors. The Constitution of the Republic of Kazakhstan provides for criminal proceedings with the participation of jurors (Suleimenova, 2016; Kogamov, 2005).

As for the model of trial jury introduced in the Republic of Kazakhstan, the position of A.Zh. Kurkbaev, one of the developers of the draft Law of the Republic of Kazakhstan dated January 16, 2006, is interesting. He explains that the model of trial jury is designed "taking into account customs, historical traditions and peculiarities of our people ..." and is not a continental, not Anglo-Saxon, and Kazakhstani model (Kurkbaev, 2005).

After the introduction and successful functioning of trial jury in the Republic of Kazakhstan, the discussion of the issue of trial jury model continues (Turanjanin, 2015; Akhmetzharov, 2017; Zheldikova, 2014; Goldbach, Hans, 2014) and substantiates the proposals to replace the mixed model of trial jury with a classical, similar to the Russian model of trial jury (Kovalev, Suleymenova, 2010; Akhmejanov, Birzhanova, 2017; Kovalev, 2006).

Since the operation of the Jury Court (from 1 January 2007), the 1997 CPC of the Republic of Kazakhstan has been repeatedly amended, and in 2014 a new CPC of the Republic of Kazakhstan was adopted (effective from 1 January 2015) (Criminal, 2014). The most significant changes were made to the rules governing the jurisdiction and composition of the court in criminal cases involving jurors (art. 58, 290, 290-2, 290-3, 291, 544 of the 1997 Criminal Procedural Code of the Republic of Kazakhstan, Articles 52, 306, 308, 309, 310, 632 of the 2014 Criminal Procedural Code of the Republic of Kazakhstan).

First, the jurisdiction of criminal cases of regional and equivalent courts (city court of the capital of the Republic of Kazakhstan, city courts of cities of republican importance) was changed. Law No. 227-IV of the Republic of Kazakhstan dated 10. 12. In 2009, which came into effect on January 1, 2010, the powers of regional and equivalent courts to consider criminal cases in the first instance were transferred to district courts (Article 291 of the Criminal Code of Russia 1997) (Law, 2009). Only the powers of appeal and supervisory authorities remained within the competence of regional courts and courts of equal status. The current CPC of the Republic of Kazakhstan in 2014 was amended with regard to the competence of regional and equivalent courts (Law No. 378-V of the Republic of Kazakhstan dated 31.10. 2015, which came into force on January 1, 2016): the regional and equivalent court acts as a court of appeal (Law, 2015).

Second, the system of district courts was reorganized. District courts have replaced: specialized inter-district juvenile courts (Article 290-1 of the CPC of the RK 1997 (Law, 2008); Article 307 of the CPC of the RK 2014); specialized inter-district criminal courts (Article 290-2 of the CPC of the RK 1997 (Law, 2009); Article 307 of the CPC of the RK 2014); specialized inter-district military criminal courts and military garrison courts (Article 290-3 of the CPC of the RK 1997 (Law, 2009); Article 307 of the CPC of the RK 2014).

Third, consideration of criminal cases involving jurors from regional and equivalent courts was transferred to inter-district specialized criminal courts and specialized inter-district military criminal courts (Article 544 of the CPC of the RK 1997 as amended on 10.12.2009 (Kovalev, 2006) Article 632 of the CPC of the RK 2014).

Fourth, the composition of the court was changed. From 1 January 2007 to 1 January 2010, the jury was composed of two judges and nine jurors (article 58 of the 1997 Code of Criminal Procedure, as amended on 16 January 2006 (The Law, 2006), and from 1 January 2010, it was composed of one judge and ten jurors (article 58 of the 1997 Code of Criminal Procedure, as amended on 10 December 2009 (Law, 2009), and article 52 of the 2014 Code of Criminal Procedure).

The number of jurors participating in the resolution of a criminal case is of no fundamental importance. This is also confirmed by the world practice of jury composition. At the same time, there is a well-founded opinion that the reduction in the number of jurors reduces the degree of confidence in the legality and fairness of the verdict (Kozhakhmetov, Rakhimgulova, 2017). Thus, a partial reform of the trial jury was carried out in the Republic of Kazakhstan. However, this did not fundamentally change the essence of the institution of trial juries. The reform of the Jury Court was conditioned by the problems revealed by the practice of consideration of criminal cases by the court with the participation of jurors, as well as by the general trends of development and improvement of the judicial system of the Republic of Kazakhstan.

The directions of trial jury reform in the Republic of Kazakhstan coincided with the directions of development of trial jury in the Russian Federation. In accordance with the Federal Law N 190 of June 23, 2016 "On Amendments to the Code of Criminal Procedure of the Russian Federation in connection with the expansion of the use of trial juries" from June 1, 2018, not only regional / oblast courts, but also district courts will consider criminal cases with the participation of jurors (Federal, 2016; RAPSI, 2016). In addition, as well as in the Republic of Kazakhstan, there are plans to change the number of jurors: criminal cases in the supreme court of the republic, regional or oblast court, the court of federal significance, the court of autonomous oblast, the court of autonomous okrug, the district (navy) military court will be considered by a judge and a panel of eight jurors; criminal cases in the district court and the garrison military court will be considered by a judge and six jurors.

The practice of the Republic of Kazakhstan in establishing inter-district specialized criminal courts is of particular

interest for the implementation of the program to expand the use of trial juries in the Russian Federation. Continuing the gradual introduction of trial juries, it is possible at the first stage (from June 1, 2018) to provide for the consideration of criminal cases with jurors not in every district court, but in the most prepared district courts (taking into account the logistics, availability of equipped courtrooms, the staffing of courts, sufficient population for the formation of lists of jurors). These district courts shall vest the authority in an inter-district court (an inter-district specialized court for criminal cases) to hear criminal cases with the participation of jurors. Similar courts have been established in the Republic of Kazakhstan. In accordance with Article 632 of the 2014 Criminal Procedure Code of the Republic of Kazakhstan, which came into force on 1 January 2015, criminal cases involving jurors are heard by an inter-district specialized court on criminal cases and a specialized inter-district military court.

The proposed amendments to the legislation of the Russian Federation on the creation of inter-district specialized criminal courts to consider criminal cases with jury participation are aimed at achieving the following objectives: to prevent possible organizational problems in the introduction of trial juries in district courts; to prevent possible problems in the formation of lists of potential jurors in municipalities; to prevent possible problems in the formation of a jury panel, taking into account

In addition, the proposal to establish inter-district specialized criminal courts to hear criminal cases with jury participation is in line with the plans to change the system of courts of general jurisdiction (creation of five appeal and nine cassation courts in the system of courts of general jurisdiction - similar to the system of arbitration courts).

A common problem for the existing jury courts in the Russian Federation and the Republic of Kazakhstan is the issue of the number of crimes within the jurisdiction of the jury court (substantive jurisdiction). In the Russian Federation and the Republic of Kazakhstan, the list of crimes under the jurisdiction of the jury has been reduced, and the right of accused persons to trial by jury has been significantly restricted. This problem was discussed at the level of the President of the Russian Federation and the President of the Republic of Kazakhstan, which confirms the need to develop reasonable changes to expand the substantive jurisdiction of trial juries.

For example, in the Russian Federation, the list of crimes under the jurisdiction of the jury (paragraph 1 of part 3 of article 31 of the Code of Criminal Procedure of the Russian Federation) has been changed several times: in 2002 - 77 compositions, in 2008 - 61 compositions, in 2012 - 79 compositions, in 2013 - 25 compositions, in 2014 - 30 compositions. In general, this does not contradict the Constitution of the Russian Federation, which gives the accused the right to be tried by a court with the participation of jurors in cases provided for by federal law (Part 2, Article 47 of the Constitution of the Russian Federation). However, the Federal Law of 23.07.2013 N 217-FZ (Federal, 2013), aimed at improving the appeal proceedings, unreasonably reduced the list of crimes under the jurisdiction of the jury, from 79 compositions to 25 compositions.

The question of the need to ensure the accused person's right to be tried by a jury was discussed at the meeting of the President of the Russian Federation with the members of the Council for the Development of Civil Society and Human Rights, Ombudsmen for Human Rights, Children's Rights and Protection of Entrepreneurs' Rights, which took place on December 5, 2014 (Transcript, 2018), and was included in the President's Message to the Federal Assembly on December 3, 2015 (President's, 2015), and in the list of instructions for the implementation of the President's Message to the Federal Assembly (List, 2015).

Instructions of the President of the Russian Federation contained the following provisions: to prepare and submit proposals for amendments to the legislation of the Russian Federation, providing for an increase in the number of crimes under the jurisdiction of the court with the participation of jurors; reduction in the number of jurors in the jury, while maintaining the independence of the panel in decision-making (List, 2015).

The key provision in the Instructions of the President of the Russian Federation is the requirement to maintain the independence of the jury panel. The analysis of the current CPC of the Russian Federation allows us to conclude that this requirement has been met. "The updated Russian jury is preserved in the classical model" (Tarasov, 2018). Researchers of the practice of trial juries in the Republic of Kazakhstan also note a significant reduction in the number of criminal cases considered with the participation of jurors, due to the reduction of the subject-matter jurisdiction, and that frequent changes in the list of juries does not contribute to the stable development of the institution of trial juries (Akhmejanov, Birzhanova, 2017).

In the Republic of Kazakhstan, the issue of the need to expand the substantive jurisdiction of trial juries is enshrined in the Program of the President of the Republic of Kazakhstan "Plan of the nation-100 concrete steps". "Step #21" provides for "expansion of the scope of trial juries. The legislative definition of the category of criminal cases, in which a trial jury should be mandatory" (Program, 2015).

The previously mentioned allows us to conclude that the introduction and operation of trial juries in the Republic of Kazakhstan, as well as in the Russian Federation, is accompanied by discussions on further improvement of this form of criminal proceedings. Conceptual issues are discussed, as well as issues of organization and activity of the trial jury, which allow revealing not only the "pros", but also the "cons" of the trial jury. However, the presence of certain drawbacks in the activity of a trial jury does not give grounds for discussing the issue of its liquidation

(Kozhakhmetov, Rakhimgulova, 2017).

It is obvious that the answers to all the discussed questions can be developed only because of comparative legal research and generalization of the practice of consideration of criminal cases with the participation of jurors. In reforming the judicial system, the political, social and economic conditions and national traditions of each country should be taken into account, but the experience of other countries should also be used. The researchers of the Jury Court note that during the transition periods for the states, when reforming the judicial systems, the goal of creating a fair justice is the most appropriate one (Kovalev, 2006); that the Jury Court remains one of the cornerstones of the legal and political culture (Kovalev, Smirnov, 2014). This confirms the experience of judicial reforms in 1864 in the Russian Empire, as well as the modern judicial reforms carried out in the Russian Federation and the Republic of Kazakhstan.

It should be remembered that the Russian uberlitigator I.Ya. Voynitsky characterized the trial jury through its political and legal aspects. "Like any other institution in the state, which exists and pursues its goals, the Jury has undoubtedly a political side. It even came to the fore for the Western continental states, where the issue of trial juries went along with liberal movements..." (Foinitsky, 1996), "...the institution of jury, established for the purposes of justice, has, except the political side, the legal side. The establishment of a jury cannot but affect the general political physiognomy of the country, but it pursues the objectives of justice ... if it enables the state to maintain a balance between prosecution and defense, to protect public safety ... the jury should be recognized as having carried out a high mission, which lies on it. » (Foinitsky, 1996).

CONCLUSIONS.

In Russian Federation and the Republic of Kazakhstan, the establishment of trial juries has become the focus of ongoing legal reforms in the process of formation of sovereign states. In Russian Federation and the Republic of Kazakhstan, there are different models of trial juries, which is in line with the world practice of formation and development of trial juries. In Russian Federation, there is a classical model of trial jury with division of powers of a professional judge and jurors on "law" and "fact" issues when resolving a criminal case. In the Republic of Kazakhstan, there is a mixed model of trial jury with joint resolution of "law" and "fact" issues by professional judges and jurors.

Since the introduction of trial juries in Russian Federation (1993) and the Republic of Kazakhstan (2007), the criminal procedure legislation regulating trial juries has not remained unchanged and has been constantly improved: new CPC of RF (2001) and CPC of the RK (2014) were adopted. The development of trial juries in the Russian Federation and the Republic of Kazakhstan is characterized by general improvement trends: the relocation of trial juries to the district (inter-district) level of the judicial system; changes in the number of jurors; changes in the procedure for forming a jury panel; and changes in the procedure for appealing sentences.

An important area for improving the effectiveness and further development of trial juries in the Russian Federation and the Republic of Kazakhstan is the development of substantiated amendments to the criminal procedure legislation to expand the list of crimes, as well as to the list of crimes under jury jurisdiction.

BIBLIOGRAPHIC REFERENCES

Akhmejanov, F. R. Birzhanova, D. M. (2017). On the issue of extension of jurisdiction of the court with the participation of jurors. Bulletin of the Institute of Legislation of the Republic of Kazakhstan, 1(46), 170-175.

Akhmetzharov, S. (2017). The politics of trial juries in Kazakhstan. Thesis of Master Dissertation. Astana, Kazakhstan. Available from: http://nur.nu.edu.kz/handle/123456789/2392

Akylov D., Kapizova N. (2017). The Trial Jury in Kazakhstan Culture. Civilization, Society: Paradigms of Research and Trends in Interaction: Proceed. III Int. Sc. Conf. Available from: http://sociosphera.com/files/conference/2017/k-04_28_17.pdf

Concept of judicial reform in the Russian Federation. (1992). Moscow: Republic.

Concept of the legal policy of the Republic of Kazakhstan. (2002). Approved by the Decree of the President of the Republic of Kazakhstan N949. Kazakhstanskaya Pravda. October 3. Available from: http://adilet.zan.kz/rus/docs/U020000949 (Accessed on 25.07.19)

Constitution of the Republic of Kazakhstan. (1995). Paragraph Reference System. Available from: http://online.zakon.kz

Constitution of the Russian Federation. (1993). Rossiyskaya Gazeta, December 25.

Criminal Procedure Code of the Republic of Kazakhstan. (2014). Paragraph Reference System: Electronic resource: http://online.zakon.kz

Criminal Procedure Code of the Russian Federation. (2001). Federal Law 174-FZ. Collection of legislation of the Russian Federation, 52(1), Art. 4921.

Dudko, N.A. (2013). Concept of phased introduction of trial jury in the Russian Federation. News from Altai State University. Series Pedagogy and Psychology. Law. Philology and art criticism. Philosophy, sociology and cultural studies. Economics, 2/1, 94-97.

Dudko, N.A. (2013). Gradual introduction of trial jury in Russia: monograph. Barnaul: Altai University Press.

Dudko, N.A. (2018). On reforming the trial jury. Collection: Scientific School of Criminal Proceedings and Criminalistics of St. Petersburg State University. Proceed. Int. Sc. Conf. (St. Petersburg State University, 23-24.06.2017). St. Petersburg: CSPT, LLC, 78-85.

Federal Law 190-FZ. (2016). On Amendments to the Code of Criminal Procedure of the Russian Federation in Connection

with the Expansion of the Use of Jurors. Collection of legislation of the Russian Federation, 26(1), Art. 3859.

Federal Law 217-FZ. (2013). On Amendments to the Code of Criminal Procedure of the Russian Federation and Articles 1 and 3 of the Federal Law" On Amendments to the Code of Criminal Procedure of the Russian Federation and the repeal of certain legislative acts (provisions of legislative acts) of the Russian Federation on improving the procedure of appeal proceedings. Collection of the legislation of the Russian Federation, 30(1). Art. 4050.

Foinitsky, I.Y. (1996). Criminal Procedure Course. Vol 1. St. Petersburg: Alpha Publishing House.

Goldbach. T.S., Hans, V.P. (2014). Juries, Lay Judges, and Trials. (pp. 2716-2727). In Encyclopedia of Criminology and Criminal Justice. Gerben Bruinsma, David Weisburd. (Eds.). New York: Springer Science and Business Media.

Kogamov, M.C. (2005). Topical issues of the criminal process of Kazakhstan: about the trial jury and the authorization of arrest by the court, the problem of initiation, additional investigation, termination of the criminal case for non-rehabilitative reasons. Schools and directions of criminal procedure science. A.V. Smirnova (Ed.). St. Petersburg.

Kovalev, N., Smirnov, A. (2014). The Nature of the Russian Trial by Jury: 'Jurata Patriae' or 'Raison d'État'. European Journal of Crime, Criminal Law and Criminal Justice, 22(1), 115-133. DOI: https://doi.org/10.1163/15718174-22022043

Kovalev, N., Suleymenova, G. (2010). New Kazakhstani Quasi-Jury System: Challenges, Trends and Reforms. International Journal of Law, Crime and Justice, 38(1), 261-278. DOI: https://doi.org/10.1016/j.ijlcj.2011.01.008

Kovalev, N.P. (2006). Lay Adjudication of Crimes in the Commonwealth of Independent States: An Independent and Impartial Jury or a "Court of Nodders"? J.E. Eur. L., 11(2-3), 123-158

Kovalev, N.P. (2006). Lay participation in the CIS countries: trial jury or court of lay assessors? Comparative constitutional review, 2, 3-20.

Kozhakhmetov, G., Rakhimgulova, M. (2017). Some Aspects of the Formation and Development of the Jury in Foreign Countries and in Kazakhstan. Journal of Advanced Research in Law and Economics, VIII (24), 485-489

Kozhakhmetov, G.Z., Rakhimgulova, M.B. (2017). Urgent problems of trial jury functioning in the Republic of Kazakhstan. Bulletin of the Karaganda University. Law Series, 1(85), 21-26.

Kurkbaev, A.Zh. (2005). Position of the Supreme Court of the Republic of Kazakhstan on the issue of choosing the model of trial jury. Introduction of trial jury in the Republic of Kazakhstan: issues of theory and practice. Materials of the Round Table. Almaty.

Law of the Republic of Kazakhstan 227-IV. (2009). Paragraph Reference System. Available from: http://online.zakon.kz

Law of the Republic of Kazakhstan 378-V. (2015). Paragraph Reference System. Available from: http://online.zakon.kz

Law of the Republic of Kazakhstan 64-IV. (2008). Paragraph Reference System. Available from: http://online.zakon.kz

Law of the RSFSR. (1991). On Amendments and Additions to the Constitution (Fundamental Law) of the RSFSR. Bulletins of the RSFSR SNA and the RSFSR Supreme Soviet, 45, Art. 1497.

List of Instructions to Implement the President's Message to the Federal Assembly dated December. (2015). Official website of the President of the Russian Federation. Available from: http://news.kremlin.ru.

Pashin, S. (2014). The History and Challenges of Reintroducing Trial by Jury in Russia. Kutafin University Law Review, 1(1), 41.

Pashin, S.A. (2001). The reasons for reintroducing trial by jury in Russia. Revue internationale de droit penal, 1-2(72), 253-257. DOI: https://doi.org/10.3917/ridp.721.0253

President's Address to the Federal Assembly. (2015). Official website of the President of the Russian Federation. Available from: http://news.kremlin.ru.

Program of the President of the Republic of Kazakhstan Plan of the Nation - 100 concrete steps. (2015). Available from: http://adilet.zan.kz/rus/docs/K1500000100

RAPSI News. (2016). Putin Signs New Law Expanding Trial jury in Russia. June 23. Available from: http://rapsinews.com/legislation_news/20160623/276371461.html.

Resolution of the Supreme Soviet of the RSFSR. (1992). On the Concept of Judicial Reform in the RSFSR. Moscow: Republic.

Resolution of the Supreme Soviet of the Russian Federation. (1993). On the procedure for the enactment of the Act of the Russian Federation 'On the introduction of amendments and additions to the Act of the RSFSR 'On the judicial organization of the RSFSR', the Code of Criminal Procedure of the RSFSR, the Criminal Code of the RSFSR and the Code of Administrative Offences of the RSFSR". Bulletins of the Congress of People's Deputies of the Russian Federation and the Supreme Soviet of the Russian Federation, 33, Art. 1313.

State program of legal reform in the Republic of Kazakhstan (1994). Approved by the Decree of the President of the Republic of Kazakhstan No 1569 (Lost force by the Decree of the President of the Republic of Kazakhstan NO 1696 (U061696). Available from: http://adilet.zan.kz/rus/docs/K940001569_#z0 (Accessed on 25.07.19)

Suleimenova, G.Zh. (2006). Jury is a legal phenomenon. Lawyer, 1, 129-134.

Suleimenova, G.Zh. (2016). Scientific expertise of the Draft Law of the Republic of Kazakhstan On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the introduction of criminal proceedings with the participation of jurors. Available from: https://online.zakon.kz/Document/?doc_id=30058340#pos=6;-155

Tarasov, A.A. (2018). The updated Russian jury is preserved in the classical model. Bulletin of the Nizhny Novgorod Academy of the Ministry of Internal Affairs of Russia, 4(44), 293-298.

The Law of the Republic of Kazakhstan. (2006). On Introduction of Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on the Introduction of Criminal Proceedings with Jury Members 122-III LRK. Paragraph Reference System. Available from: http://online.zakon.kz

Transcript of the meeting of the President of the Russian Federation with federal and regional ombudsmen. (2018). Official website of the President of the Russian Federation. Available from: http://news.kremlin.ru.

Turanjanin, V. (2015). European systems of trial jury. US-China Law Review, 12(195), 195-207. DOI: 10.17265/1548-6605/2015.02.003.

Zheldikova, L.V. (2014). The role of jury in the contemporary Judicial System of the Republic Kazakhstan. Life Science Journal, 11(11s), 218-221. DOI: 10.7537/marslsj1111s14.48

Identifying English language learning strategies used by polytechnic students*

Identificando estrategias de aprendizaje del idioma inglés utilizadas por estudiantes politécnicos

Noorhafizah Rubaai
Politeknik Merlimau Melaka - Malaysia

Harwati Hashim[1]
Universiti Kebangsaan Malaysia - Malaysia
harwati@ukm.edu.my

Melor Md. Yunus[2]
Universiti Kebangsaan Malaysia - Malaysia
melor@ukm.edu.my

ABSTRACT

English is regarded as the second language (ESL) in Malaysia and is one of the compulsory subjects at Malaysian polytechnic. To master the language, students need to have their own language learning strategies. The application of language learning strategies is beneficial in helping students to improve their language skills. The current study aims to investigate the polytechnic students' use of English language learning strategies. Survey method was used to gather the data of this study. The respondents were among 151 students from a polytechnic in Malaysia. The 50 items from the Strategy Inventory for Language Learning (SILL) were adopted for the survey. The findings revealed that the polytechnic students have their own preferred English language learning strategies based on the six categories from SILL. It is hoped that the language educators could take the information gathered from this study to direct their efforts in promoting the English language learning activities which suit the students' English language learning strategies to help them in improving their English language skills.

Keywords: English as a Second Language (ESL), Language Learning Strategies (LLS), Strategy Inventory for Language Learning (SILL), polytechnic students.

RESUMEN

El inglés es considerado como el segundo idioma (ESL) en Malasia y es una de las materias obligatorias en el politécnico de Malasia. Para dominar el idioma, los estudiantes deben tener sus propias estrategias de aprendizaje de idiomas. La aplicación de estrategias de aprendizaje de idiomas es beneficiosa para ayudar a los estudiantes a mejorar sus habilidades lingüísticas. El presente estudio tiene como objetivo investigar el uso de estrategias de aprendizaje del idioma inglés por parte de los estudiantes politécnicos. Se utilizó el método de encuesta para recopilar los datos de este estudio. Los encuestados se encontraban entre 151 estudiantes de un politécnico en Malasia. Los 50 ítems del Inventario Estratégico para el Aprendizaje de Idiomas (SILL) fueron adoptados para la encuesta. Los resultados revelan que los estudiantes politécnicos tienen sus propias estrategias preferidas de aprendizaje del idioma inglés basadas en las seis categorías de SILL. Se espera que los educadores de idiomas puedan aprovechar la información recopilada de este estudio para dirigir sus esfuerzos en la promoción de actividades de aprendizaje del idioma inglés que se adapten a las estrategias de aprendizaje del idioma inglés de los estudiantes para ayudarlos a mejorar sus habilidades en el idioma inglés.

Palabras clave: inglés como segundo idioma (ESL), estrategias de aprendizaje de idiomas (LLS), inventario de estrategias para el aprendizaje de idiomas (SILL), estudiantes politécnicos.

INTRODUCTION

Language learning strategies are thoughts and actions made by learners in acquiring knowledge of a new language (Chamot, 2004). There are many ways of learning and it can happen inside or outside of the classroom. The learners are given autonomy and be able to become independent in their own process of learning a language (Ali, Zaman, & Khan, 2018). In the second language (L2) acquisition, the current learning trends allow learners to explore and exploit learning strategies that suit them best. The language learning strategies are defined as the specific actions, behaviours, steps, or techniques that students use to improve their progress in internalising, storing, retrieving, and using the L2 (Oxford, 1990). Language learning strategies can also be referred to as the factors which verify the students' competency and their way of learning a second language (Yunus, Sulaiman, & Embi, 2013). Therefore, the application of language learning strategies by the learners can be considered as useful for their language mastery (Hashim et al., 2018).

Oxford (1990) stated that language learning strategies are the students' specific actions, behaviours, techniques, which often used in improving their second language skills. It promotes the students' autonomy in monitoring their own learning progress. According to Cohen (1998), learners are aware of their use of language learning strategy with the explicit goal of improving their knowledge and gain a better understanding of target language. Additionally, Chamot (2004) declared that in order to achieve success in learning a new language, the learners must be able to have conscious thoughts related to the learning process and act accordingly. They need to apply strategic learning approaches, understand what needs to be done, and able to execute the learning strategies that suit them best. To add, Oxford (1990) found that excellent language learners use many kinds of language learning strategies which match their own language learning styles. The frequency and preferences of employing language learning strategies are the most significant factors that distinguish successful language learners and poor language learners (Zakaria et al., 2018). Identifying learning strategies used by the successful learners are vital in helping the poor learners to become proficient. Language learning strategies can be trained and it will be useful to the learners (O'Malley & Chamot, 1990). Learners can learn and practice how to use and apply the language learning strategies, and be able to adapt and adopt the strategies to their own learning style. Language learning strategies are important because one, it helps learners to better understand the process of language learning which involve cognitive, social, affective, and two, the possibility to teach less successful language learners the language learning strategies used by successful learners to help them learn the second language better (O'Malley & Chamot, 1990).

Malaysian polytechnic aimed for its students to be equipped with good communication skills especially in English. The students must be able to portray good command of English after they graduated from the institution (Jabatan Pendidikan Politeknik, n.d.). However, a group of researchers found that the polytechnic students have low proficiency in the English language (Yasin, Shaupil, Mukhtar, Ghani, & Rashid, 2010). Thus, the use of language learning strategies by the students will help them to improve their English language proficiency and acquire better communication skills. Teachers could also apply the strategies to make English learning easier in their teaching (Weng et al., 2016; Saad et al., 2015). Teachers may plan in terms of selecting learning materials, implementing oral activities, and learning tasks (Yusri et al., 2013). As there are numerous studies on language learning strategies being conducted by the scholars (Ali, Zaman, & Khan, 2018; Chuin & Kaur, 2015; Marina, 2017; Oxford, 1990; Yunus, Sulaiman, & Embi, 2013), however, lack of study was done on language learning strategies in Malaysian polytechnic setting. Therefore, this study aims at investigating the polytechnic students' preference of the English language learning strategies in improving their English language skills based on Strategy Inventory for Language Learning by Rebecca Oxford (1990). This study aims to identify polytechnic students' preferences of the English language learning strategies based on the six categories of language learning strategies in SILL.

METHODOLOGY

This study employed a quantitative method to investigate the polytechnic students' use of English language learning strategies.

Research design

The survey design was used as the research design of this study. The survey questionnaire was developed by adopting the Strategy Inventory for Language Learning from Oxford (1990). The survey questionnaire was used to collect the data needed to answer the research questions.

Instrumentation

The instrument for data collection of this study was a set of online questionnaire adopted from the Strategy Inventory for Language Learning (SILL) by Rebecca Oxford (1990). This inventory consists of fifty items and uses a three-point Likert scale. The three-point Likert scale is (1) Always, (2) Sometimes, and (3) Never choices to focus on a construct, "students' preference of English language learning strategies". The fifty items are divided into six categories namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Before the questionnaire was distributed, the researcher gave it to a few experienced English lecturers to check on its face and content validity.

Participants

The samples of this study were 151 students from semester one until six from December 2018 session of a polytechnic in Melaka, Malaysia. All of these students were either have taken Communicative English class or involved in English activities in polytechnic. The participants have different levels of English language proficiency.

Sampling technique

Random sampling technique was used for this study. A link to an online questionnaire survey was distributed to all English language lecturers' online groups. The students were invited to participate in answering the survey on voluntary basis.

Data analysis

The data from SILL for this study were analysed to obtain the percentages and frequency. The data analysis for the percentages and frequency counts was conducted using descriptive statistical analysis.

Findings and Discussion

This section presents the results of this study and discusses the results in relation to the literature. Table 1 shows the demographic statistics of the respondents.

Table 1. The Demographic Characteristics (n=151)

Demographic Characteristics	n	%
Gender -Male -Female	88 63	58% 42%
Age -18 - 20 -21 - 23 -24 - 26 -27 - 29 -Other	110 38 1 1 1	73% 25% 1% 1% 1%
Department -Department of Tourism and Hospitality -Department of Commerce -Department of Civil Engineering -Department of Electrical Engineering -Department of Mechanical Engineering	20 20 17 62 32	13% 13% 11% 41% 21%

Table 1 shows that the survey was dominated by male, 58%, as compared to female, 42%. The participants were among age ranged 18 to 20 years old, 73%. Followed by students aged 21 to 23 years old, 25%, and the rest were from age ranged 24 to 26, 27 to 29, and other, 1 % respectively. Most of the students who participated were from the Department of Electrical Engineering, 41%, and from the Department of Mechanical Engineering, 21%. The other students were from the Department of Tourism and Hospitality, 13%, Department of Commerce, 13%, and the Department of Civil Engineering, 11%.

Table 2. Memory strategies used by the students in learning english

Memory strategies	Always % (n)	Sometimes % (n)	Never % (n)
Think of relationships between words.	31.8% (48)	64.9% (98)	3.3% (5)
Use new English words in a sentence.	35.8% (54)	60.3% (91)	4% (6)
Connect the sound and image to remember the word.	45% (68)	50.3% (76)	4.6% (7)
Make a mental picture to remember the word.	28.5% (43)	66.9% (101)	4.6% (7)
Use rhymes to remember new words.	27.8% (42)	62.9% (95)	9.3% (14)
Use flashcards to remember new words.	21.2% (32)	63.6% (96)	15.2% (23)
Act out new words.	26.5% (40)	66.2% (100)	7.3% (11)
Review English lessons often.	22.5% (34)	70.9% (107)	6.6% (10)
Remember the location of words on the page, on the board, or on a street sign.	27.2% (41)	66.2% (100)	6.6% (10)

Table 2 shows the memory strategies that the students used in ESL learning. The results are divided into three sections, 'Always', 'Sometimes', 'Never', where the students' frequency of language learning used is revealed. The highest percentage of memory strategy which is frequently used in English learning is 45% of the students always connect the sound and image to remember English words. It is then followed by 35.8% of the students always use new English words in a sentence. Another 31.8% of the students always think of the relationships between words they already know with the new English words they learn. Additionally, the majority of the students occasionally used memory strategies, where 70.9% sometimes review their English lessons often. Another 66.9% of the students sometimes make a mental picture to remember English words. On the contrary, there are percentages of students who never use any of the metacognitive strategies for their English learning strategy. 15.2% of the students never use flashcards to help them remember any English words, while another 9.3% of the students never use rhymes

to remember new words.

Table 3. Cognitive strategies used by the students in learning English

Cognitive Strategies	Always % (n)	Sometimes % (n)	Never % (n)
Say or write new words several times.	27.2% (41)	69.5% (105)	3.3% (5)
Talk like native speakers.	35.8% (54)	55% (83)	9.3% (14)
Practice the sounds.	47% (71)	49% (74)	4% (6)
Use the words in different ways.	35.1% (53)	61.6% (93)	3.3% (5)
Start conversations in English.	28.5% (43)	65.6% (99)	6% (9)
Watch English TV shows or movies.	49% (74)	47.7% (72)	3.3% (5)
Read for pleasure.	35.1% (53)	60.3% (91)	4.6% (7)
Write notes, messages, letters, or reports in English.	27.2% (41)	68.8% (104)	4% (6)
Skim and read carefully.	33.1% (50)	61.6% (93)	5.3% (8)
Look for similar words.	35.8% (54)	57.6% (87)	6.6% (10)
Try to find patterns.	30% (45)	65% (98)	5.3% (8)
Divide words into parts.	35.8% (54)	58.3% (88)	6% (9)
I try not to translate word for word.	30.5% (46)	61% (92)	8.6% (13)
Make summaries.	28.5% (43)	63% (95)	8.6% (13)

Table 3 shows the cognitive strategies used by the students in their English learning. The most frequent cognitive strategies used by the students are watching English TV shows or movies, 49%, and practice the sounds of new English words, 47%. In addition, the majority of students occasionally used cognitive strategies for their English learning. 69.5% of the students sometimes say or write English words several times, followed by 68.8% of the students sometimes write notes, messages, letters, or reports in English. However, 9.3% of the students never try to talk like native speakers. Other 8.6% of the students never try to translate English word for word, and never try to make summaries.

Table 4. Compensation strategies used by the students in learning english

Compensation Strategies	Always % (n)	Sometimes % (n)	Never % (n)
Make guesses.	33.1% (50)	61.6% (93)	5.3% (8)
Use gestures.	24.5% (37)	70.9% (107)	4.6% (7)
Make up new words.	34.4% (52)	56.3% (85)	9.3% (14)
Read without looking up every word.	21.9% (33)	70.2% (106)	7.9% (12)
Try to guess what another person will say next.	33.1% (50)	60.9% (92)	6% (9)
Use words or phrases that mean the same.	36.4% (55)	57.6% (87)	6% (9)

Table 4 shows the compensation strategies that the students used for their English learning. The frequent compensation strategies used by the students are 36.4% always use English words or phrases that means the same if they could not find the exact words, and followed by 33.1% of the students always make guesses of the meaning and try to guess what another person will say next. To add, the majority of the students sometimes used the compensation strategies in learning English. The highest percentage for occasional compensation strategy used by the students is 70.9%, where the students sometimes use gestures to convey meanings. It is followed by 70.2% of the students sometimes read the English texts without looking up every word. Nevertheless, there are students who never use any f the compensation strategies for their English learning. The highest percentage is 9.3% of the students never try to make up new words and 7.9% of the students never try to read without looking up every word.

Table 5. Metacognitive strategies used by the students in learning english

Metacognitive Strategies	Always % (n)	Sometimes % (n)	Never % (n)
Find ways to use English.	37.7% (57)	57.6% (87)	4.6% (7)
Notice English mistakes and improve.	44.4% (67)	52.3% (79)	3.3% (5)
Pay attention when someone is speaking.	43.7% (66)	51.7% (78)	4.6% (7)
Try to find out how to be a better learner.	40.4% (61)	58.3% (88)	1.3% (2)
Plan schedule to have enough time to study.	25.2% (38)	67.5% (102)	7.3% (11)

Look for people to talk in English.	37.7% (57)	57.6% (87)	4.6% (7)
Look for opportunities to read in English.	34.4% (52)	62.3% (94)	3.3% (5)
Have clear goals to improve English skills.	33.8% (51)	61% (92)	5.3% (8)
Think about the progress in learning English.	37.7% (57)	57.6% (87)	4.6% (7)

Table 5 shows the metacognitive strategies used by the students for their English learning. The most frequent metacognitive strategy used by the students is 44.4% of the students always notice their English mistakes and try to improve based on it. It is followed by 43.7% of the students always pay attention when someone is speaking using English. To add, the result shows that the majority of students occasionally used metacognitive strategies for their English learning. The highest percentage is 67.5% of the students plan their learning schedule in order to have enough time to study English. It is followed by 62.3% of the students sometimes look for opportunities to read English materials. However, 7.3% of the students never try to plan their learning schedule to study English and 5.3% of the students never have clear goals in their mind to improve English skills.

Table 6. Affective strategies used by the students in learning english

Affective Strategies	Always % (n)	Sometimes % (n)	Never % (n)
Try to relax when feeling afraid of using English.	35.1% (53)	61% (92)	4% (6)
Encourage myself to speak English even when afraid of making a mistake.	34.4% (52)	60.3% (91)	5.3% (8)
Give a reward or treat myself.	25.8% (39)	63% (95)	11.3% (17)
Notice if I am tense or nervous when studying or using English.	26.5% (40)	65% (98)	8.6% (13)
Write down feelings in a dairy.	22.5% (34)	64.2% (97)	13.2% (20)
Talk to someone about how I feel when learning English.	29.8% (45)	63% (95)	7.3% (11)

Table 6 shows the affective strategies used by the students in learning English. The most common affective strategy used by the student is 35.1% always try to relax when they feel afraid of using English. It is followed by 34.4% of the students always encourage themselves to speak in English even when they are afraid of making mistakes. The result shows that the majority of students sometimes used affective strategies in learning English. The highest percentage is 65% of the students sometimes notice that if they feel tense or nervous when studying or using English. It is followed by 64.2% of the students sometimes write down their feelings in a diary. On the contrary, 13.2% of the students never try to write down their feelings in a diary, and another 11.3% never give treat or reward to themselves when they achieve something while learning English.

Table 7. Social strategies used by the students in learning english

Social Strategies	Always % (n)	Sometimes % (n)	Never % (n)
Ask to slow down or to say it again.	42.4% (64)	54.3% (82)	3.3% (5)
Ask English speakers to correct me.	33.8% (51)	61.6% (93)	4.6% (7)
Practice English with other students.	31.8% (48)	64.2% (97)	4% (6)
Ask for help.	33.1% (50)	62.3% (94)	4.6% (7)
Ask questions in English.	33.1% (50)	64.2% (97)	2.6% (4)
Learn about English culture.	33.1% (50)	60.3% (91)	6.6% (10)

Table 7 shows the social strategies used by the students in learning English. The usual social strategy used by the students is 42.4% always ask to slow down or request the other person to say it again in order to comprehend the meaning of the conversation. It is followed by another social strategy where 33.8% of the students always ask English speakers to correct them if they are making any mistakes. Besides that, the majority of the students sometimes used all the social strategies for learning English. The highest percentage is 64.2% of the students sometimes practice English with other students and they sometimes ask questions in English. It is followed by 62.3% of the students sometimes ask for help from English lecturers or speakers. However, 6.6% of the students never try to learn about English culture and another 4.6% of the students never ask English speakers to correct them and never ask help from English speakers.

Overall, the present study asked the question: What are the polytechnic students' preferences of the English language learning strategies? After the analysis of data, it was discovered that the polytechnic students' have their own preference for English language learning strategies based on the six categories listed by Oxford (1990). The results for memory strategies exposed that the students prefer to connect the sound and image to remember English words, use new English words in a sentence, think of the relationships between words they already know with the new English words the learn, review their English lessons often, and make a mental picture to remember English words. Next, the findings for cognitive strategies revealed that the students prefer

to watch English TV shows or movies, practice the sounds of new English words, say or write the English words several times, and write notes, messages, letters, or reports in English. Afterward, compensation strategies revealed that the students prefer to use English words or phrases that means the same if they could not find the exact words, make guesses of the meaning, try to guess what another person will say next, use gestures to convey meanings, read the English texts without looking up every word.

Then, for metacognitive strategies, the students always notice their English mistakes and try to improve based on it, pay attention when someone is speaking using English, plan their learning schedule in order to have enough time to study English, and look for opportunities to read English materials. The findings for affective strategies show that the students prefer to try to relax when they feel afraid of using English, encourage themselves to speak in English even when they are afraid of making mistakes, notice that if they feel tense or nervous when studying or using English, and write down their feelings in a diary. Finally, the findings for social strategies revealed that they prefer to ask to slow down or request the other person to say it again in order to comprehend the meaning of the conversation, ask English speakers to correct them if they are making any mistakes, practice English with other students, ask questions in English, and ask for help from English lecturers or speakers. The findings will help the English language lecturers to plan in terms of selecting learning materials, implementing oral activities, and learning tasks (Yusri et al., 2013).

Implications and Conclusion

The current study was carried out on 151 students of a polytechnic in Malaysia studying diploma in various fields. It was discovered that the students use an acceptable amount of the number of strategies from the overall 50 strategies listed in SILL. Thus, the English language lecturers and educators should take the information gathered from this study to direct their efforts in promoting the English language learning activities which suit the students' English language learning strategies that they prefer. This will help the students to learn better and eventually helps them to improve their English language skills.

BIBLIOGRAPHIC REFERENCES

Ali, A., Zaman, A., & Khan, F. A. (2018). Language learning strategy use and English language proficiency. Global Social Sciences Review, 439-453.

Chamot, A. U. (2004). Issues in language learning strategy research and teaching. Electronic Journal of Foreign Language Teaching, 14-26.

Chuin, T., & Kaur, S. (2015). Types of language learning strategies used by tertiary English majors. TEFL in Journal, 17-35.

Cohen, A. (1998). Strategies in learning and using a second language. London: Longman.

Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies used by Adult Learners of Teaching English as a Second Language (TESL). TESOL International,

Marina. (2017). Language learning strategy of students in intensive English Language Institute of Flinders University. Englisia, 66-78.

O'Malley, J. M ., & Chamot, A. U. (1990). Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press.

Oxford, R. (1990). Language learning strategies: What every teacher should know. New York: Newbury House and Harper & Row.

Saad, N. S. B. M., Yunus, M. B. M., & Embi, M. A. B. (2015). Exploring the Connection between Out-of-class Language Learning Strategies and In-class Activities. Journal of Applied Research in Education, 19, 36-49.

Singh, A., & Masuku, M. (2014). Sampling techniques and determination of sample size in applied statistics research: An overview. International Journal of Economics, Commerce, and Management.

Weng, P. L. P., Yunus, M. M., & Embi, M. A. B. (2016). Successful Language Learning Strategies Used by Successful Year 5 English as a Second Language (ESL) Learners. Proceedings of the ICECRS, 1(1).

Yasin, A., Shaupil, W., Mukhtar, A., Ghani, N., & Rashid, F. (2010). The English language proficiency of civil engineering students at a Malaysian polytechnic. Asian Social Sciences.

Yunus, M., Sulaiman, N. A., & Embi, M. A. (2013). Malaysian gifted students' use of English language learning strategies. English Language Teaching, 97-109.

Yusri, G., Rahimi, N. M., Shah, P. M., & Wah, W. H. (2013). Cognitive and metacognitive learning strategies among Arabic language students. Interactive Learning Environments, 21(3), 290-300.

Zakaria, N. Y. K., Zakaria, S. N., & Azmi, N. E. (2018). Language Learning Strategies Used by Secondary Schools Students in Enhancing Speaking Skills. Creative Education, 9(14), 2357-2366.

The system of criminal legal protection of life and health under health care provision

El sistema de protección penal de la vida y la salud en virtud de la prestación de asistencia sanitaria

Sergey Zemlyukov[1]
Altai State University - Russia
zemlukow@mail.ru

Anton Vasiliev[2]
Altai State University - Russia
anton_vasiliev@mail.ru

Anna Korennaya[3]
Altai State University - Russia
lawer_ann@mail.ru

ABSTRACT

The value of human health cannot be overestimated. We considered the creation of an effective system of its protection is a priority for all branches of law. We believed that number of objective and subjective factors determined the necessity of question regards the changing of the system of criminal law health care in the provision of medical care last years in legal science and practice. The authors did not dismiss the need for a qualitative change in the criminal law, while argued the necessity of a preceding systematic study of the existing criminal legal model for the protection of life and health in the provision of health care. We also suggested to analyst the law enforcement practice and confirmed the impossibility of unjustified extension of criminal liability.

Keywords: Malpractice, protection of life and health, professional crime, criminal liability, medical worker, crime.

RESUMEN

El valor de la salud humana no puede ser sobreestimado. Consideramos que la creación de un sistema efectivo de protección es una prioridad para todas las ramas del derecho. Consideramos que varios factores objetivos y subjetivos determinaron la necesidad de cuestionar el cambio del sistema de atención de la ley penal en la provisión de atención médica los últimos años en la ciencia y la práctica jurídica. Los autores no descartaron la necesidad de un cambio cualitativo en el derecho penal, mientras que argumentaron la necesidad de un estudio sistemático anterior del modelo legal penal existente para la protección de la vida y la salud en la provisión de atención médica. También sugerimos al analista la práctica de aplicación de la ley y confirmamos la imposibilidad de una extensión injustificada de la responsabilidad penal.

Palabras clave: Negligencia, protección de la vida y la salud, delito profesional, responsabilidad penal, trabajador médico, delito.

1 Corresponding author. Doctor of Law, Professor of the Department of Criminal Law and Criminology of Altai State University, Russian Federation
2 Doctor of Law, Professor of the Department of Theory and History of State and Law at Altai State University, Russian Federation
3 PhD, Associate Professor, Department of Criminal Law and Criminology, Altai State University, Russian Federation

INTRODUCTION

The current model of criminal-legal protection of health in the provision of health care and medical services consists of many norms of Criminal Code of the Russian Federation, which are not united in one group, but are located in different sections and chapters. In general, all the crimes committed by medical personnel are divided into professional and official crimes. Professional crimes include the crimes causing death by negligence as a result of improper performance by a person of his or her professional duties (Part 2 of Article 109); crimes causing serious harm to health through negligence as a result of improper performance by a person of his or her professional duties (Part 2 of Article 118); infecting another person with HIV as a result of improper performance by a person of his or her professional duties (Part 4 of Article 122); illegal production of abortion (Article 123); failure to provide assistance to a patient (Article 124); illegal placement in a psychiatric institution (Part 2 of Article 118).

First, negligence (Article 293), as well as traditional corruption crimes is considered official one.

An analysis of judicial and investigative practice leads to the conclusion that, in most cases, doctors and other medical personnel are held criminally liable for crimes under the Criminal Code, namely by Article 109 Part 2, 3; 124 Part 2; Article 238 Part 2, 3; Article 293 Part 2, 3.

During 2016-2019, there has been increased attention from the medical community to the problem of legal liability for offences committed in the professional sphere of physicians. At the same time, the media actively discussed the cases of bringing doctors to criminal responsibility for the so-called "malpractices". Previously, the Investigative Committee of the Russian Federation, in cooperation with the National Medical Chamber, prepared a proposal to introduce two new articles into the Criminal Code of the Russian Federation on iatrogenic crimes (crimes committed by medical personnel in the course of medical care).

Obviously, these discussions bring to the surface the important problems: the extent of responsibility of physicians for causing harm to patients during treatment and the existence of an overall effective legal system for the prevention of offenses in the medical sphere.

Discussion of these problems arose with renewed force after the publication of criminal law statistics by the Investigative Committee of the Russian Federation. If we add data from other sources, the picture is as follows. Over the past five years, the number of civil complains about improper medical assistance have increased threefold: from two to six thousand. In 2017, the number of complaints about medical assistance to the Investigative Committee of Russia was 6050. This is 1100 greater than in 2016. In 2012, there were only 2100 complaints (The Investigative, 2018).

On the last day of September 2016, Alexander Bastrykin, Head Investigative Committee of the Russian Federation announced criminal statistics on cases of malpractices. "The figures are terrible: in 2015, it was proved that 712 people, including 317 children, died at the hands of doctors; in 2016, the number of people who died in the first half of the year was 352 people, including 142 children. In the first half of 2016, 419 criminal cases were initiated for such crimes" (The money, 2018). In 2018, 2,200 criminal cases were initiated for malpractices or poor quality of medical care, this was by 24% more than in 2017, when 1,800 criminal cases were initiated, according to RT, cited the Russian Investigative Committee (The number, 2018). In 2017, 175 criminal cases involving malpractices were referred to the courts, according to presentation by the Russian Investigative Committee. This is by 11 more than in 2016.

The majority of doctors convicted in 2017 (74.7%) were accused of causing death by negligence (Article 109 of the Russian Criminal Code). The provision of services that do not meet safety requirements (Article 238 of the Criminal Code) is 10.9%. Another 6.3% were convicted of causing serious harm through negligence (Article 118 of the Criminal Code). The rest of the people were convicted of negligence and failure to assist a patient (The number, 2018).

If we compare these data with the indicators of 2012, we can state that the number of complaints about the actions of doctors has increased threefold, and the number of criminal cases is about seven times more. However, experts believe that this is only the tip of the iceberg, and in fact, the number of malpractices is much higher. "Not every such case is prosecuted, and only 10% of all criminal cases go to court. That is, in 90% of cases, criminal cases against doctors are terminated," said Svetlana Petrenko, Official Representative of the Russian Investigative Committee (The Investigative, 2018).

The Main Department of Criminalistics of the Investigative Committee of the Russian Federation studied the materials of 143 criminal cases that were pending in 2016-2017. The results of the analysis revealed that the majority of such crimes are committed by the surgeons (27%), by obstetricians and gynecologists (17%), and by anesthesiologists and intensive care specialists (13%). Most of the doctors who committed the crime (58%) were male. The agency examined a large number of crimes that led to the death of 123 people, and 20 cases of injury to patients. The most common causes of malpractices are misdiagnosis and impaired screening (White negligence, 2017).

In 2018, the Federal Compulsory Medical Insurance Fund of the Russian Federation released statistics on deaths in medical care. In the first nine months of 2017, experts reviewed 417,500 medical records. Violations were detected in 48.5 thousand cases. At the same time, the defects that led to the death, including violations in the performance of necessary treatment and diagnostic measures and necessary clinical protocols, occurred in 3177 cases. Pathologists

have higher figures: according to their data, significant discrepancies between lifetime and postmortem diagnoses are 25-30%. Approximately 3,500 complaints were received annually from patients by insurance companies. In 88% of cases, the conclusions were made in favor of the patient, and in 12% of cases, the actions of medical workers are justified (White negligence, 2017).

Thus, we can state the increase in the number of complaints from patients about the quality of medical care and an increase in the number of violations in the provision of medical care.

One of the reactions to this situation is probably the proposal of the Investigative Committee of the Russian Federation to add new compositions to the Criminal Code of the Russian Federation. In July 2018, at the conference of the National Medical Chamber, the draft amendments to the Criminal Code of the Russian Federation concerning the so-called "doctor's cases" were officially announced. Two separate medical articles were proposed to be introduced into the Criminal Code of the Russian Federation:

- Article 124.1: which provides for liability for improper provision of medical care or services", if it resulted in the death of a person or two or more persons or "death of a human fetus and/or causing serious harm to human health";

- Article 124.2 provides for criminal liability for entering false information in medical records, concealing or destroying it, as well as for "substitution of biological materials in order to conceal the improper provision of medical care by another medical worker", the actions of which resulted in death, serious injury to health or death of the embryo.

Based on the content of the proposed amendments, if adopted, an independent group of professional crimes will appear in the criminal law, which will make it impossible to bring medical workers to criminal liability under Articles 109, 118, and 238 of the Criminal Code of the Russian Federation. However, this draft law, in our opinion, is not fully elaborated and logical. First of all, Article 124.1 of the draft law contains the concepts of "medical care and service", although the concepts themselves are not disclosed in the note to the article, there is no definition of these definitions and special regulatory acts. This may lead to a wide interpretation and uncertainty of the grounds for criminal liability.

This criticism also applies to the concept of "improper service provision". What, accordingly, raises the question and what is appropriate? If there is no objective impossibility to formalize and standardize medical services, i.e. to determine the rules of proper provision of medical care, such wording of the criminal law provision does not eliminate the issues arising in the qualification of crimes committed in the provision of medical services related to the establishment of quality and safety of such services. Such wording of the proposed crime creates the risk of unjustified prosecution.

When analyzing the composition of the crime proposed in Article 124.2 of the Criminal Code of the Russian Federation, there is certainly a question about the possibility of attributing such crime to the committed by medical workers in the process of performing professional duties. If yes, we have to refer to Chapter 16 of the Criminal Code of the Russian Federation. According to the objective signs reflected in the article's disposition, this crime is more likely to refer to a type of forgery. Based on the characteristics of the subject, it may be placed in chapter 30 or 32 of the Criminal Code. It should be taken into account that the above chapters already contain a number of elements of crimes providing for liability for forgery and production of forged documents, which makes it possible to conclude that there is no need for a special rule establishing liability for entering false information into documents in the narrow professional sphere.

DEVELOPMENT.

In our opinion, the introduction of independent professional elements of crimes into the criminal law is premature and will lead to excessive casualization.

Problems of law enforcement of existing articles can be eliminated by forming a common terminological base and explanation of issues of proper qualification of crimes by the Supreme Court of the Russian Federation.

Thus, we have come to the conclusion that the proposal of the Investigative Committee of the Russian Federation on introduction of new crimes in the sphere of medical activity is a response to the increasing number of complaints of citizens about poor quality of medical care.

This innovation was negatively perceived by the professional medical community. It fears expansion of the scope of criminal responsibility, including for innocent infliction of harm, for the so-called "medical mistake.

It should be noted that in the legal literature there have been suggestions about the need to change the current system of criminal responsibility for improper provision of medical care. Let us highlight the main ones:

 1) recognition of a medical worker as a special subject of a crime and fixation of the corresponding signs in the disposition of an independent article of the Criminal Code of the Russian Federation (the main structure of the crime): Article 109.1 "Causing serious harm to health or death by a medical or pharmaceutical worker due to improper performance of their professional duties by a medical or pharmaceutical worker" (Bagmet, Petrova, 2016).

2) Changes related to new developments in medical science imply the introduction of new criminal law offences: cloning and other genetic manipulation, illegal conduct of human biomedical research or application of prohibited methods of diagnosis and treatment, illegal in vitro fertilization or embryo implantation, illegal trafficking of human organs, tissues, embryos, illegal removal of organs or tissues of a deceased person for transplantation or other purposes. The commission of a crime by a medical professional in these elements of the crime should be a qualifying feature (Tatarkin, 2007);

3) it is proposed to supplement the Criminal Code of the Russian Federation with the following crimes on the grounds of objective side (method of committing a crime, professional field): illegal artificial insemination and implantation of a human embryo, use of a human embryo for purposes other than implantation, illegal medical experimentation, illegal trafficking of human organs and tissues, illegal performance of medical sterilization (Nikitina, 2007).

In our opinion, the current model of criminal-legal protection allows to ensure proper protection of public relations arising in the course of providing medical assistance in the course of professional activities. In order to understand the issue, it is necessary to understand that the Criminal Code of the Russian Federation provides for a sufficient set of circumstances excluding the criminal liability of doctors for innocent infliction of harm. This is Article 28 of the Criminal Code of the Russian Federation - innocent infliction of harm; Article 41 of the Criminal Code of the Russian Federation - reasonable risk; Article 39 of the Criminal Code of the Russian Federation - extreme necessity. These norms allow doctors to provide the necessary medical assistance, doing everything possible in this situation to save the life and health of the patient without fear of liability for innocent infliction of harm.

The problems of "doctor's cases", the increasing flow of patients' complaints, lie, rather, in the field of law enforcement, which can be eliminated by forming a common terminological base and explaining the issues of proper qualification of crimes by the Supreme Court of the Russian Federation. At present, as we have already mentioned, the main crimes in "medical cases" are Article 109 (Part 2.3), Article 118 (Part 2) of Article 238 (Part 2.3) and Article 293 (Part 3) of the Criminal Code of the Russian Federation. Each of the acts under consideration has similar consequences, i.e. causing death or serious harm to health with a careless form of guilt. However, the compositions have significant differences in all four elements of the crime.

Next, let us consider how these compositions of crimes are differentiated, the mistakes made in judicial and investigatory practice and the reasons of occurrence of such mistakes - imperfection of the model of criminal-legal protection of the public relations arising at rendering of medical aid or omissions of the lawmaker in interpretation of separate features of crimes.

Initially, it is a question of proper qualification of acts under Article 109 of Part 1.2 or Article 238 of the Criminal Code of the Russian Federation in case of death by negligence as a result of improper performance by doctors of their professional duties.

Such acts should be based on the object of the crime: in the case of death by negligence in the provision of medical services that do not meet the requirements of safety, the main object of the attack is the life and health of an unlimited number of people (danger to public health), the life and health of the individual in this case is an additional object.

On a practical example it can be illustrated as follows: the patient's death from the drug administration: if the administered drug has been certified on the territory of the Russian Federation, meets the safety requirements and is recommended for the treatment of the relevant disease, but at its administration there were violations (violation of dosage, lack of taking into account the presence of contraindications, etc.), which caused consequences in the form of death of a person, the act should be qualified under Article 109 Part 2 of the Russian Federation Code. If a patient is injected with a non-certified drug that is not allowed for use, medicines of the off-label, etc., the actions of a medical worker should be qualified as a violation of safety requirements in the provision of services under Article 238 of the Criminal Code of the Russian Federation.

Article 238 of the Criminal Code of the Russian Federation often qualifies acts similar to the following: by the verdict of the district court the obstetrician-gynecologist P. was found guilty of committing a crime under Part 2 of Article 238 of the Criminal Code of the Russian Federation. This was committed under the following circumstances: upon arrival of the woman in the maternity ward with a diagnosis of "premature delivery", P., having visually examined her, decided to give birth naturally due to the small weight of the fetus. At the same time, P. did not study the patient's medical records, in which the doctor who observed the course of pregnancy was given recommendations for the operation "caesarean section" in connection with the individual characteristics of the patient. As a result, meconium aspiration occurred and the child was born in a severe state of meconium mass, which was caused by improper delivery tactics chosen by the doctor (Cassation, 2011).

Such acts, in our opinion, do not constitute a crime under Article 238 of the Criminal Code of the Russian Federation, but should be qualified under Article 109 or Article 118 of the Criminal Code of the Russian Federation, depending on the consequences. At present, the Prosecutor's Office, as well as the courts are increasingly adhering to this position. Let us give an example from the materials of judicial and investigative practice.

Anonymous A. was found guilty of a crime under Part 2 of Article 238 of the Criminal Code of the Russian

Federation committed under the following circumstances: on June 06, 2014, Anonymous B. was admitted to hospital with a diagnosis of "Acute Coronary Syndrome". According to the results of the examination of patient A. ignored the records in the medical history of patient B about the need to conduct daily observation of his electrocardiogram, neglectfully treated his duties, confirmed the earlier incorrect diagnosis of "Acute Coronary Syndrome", and then handed the patient, whose condition was assessed as severe, under the supervision of a physician on duty in the emergency department, leaving him without constant supervision of a specialist in the field of cardiology. As a result, the patient was provided with a medical service of inadequate quality, i.e., not meeting the safety requirements for the life and health of the patient who passed away. At the request of the prosecutor in the court of appeal, the case was returned for preliminary investigation due to the unjustified qualification of the guilty person's actions under Article 238 and the need to qualify them under Part 2 of Article 109 of the Criminal Code of the Russian Federation, because A. failed to comply with the requirements of the cardiologist's job description, according to which he had to ensure an appropriate level of examination and treatment of the patient, left him in the acute coronary pathology department of the primary vascular center without constant supervision of cardiologist.

A similar position of the court was formed in the well-known "Elena Misyulina's case", which was also aimed at additional investigation in fact in connection with the incorrect qualification of the doctor's actions under Article 238 of the Criminal Code of the Russian Federation.

When qualifying the actions of medical personnel under Art. 109 or 238 of the Criminal Code of the Russian Federation, it is necessary to strictly follow the terminology of disposition of Article 238, which establishes responsibility for the provision of services that do not meet the requirements of safety of life or health, and for no other acts.

The definition of the term "safety" is given in the National Standard of the Russian Federation "Terms and Definitions in the field of life and health safety", approved by the Order of the Federal Agency for Technical Regulation and Metrology No. 1841-st of 26.11.2014. According to this, safety is a condition in which the risk of harm (to persons) as a result of damage does not exceed an acceptable level.

Order of the Ministry of Health of the Russian Federation No12 of 22.01.2001 "On the introduction of the industry standard "Terms and definitions of the standardization system in health care" contains a similar definition: the safety of medical care is understood as the absence of unacceptable risk associated with the possibility of damage.

The criteria for the safety of medical services at the normative level are not established. Therefore, when defining the safety of a medical service, we can only proceed from the general definition of the term. Compliance with the safety requirements of a medical service implies that there is no unacceptable medical risk, regardless of the outcome of the service itself. Criminal law terminology refers to a reasonable risk.

The validity of the risk of medical activity, in our opinion, can be determined by a set of conditions:

1) the focus of the activity of a medical worker on the achievement of socially useful results, the goal is the patient's recovery, preservation and improvement of the quality of life;

2) methods of diagnostics and further treatment applied in the course of rendering medical services are shown to the patient, there are no contraindications for their application (professional criterion);

3) the medical worker has the necessary and sufficient qualification in the relevant field of medicine. Such qualification shall be duly confirmed - diplomas, certificates, certificates of professional development;

4) there is no inevitability of harm;

5) a positive goal (socially beneficial result) could not be achieved in the absence of risk;

5) the risk is not associated with the probability of harm to an undetermined circle of persons;

6) the patient is properly informed about possible adverse consequences of diagnosis and treatment (probability of risk).

If all the above criteria are met, the medical service is safe, which excludes the qualification of the act under Article 238 of the Criminal Code of the Russian Federation. Compliance with the professional safety criteria is the responsibility of medical professionals and is established in a specific criminal case through a forensic medical examination. The other content criteria are formal and legal and can be established in the course of a preliminary investigation, which will eliminate errors in qualification.

When bringing to criminal responsibility under Part 2 of Article 109 of the Criminal Code of the Russian Federation, not only the safety of the provided, but first of all its quality is subject to criminal-legal assessment.

Special legislation on health protection operates not only with the term "safety", but also with the quality of medical services. In accordance with the provisions of Federal Law No. 323-FZ of 21 November 2011 "On the

Fundamentals of Public Health Protection in the Russian Federation", they must meet the requirements not only for safety and quality.

In this regard, for the proper qualification of what has been done, it is necessary to define the terms: what is the safety of medical service and what is its quality. In accordance with sub-clauses 1 and 2 of this Law, the following terms should be used: what is the safety of a medical service and what is its quality?

According to 21 Art. 2 of the above Federal Law No. 323-FZ, the quality of medical care - a set of characteristics reflecting the timeliness of medical care, the correctness of the choice of methods of prevention, diagnosis, treatment and rehabilitation in the provision of medical care, the degree of achievement of the planned result. In the recommendations given to the World Health Organization among the main criteria of quality of medical care are the qualification of the doctor, his compliance with the technology of diagnosis and treatment, as well as patient satisfaction. A similar provision is enshrined in the decision of the WHO Regional Office for Europe: medical care that meets the standards of medical technology in the absence of complications resulting from treatment and achievement of patient satisfaction should be considered quality (Erofeev, Sergeev, 2014).

Based on the above, we believe it is possible to determine the following legally significant characteristics (attributes) of the quality of medical care:

1) Appropriate qualification of the medical worker corresponding to the scope and type of medical care provided;

2) timeliness of medical assistance to the patient;

3) exclusion of negative consequences of medical intervention for the patient;

4) reasonable choice of the method of treatment and diagnostics of the disease;

5) carrying out treatment and diagnostics in accordance with the requirements of safety of medical care.

As can be seen, the proposed criteria for assessing the quality of medical care, as opposed to its safety, are more in the field of medicine than rights, and require special knowledge. At the same time, we do not consider it necessary to include the patient's satisfaction with the medical care provided as the abovementioned attribute is not related to either legal or medical, and is not subject to objective assessment. In the legal literature, the opinion is expressed that it is necessary to abandon the notion of quality of medical care and limit the assessment only to safety estimation.

A.V. Tikhomirov (2008) comes to the conclusion that the concept of quality does not apply to medical care - medical care has only a safety characteristic, and in turn the medical service in the commodity part (service) is characterized by both quality (related to the price) and safety. Let us not agree with this opinion. Safety of medical services is a legal concept to a greater degree. Non-compliance with safety requirements has a greater public danger than the provision of poor quality medical services, which is reflected in the sanctions of Article 238 Part 2 (CC of Russian Federation).

Consideration of the issue of legal criteria for the quality of medical care cannot be completed without addressing the problem of the so-called "malpractice". Currently, this term is widely used not only in the media, but also in legal practice. The term "malpractice" itself is not defined normatively and is essentially, if not ordinary, then at least evaluative and its use is incorrect in the legal qualification of what has been done.

Specialists from the Ministry of Health and the Russian Federal Service for Consumer Rights Protection and Human Health believe that it is correct to waive criminal liability for malpractices. In their opinion, the error in this case is a bona fide mistake in treatment and diagnosis (Interviews, 2018). It is quite common to believe that a malpractice is a crime in which medical personnel do not properly perform their professional duties. This position was voiced in the State Duma of the Russian Federation "A working group on legal protection of medical workers will be created in the State Duma, according to the official website of the State Duma Committee on Health Protection. Deputies want to protect doctors from criminal liability in case of unexpected complications in patients. Doctors should not be criminally liable for unexpected complications in the case of patients, but they should be insured for their liability to patients, just as in the rest of the world," the explanatory note says. - The problem can be solved by adjusting the current legislation. According to parliamentarians, one of the problems is the vagueness of the term "doctor's mistake," which is not clearly spelled out in any of the regulations. The working group will have to correct this legislative gap (The Investigative, 2018).

The term "malpractice" does not have any criminal legal content or meaning. Moreover, it confuses the problem of doctors' responsibility and its discussion, mixing the concept of guilty, including careless and innocent harm. The Big Medical Encyclopedia defines: "Malpractices are bona fide mistakes of a doctor in his professional activity, which are based on: imperfection of the modern state of medical science and methods of examination of a patient, objective external conditions of a doctor's work, as well as insufficient training". That is, the medical approach to the definition of malpractice excludes any illegal actions, violations of the requirements to the quality of medical services, and presupposes quite legitimate, conscientious behavior of a medical worker, but has led to negative consequences for the patient.

The Criminal Code of the Russian Federation does not contain the concept of error. However, the theory of criminal law unequivocally refers an objective error to the definition of guilt of a person. A bona fide mistake in the actual circumstances of the case may indicate the presence of negligent guilt. The penalty for careless crimes comes if the person did not realize the possibility of socially dangerous consequences, but in the circumstances of the case could and should have realized. If a person who committed a socially dangerous act did not realize and could not realize the public danger of his actions (inaction) or did not foresee the possibility of socially dangerous consequences and in the circumstances of the case should not have or could not foresee them, he acted innocently. Doctors-practitioners may object that they often foresee the possibility of both favorable and unfavorable outcome when carrying out complex operations or in a difficult situation. In addition, the unfavorable outcome may be caused by an accidentally interfering factor. Nevertheless, even here the Criminal Code of the Russian Federation allows to understand and, depending on the situation, to apply Article 41 "Reasonable risk" or to evaluate what happened as a case, accident (Part 2 of Article 28) and not to bring the doctor to justice. Particular attention should be paid to the fact that the institute of reasonable risk guarantees doctors the possibility of risky actions. It is not a crime - it is written down in Article 41 of the Criminal Code of the Russian Federation that the infliction of harm to the interests protected by the criminal law at a reasonable risk to achieve a socially useful goal. The risk is recognized as reasonable if the specified purpose could not be achieved by actions (inactions), unrelated to the risk and the person who allowed the risk has taken sufficient measures to prevent harm to the protected criminal law interests.

At the same time, the study of criminal cases against doctors under Articles 109(2); 118(2); 124 of the Criminal Code of the Russian Federation shows that the reason for their commission is most often elementary negligence - "forgot", "did not take into account", "made a mistake", "mixed up". Cases of gross violations of standards and protocols of medical care are not uncommon here. Therefore, in the case of careless causing of death or serious harm to the patient's health, a doctor is criminally liable. Taking into account the peculiarity of providing medical assistance and treatment, the legislator has refused from criminal responsibility for causing light and medium gravity of harm to the patient's health through negligence.

The causes of careless crimes in the sphere of medical care are often subjective in nature - inattention, lack of proper qualifications and experience, arrogance, etc. But there are also objective reasons, which testify to the responsibility of medical institutions and officials for the untimely and inadequate provision of medical care. This is also the lack of objective medical indicators (clinical) assessment of the quality of medical care, etc. Here is an example of objective reasons: "The mortality rate from oncological diseases may increase in Russia by 20-30% if the rules for purchasing medicines do not change," said Professor Alexei Maschan, Director of the Institute of Hematology, Immunology and Cellular Technologies at Dmitry Rogachev Scientific and Research Center of Children's and Youth Sports in his interview to Izvestia. "Medicines that are needed to treat patients on a daily basis have begun to disappear. They are being replaced by generics that have not been tested in clinical trials. We often don't know what we treat patients with," complained Maschan (Interview, 2017).

The subjective side of the crimes provided for by Article 109 and Article 238 of the Criminal Code of the Russian Federation are also different. When causing death by negligence, the entire scope of a person's actions is in an unintentional plane: the person due to improper competence, fatigue of other factors does not properly perform his professional duties. When causing death in connection with the provision of services that do not meet the requirements of safety - the subject deliberately commits actions to provide unsafe services, understands the meaning of their actions and directs them, and to the consequences of death refers to the other: deliberately allows them, but does not want.

Criminal liability for non-performance or improper performance by an official of his duties because of dishonest or careless attitude to the service or duties in office, resulting in consequences in the form of death of a person, is established in Article 283 of the Criminal Code of the Russian Federation. In practice, it is often possible to find cases against doctors who provided medical assistance with consequences in the form of death under Article 293, which, in our opinion, is fundamentally erroneous. Thus, the city court of Kamen-on-Ob passed a guilty verdict under Article 293 Part 1 Criminal Code of the Russian Federation in respect of the obstetrician-gynecologist of the local hospital. The crime was committed under the following circumstances: the obstetric department of the district hospital received a 21-year-old girl at 40-41 weeks of pregnancy. The doctor appointed a medical preparation for the birth, which was planned to be carried out conservatively, that is, naturally. In violation of the requirements of industry standards of medical care, the doctor did not conduct an ultrasound examination both when the patient enters the obstetric department and in the future. In addition, the woman had obvious contraindications, but despite this, the doctor decided to continue the birth naturally, without using a Caesarean section. As a result of the doctor's improper performance of his official duties, a dead child was born (Appeal, 2019).

These actions should be qualified under Part 2 of Article 109 of the Criminal Code of the Russian Federation if the child was born alive, but with pathologies resulting from improper support of labor activity, died after separation from the mother's body. In the same case, if the child was born dead, the actions of the guilty person form the signs of the crime provided by Part 2 of Article 118 of the Criminal Code of the Russian Federation.

Mistake of qualification is explained by the following. Firstly, the crime provided for by Article 293 of the Criminal Code of the Russian Federation is referred to the category of official relations, i.e. its main direct object is public relations arising in connection with the exercise of state power, and not public relations to protect the life and health of citizens, which can only be an additional object.

Secondly, there is a special subject - an official - for this category of crimes. At the same time, such a due person in the commission of the act must perform his or her direct duties related specifically to this position. A medical worker performing a therapeutic and diagnostic function is not an official. In the same case, if the person carries out official duties, for example, is the chief doctor of the department, but causes harm acting as an ordinary doctor, that is, not performing official duties, but providing medical assistance, he is subject to liability under Article 109 or 118 of the Criminal Code.

CONCLUSIONS

Based on the results of the research, we have concluded that the current criminal legislation allows us to respond adequately to the careless crimes of medical workers. The Criminal Code of the Russian Federation has established a system of crimes (universal compositions), which makes it possible to bring to criminal responsibility the perpetrators performing professional functions, including medical workers, whose actions or inactions have led to the most dangerous consequences, i.e. to the infliction of serious harm to health or death. The problems encountered in bringing medical personnel to criminal responsibility are not related to the insufficiency of criminal-legal protection, but to the mistakes of the law enforcer himself in interpreting the elements of the crime. Such mistakes should be eliminated not by changing the law, but by explaining on the application of crime certain elements to the Supreme Court. With regard to considered group of crimes such terms should be explained - safety of medical aid, quality of medical aid, their features, characteristics of the subject, and peculiarities of establishment of the mental element.

BIBLIOGRAPHIC REFERENCES

Appeal decision of the Altai Territory Court. (2019). Case No. A4-211/2009. Available from: https://clck.ru/JKCJz/ (Accessed on 16.09.2019).

Appeal decision of the Krasnodar Territory Court. (2017). Case No. 22-782/2017. Available from: https://sudact.ru/regular/doc/kzQUEmEwG8JX/ (Accessed on 16.09.2019).

Bagmet, A.M., Petrova, T.N. (2016). On the necessity of including iatrogenic crimes in the Criminal Code of the Russian Federation (in Russian). Russian investigator, 7, 29-34.

Cassation Determination of the Leningrad Region Court. (2011). Case No. 22-306/2011. Available from: http://sudact.ru/regular/doc/G5JrSJrVVxxh/ (Accessed on 16.09.2019).

Chervonnykh, E.V. (2009). Crimes committed in the field of health care and their prevention. Thesis of Doctoral Dissertation. Saratov.

Erofeev, S. V., Sergeev, Yu. D. (2014). Expert legal aspects of improper provision of medical care. Medical Law, 6, 3-8.

Interview with Prof. Alexey Maschan. (2017). Izvestia Newspaper. Available from: https://www.amic.ru/news/446947/ (Accessed on: 20.04.2019).

Interviews with specialists from the Russian Ministry of Health and the Russian Federal Consumer Rights Protection and Human Health Service (Rospotrebnadzor) on criminal liability for malpractices. (2018). Available from: https://www.dirklinik.ru/article/58-vidy-otvetstvennosti-vrachey-v-meditsinskih-klinikah/ (Accessed on 20.04.2019).

Nikitina, I.O. (2007). Health crimes (legislation, legal analysis, qualifications, reasons and preventive measures). Thesis of Doctoral Dissertation. Novgorod.

Tatarkin, V.V. (2007). Crimes of medical workers against life and health. Thesis of Doctoral Dissertation. Rostov-on-Don.

The Investigative Committee disclosed the content of Criminal Code new article for malpractices. (2018). Available from: https://www.rbc.ru/society/19/07/2018/ (Accessed on 21.07.2019).

The money penalty is not enough for malpractices, we need the administrative liability. (2018). Available from: https://moslenta.ru/mebizina/vrachebnyeoshibki.htm/ (Accessed on 22.07.2019).

The number of criminal cases of malpractices in Russia increased by 24% over the year. (2018). Available from: https://ru.rt.com/d8g/ (Accessed on 02.04.2019).

The State Duma has decided to protect doctors from criminal cases. (2019). Available from: http://tvrts.ru/ (Accessed on 22.09.2019).

Tikhomirov, A.V. (2008). Problems of legal qualification of harm to health when providing medical services. Thesis of Doctoral Dissertation. Moscow.

White negligence: In Russia, the number of criminal cases of malpractices is increasing. (2017). Available from: https://ru.rt.com/d6g/ (Accessed on 02.04.2019).

Academics Generic Practices: Integrity Level

Prácticas genéricas académicas: nivel de integridad

Bity Salwana Alias[1]
Universiti Kebangsaan Malaysia – MALAYSIA
bity@ukm.edu.my

Mohd Radzi Ishak[2]
Universiti Kebangsaan Malaysia – MALAYSIA
P97220@siswa.ukm.edu.my

Nur Yasmin Khairani Zakaria[2]
Universiti Kebangsaan Malaysia – MALAYSIA
yasminzakaria@ukm.edu.my

ABSTRACT

Previous studies show that there are still issues of integrity among academics. Therefore, the focus of this study is to identify academics' level of integrity in practicing their generic tasks. Based on the data collected via questionnaires, 164 academics evaluated themselves at a high level of integrity in their generic task with the mean score of 9.45 over 10.0. Academics also evaluated themselves as at a high level for all integrity values with the mean score of 9.41 to 9.54 that are for prudent, sincerity, accountability, credibility, self-discipline, and trustworthy. The implication is that, academics need no training to upgrade their integrity. However, from time to time, it is good to have a reminder of good deeds specially to ensure integrity becomes a culture among academics.

Keywords: Education, integrity, values, academics, generic practices.

RESUMEN

Estudios previos muestran que todavía hay problemas de integridad entre los académicos. Por lo tanto, el objetivo de este estudio es identificar el nivel de integridad de los académicos al practicar sus tareas genéricas. Sobre la base de los datos recopilados a través de cuestionarios, 164 académicos se evaluaron a sí mismos con un alto nivel de integridad en su tarea genérica con un puntaje promedio de 9.45 sobre 10.0. Los académicos también se evaluaron a sí mismos como de alto nivel para todos los valores de integridad con un puntaje promedio de 9.41 a 9.54 que son prudentes, sinceridad, responsabilidad, credibilidad, autodisciplina y confianza. La implicación es que los académicos no necesitan capacitación para mejorar su integridad. Sin embargo, de vez en cuando, es bueno tener un recordatorio de las buenas acciones, especialmente para garantizar que la integridad se convierta en una cultura entre los académicos.

Palabras clave: Educación, integridad, valores, académicos, prácticas genéricas.

1.   INTRODUCTION

The potential of human resources (HR) to influence ethical at the top level of organization is primarily depends on the nature of the organization (Tasoulis, Krepapa & Stewart, 2019). In other words, cultures of integrity enable human resource executives to influence ethical behavior in top management teams. A study by Cady, Brodke, M., & Parker, N. (2019) showed that integrity and team action had a significant indirect effect on individual performance. It shows that the organization citizens must understand the concept of integrity and the practices must be based on the integrity values in order to ensure the good performance of the individual and the organization as well. However, how far the concept of integrity understood and being practiced in organization? What actually means by integrity? According to Siddiquee (2010), Institutions of Integrity Malaysia (IIM) defines integrity as an individual trait based on pure values such as honest, truthful, trustworthy, just, responsible, transparent, efficient and wise. The National Integrity Plan (PIN) also defines integrity as the superior quality that exists both individually and collectively. In Islam, integrity is truthful, trustworthy, honest, sincere, loyal, responsible, decisive, just, efficient, diligent, wise, firm, personal, noble, and virtuous, and such as the nature of the Messenger of Allah is truthful (siddiq), trust (amanah), deliver (tabligh), and wise (fatanah). A person with integrity will do things in an ethical way, with acceptable values and beliefs. Civil servants with positions or responsibilities entrusted to act honestly in their jurisdiction and duties, be transparent, have no personal conflict, authority, accountable and adhere to all applicable laws and regulations so that the public's trust in the public servant is not impaired and thus disruptive, stable and harmony. Personal qualities which are the positive values of leaders are very important to ensure they can function effectively in organizations (Bity Salwana, Azlin Norhaini & Mohamed Yusof, 2018).

Abdullah and Abdullah (2016) said, public agencies are established with the primary objective of meeting the needs of the people and the country. Whereas, Abdullah and Abdullah (2016) stated that to achieve the objective, a high-quality public service delivery system is required, and integrity is important to create efficient and disciplined public administration and services. Integrity is about imposing moral values that can overcome problems and weaknesses in various aspects of governance such as financial management, handling of disciplinary cases, corruption, abuse of power and illicit abuse by regulation, legislation and religion.

Integrity is not something new (Abdul Rahman, 2015). It has been talked since ancient times of Greek civilization, Chinese civilization, Islamic civilization and others. Values and practices such as holding to the truth, being virtuous, trusting, honest, responsible, standing upright, fighting the wrong, have been the core of building individual identity, strengthening institution and building nation and society. Integrity builds civilization; lack of integrity led to the collapse of civilization. What is new is awareness of the need for integrity to be revived, polished, and institutionalized.

Integrity is important for an organization to attain excellence (Arifin & Ahmad, 2017). Arifin and Ahmad (2017) said focused their research by measuring the integrity of Royal Malaysia Police (PDRM), They found that PDRM has tried their best to enhance the value of integrity among the police but according to the reports released by the Bureau of Public Complaints (2014) and the Integrity Commission of the Agencies (2014), PDRM has received a number of complaints from the community regarding the deterioration in their service delivery system which involves a level of integrity. Studies using qualitative and quantitative methods of 760 members and PDRM officers working in the State of Perak show that while scholars disagree in determining whether organizational culture and individual integrity are more influential on police members' integrity, the study found that organizational culture were more relevant in explaining issues of integrity among PDRM members because of their significant influence on attitudes and behaviour.

The other opinion said that the value of individual integrity is eroded (Nilhusna, Noraisa & Khadijah, 2012). This discrepancy is said to be caused by humans, which is now increasingly influenced by elements that shake their faith. This is in line with the findings of Omar, Awang and Manaf (2012) which shown that there has been an increase in public complaints against the Road Transport Department (JPJ) from 2008-2011 which is alleged to have diminished its integrity. Complaint records show that deterioration in integrity was related to abuse of power, delay in action or no action at all, failure of power, poor quality of counter and telephone service, failure to comply with procedures, unresponsiveness, unjust acts and lack of public facilities during the four years of study.

Among others, (Zainal Abidin, 2008) stated that SMEs have sought to enhance the integrity of their citizens by instilling awareness and sensitivity to quality, efficient and prudent work. The initiative aims to build an image of the workforce of a committed and capable individual or team. These efforts are said to require challenging, people-driven, mind-numbing changes, to be practiced as a whole, and to require value chain from top management to the bottom line. The success of the venture based on four core values that are trust, respect, innovation and self-esteem (based on one's ethics and integrity) (Zainal Abidin, 2008). Therefore, the degree of integrity among UKM academics has not yet ascertained, as there is no such study to date. This study is a turning point to answer the question.

2.   METHODOLOGY

The population for this study is 1108. Based on Krejcie and Morgan (1970), the acceptable number of samples is 291. A few steps taken to collect the data, including visited the target sample and uploading the questionnaires on line. This study finally responded by 164 academics. The instrument is a questionnaire, which contains items to measure integrity as main construct and values of integrity as a sub construct. The sub constructs which are the values of unity (proved by statistical analysis), are accountability, trust, self-discipline, honest, credibility, and prudent means to measure integrity of academics in generic practices. The instrument can be access online with the aim of getting more response and at the same time to ensure respondents feel free and secured in fulfilling the questionnaires. The return rate is 56.38 % which is equal to 164 over 291 determined by Krejcie and Morgan) The data, which is quantitative, was

analysed descriptively to determine the mean score and standard deviation using Statistical Package for Social Sciences (SPSS) version 22. The basis to interpret the mean score is the interpretation by Educational Planning and Research Division, Ministry of Education, Malaysia (2018) as shown in Table 1. Mean score of 0.0 to 2.5 explains a low level of integrity, 2.6 to 5.0 as a moderately low level of integrity, 5.1 to 7.5 as a moderately high level of integrity, while 7.6 to 10.0 as a high level of integrity.

Table 1 Unity Level Interpretation

Mean score	Unity Practice Level
0.00 to 2.49	Low
2.50 to 5.09	Moderately low
5.10 to 7.59	Moderately High
7.60 to 10.00	High

Source: Educational Planning and Research Division, Ministry of Education (2018)

3.   RESULT AND DISCUSSION

Table 2 shows a research finding for a research question "To what extent is the academic integrity level for generic practice?"

Table 2 Academics Generic Practices: Integrity Level

Construct	Mean	S.D	Unity Practive Level
Generic Practices	9.45	.62	High
Accountability	9.51	.69	High
Trust	9.41	.99	High
Self-discipline	9.51	.65	High
Honest	9.47	.78	High
Credibility	9.48	.76	High
Prudent	9.54	.68	High

*N=164 S.D=standard deviation

Referring to the table, integrity level of academics in generic practices is high (mean score = 9.45, S.D. = 0.62). Academics' prudent is at the highest level (mean score = 9.54, S.D. = 0.68), followed by accountability (mean score = 9.51, S.D. = 0.69) and self-discipline respectively (mean score = 9.51, S.D. = 0.65). The next ranking goes to credibility (mean score = 9.51, S.D. = 0.69), honest (mean score = 9.47, S.D. = .78), and trust (mean score = 9.41, S.D. = 0.99). The findings showed that all the sub construct or values of integrity achieve a high level, but the lowest level is "trust" which is very important values in ensuring integrity being an "umbrella" in an organization. It shows that there is a room for improvement for integrity among academics since trust is a very important value to ensure academics do their job ethically.

The findings of this study are in line with the findings of the study (Ali & Puteh, 2017), which show that a culture of work ethic exists in an organization where citizens are morally upright, have good values, are committed to work and are responsible. The characteristics expressed by Ali and Puteh (2017) are that a work culture of integrity is a work culture that is competitive, has clear goals and direction and has a good moral and moral atmosphere in line with the elements of integrity studied. The institutions that are being studied are also excelling in their achievements and are undeniable, a work culture of integrity can enhance organizational excellence and positively impact the country's economic, development and stability. Human appreciation of the value of integrity will also serve as a deterrent to the organization's people from practicing morality, bad values, and corruption and so on.

The findings of this study are also consistent with the review of Arifin and Ahmad (2017) on the National Integrity Plan, which states that integrity is a set of superior qualities that exist holistically and integrally within individuals and organizations. Integrity embodied in the actions of individuals and organizations in achieving their goals. In other words, integrity is not just about the individual, it involves the systems and institutions of the nation and society.

The findings of the study show that academics of high integrity also have similarities to what is presented by Jasmi and Tamuri (2007) in their paper which discussed the integrity of Islamic Education teachers as the Qudwah Hasanah model to make Islamic Education Research and Development more attractive. As educators, either lecturers or teachers need to have the ability to set a good example (Qudwah Hasanah or role model). Our education system has succeeded in having a dedicated educator in line with the requirements of the National Philosophy of Education. According to [12], integrity is a fundamental approach to education in the form of Qudwah Hasanah and is an excellent self-identity that is capable of controlling passions, purifying the heart, and enhancing piety.

4.   CONCLUSION

Based on the research findings, the generic practice of academic's integrity is at the high level. The implication is that academics need no training or program to increase their integrity. In order for integrity to be practiced in an organization, the value of integrity needs to be emphasized and to be reminded from time to time. To achieve the status of a developed nation by 2020, knowledgeable, competitive, dynamic and performance-oriented society and workforce are needed. The application of moral, ethical, spiritual as well as objective and purposeful physical development plans and social institutions is also expected to generate a society of people with integrity and vision.

ACKNOWLEDGMENT

BIBLIOGRAPHIC REFERENCES

Abdul Rahman Embong. 2015. Public Administration, Integrity and Trend of Civil Servants Integrity: A Perspective. Paperwork on the Conference Transformation of Civil Servants Integrity organized by the Darul Iman Institute (IDAMAN), Universiti Sultan Zainal Abidin dan Secretarial Office Government Negeri Terengganu, 20 Mei 2015.

Abdullah, I. H. T., & Abdullah, M. R. T. (2016). Reassessment of Malaysia National Integrity Plan in Combating the Corruption. Journal of Applied Environmental and Biological Sciences, 6(65), 17-23.

Ali, N. A. B. H. M., & bin Puteh, A. (2017). Appreciation of Charity as a Medium of Strengthening the Work Culture of Integrity. Public Perspective, 5(3), 112-118.

Arifin, M. A. M., & Ahmad, A. H. (2017). The concept of integrity in the Royal Malaysian Police Organization (PDRM): Baseline study. Geografia: Malaysian Journal of Society and Space, 12(8).

Bity Salwana, A., Azlin Norhaini, M., & Mohamed Yusof, M.N. (2018). Personal Qualities of School Principals in Malaysia. Jour of Adv Research in Dynamical & Control Systems, Vol. 10, 04-Special Issue, 2018, 944-947.Alshehri, K. A. (2012). *The Influence of Mathematics Teachers' Knowledge in Technology, Pedagogy and Content (TPACK) on Their Teaching Effectiveness in Saudi Public Schools*. (Unpublished Ph.D. thesis), University of Kansas, Lawrence-Kansas.

Cady, S. H., Brodke, M., & Parker, N. (2019). When a Team is More Like a Group: Improving Individual Motivation by Managing Integrity Through Team Action Processes. Public Integrity, 21(1), 86-103.

Jasmi, K. A., & Tamuri, A. H. (2007). Excellent Teachers in Effective Schools. National Higher Education and Future Education Seminar, Faculty Education Universiti Malaya.

Nilhusna Binti Abd Kadir Jelani, Noraisa Binti Isa and Khadijah Abd Razak. 2012. Integrity of Islamic Education Teachers as Model of Qudwah Hasanah. Proceeding of International Seminar on Educational Comparative in Competency Based Curriculum Between Indonesia and Malaysia. June 06 - 07, 2012 at Auditorium Sekolah Pascasarjana, Indonesia University of Education, Bandung.

Omar, N. H., Awang, A., & Manaf, A. A. (2012). Integrity from Public Complaints Perspective: A Case Study at Road Transport Department (JPJ) Malaysia. e-BANGI, 7(1), 141-155.

Siddiquee, N. A. (2010). Combating corruption and managing integrity in Malaysia: A critical overview of recent strategies and initiatives. Public Organization Review, 10(2), 153-171.

Tasoulis, K., Krepapa, A., & Stewart, M. M. (2019). Leadership integrity and the role of human resource management in Greece: Gatekeeper or bystander? Thunderbird International Business Review, 61(3), 491-503.

Zainal Abidin Hashim. 2008. Cultivating Integrity in Daily Tasks. Work Quality Seminars UKM

Analysis of the results of cadastral valuation of buildings, premises, construction in progress and parking spaces for 2018 in the Krasnodar territory

Análisis de los resultados de la valoración catastral de edificios, locales, construcción en progreso y estacionamientos para 2018 en el territorio de Krasnodar

A. V. Osennyaya*
Kuban State Technological University - Russia
avosen2910@yandex.ru

B. A. Hahuk*
Kuban State Technological University - Russia

D. A. Gura**
Kuban State Agrarian University - Russia

N. I. Khusht*
Kuban State Technological University - Russia

E. Ch. Kuadze*
Kuban State Technological University - Russia

A. A. Kushu*
Kuban State Technological University - Russia

ABSTRACT

This article is devoted to the study of the results of the cadastral valuation of buildings, premises, construction in progress and parking lots, which was carried out in 2018 in the Krasnodar Territory (Osennyaya et al, 2017). The shortcomings of the structure of the presentation of the approved results of the cadastral assessment were identified and analyzed, a new form of entering and sorting data was proposed to simplify the work with them.

Keywords: cadastral valuation, analysis, capital construction projects

RESUMEN

Este artículo está dedicado al estudio de los resultados de la valoración catastral de edificios, locales, construcción en progreso y estacionamientos, que se llevó a cabo en 2018 en el territorio de Krasnodar (Osennyaya et al, 2017). Se identificaron y analizaron las deficiencias de la estructura de la presentación de los resultados aprobados de la evaluación catastral, se propuso una nueva forma de ingresar y clasificar datos para simplificar el trabajo con ellos.

Palabras clave: valoración catastral, análisis, proyectos de construcción de capital.

*Corresponding author. Kuban State Technological University, Department of Cadastre and Geoengineering, Krasnodar, 2 Moscovskaya Str.
**Kuban State Agrarian University, city Krasnodar, st. Kalinina, 13

1. Introduction.

Cadastral valuation, as a process of determining the cadastral value, with the transition to the latter as a tax base, has received particular attention of scientists and researchers (Osennyaya et al, 2017). Currently, there are many methods and algorithms for calculating the cadastral value for each type of real estate object, whether it is a land plot or an object of incomplete construction, and each approach is designed for the maximum approximation between the cadastral and market value, since it is precisely the market indicators that act as measure of the adequacy of the production of cadastral valuation (Ruth et al, 2015: Osennyaya et al, 2016: Osennyaya et al, 2017: Osennyaya et al, 2013).

2. Carrying out the cadastral assessment of real estate objects in 2018 in the territory of Krasnodar territory

Based on Order No. 2197 of the Department of Property Relations of the Krasnodar Territory (DIO KK) in 2018, the following real estate properties were evaluated in the region (Osennyaya et al, 2019):

> buildings';
>
> rooms';
>
> parking - places;
>
> the objects of the incomplete building;

land sections from the composition of the earth of forest and aqueous stocks.

In the course of cadastral valuation in total were evaluated:

> buildings, cars, objects of incomplete construction objects 2812065;
>
> land plots from the forest fund - 10986;
>
> land plots from the water fund - 877.

The list of the above objects was compiled by the Rosreestr Directorate for the Krasnodar Territory and transferred to the cadastral valuation department of DIO KK.

The results of the cadastral valuation of buildings, premises, parking lots, objects of unauthorized construction were approved by Order No. 2368 of the Department of Property Relations of the Krasnodar Territory (DIO KK) and are presented in the form of Appendix 1 (see. 1).

Appendix №1
Approves by the order of the Department of property relations of Krasnodar region from 01.11.2018 №2368	1

Cadastral value of buildings, premises, construction in progress, Parking spaces in the Krasnodar territory	2

№ п/п	Cadastral number of the property	Cadastral value of the property, RUB
1	2	3
1	23:00:0000000:609	4383861,95
2	23:00:0000000:750	33544746,24
3	23:00:0000000:857	299919,18
4	23:00:0000000:858	14188,35
5	23:00:0000000:863	118055,35
6	23:00:0000000:864	4953,37
7	23:00:0000000:865	387188,53
8	23:00:0000000:866	340957,07
9	23:00:0000000:867	238587,39
10	23:00:0000000:868	410304,27
11	23:00:0000000:869	225378,40
12	23:00:0000000:873	1654398,13
13	23:00:0000000:875	6560688,39
14	23:00:0000000:944	20920490,64
15	23:00:0000000:958	591668,16
16	23:00:0000000:977	945767,81
17	23:00:0000000:1060	2441289,14
18	23:00:0000000:1074	6324,59
19	23:00:0000000:1083	35727520,95
20	23:00:0000000:1095	4825653,75
21	23:00:0000000:1150	3817115,23
22	23:00:0000000:1162	1080846,98
23	23:00:0000000:1169	524913,68
24	23:00:0000000:1170	1332892,78
25	23:00:0000000:1188	230457,08
26	23:01:0000000:137	204955,29
27	23:01:0000000:155	349648,48

Fig. (l) - The element of Appendix 1 to Order No. 2368 DIO KK

3. Main disadvantages of the form of submission of information on the results of the cadastral evaluation

Based on the presentation of information on the results of the cadastral valuation, we can draw the following conclusions:

lack of information on the type of real estate object (building, premises, construction in progress, car place) - data restriction solely by cadastral number and cadastral value;

lack of information about the property belonging to the district (urban district) of the Krasnodar Territory (Osennyaya et al, 2016).

A lack of information about the location of the property (address, landmark) (Osennyaya et al, 2018).

the format of paged data (pdf) complicates the process of third-party processing of estimated cadastral values.

4. Proposals for improving the form of presenting the results of the cadastral assessment

The abovementioned features of the initial information and a huge number of objects (2,812,065) make it impossible to conduct an adequate analysis of buildings, premises, construction in progress and parking spaces and to calculate specific indicators for each type of object with a view to further comparison with average market indicators (Osennyaya et al, 2017). In this regard, a proposal is made for structuring data in the form of table 1.

Table (1) - Proposed Presentation Form for Approved Cadastral Valuation Results

Item No.	Cadastral number of the object	Entity legal address	Area, sq.m.	Cadastral value, rubles:
Abinsky district				
Buildings				
1	23: 01: 0000000: 194	Krasnodar Territory, Abinsky District, 95 km. Highways Krasnodar - Novorossiysk 1500 m to the left, plot No. 1	866.1	13313602.59
2	23: 01: 0000000: 258	Krasnodar Territory, Abinsky district, st.ts. Kholmskaya, st. Shkolnaya, 7 5	62.3	957.669.37
…	…	…	…	…
Premises				
…	…	…	…	…
the objects of the incomplete building;				
…	…	…	…	…
parking - places;				
…	…	…	…	…

It is worth noting that the information resource of the Rosreestr (Public Cadastral Map) makes it possible to identify exclusively capital construction objects and land plots (see Fig. 2).

1 - Public cadastral map
2 – Parcels
3 - Capital construction projects
4 – Quarters
5 – Districts
6 – Regions
7 – Boundary
8 - Areas with special conditions of use of the territory
9 - Bounds on the minimum distances of pipelines
10 - Territorial zones
11 - Red lines
12 - Borders of forest areas and forest parks
13 - The scheme of location of land
14 - Special economic zone
15 - Geodetic basis of the cadaster
16 - Addresses

Fig. (2) - Fragment of the PAC

In accordance with paragraph 10 of Article 1 of the Town Planning Code of the Russian Federation, capital construction objects (ACS) include buildings, structures, structures, construction in progress (Osennyaya & Gribkova, 2012). This list is also used in the PAC (see Fig. 3).

1 – Buildings, structures, construction in progress
2 - Public cadastral map
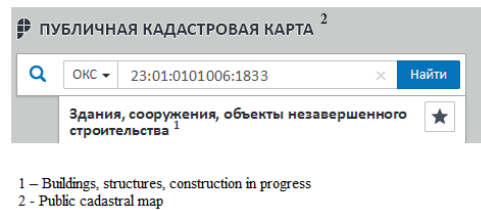
Fig. (3) - Fragment of the PAC

In this regard, it is noted that it is impossible to obtain information in the public domain regarding such real estate objects as premises and car spaces (see the example in Figure 4). Given the fact that Order No. 2368 does not contain any information except for the cadastral number and cadastral value, the researcher, for analysis, is faced with the need to order a separate extract from the Unified State Register of Real Estate (paid for individuals) for each object from the number of premises and machine - places (Osennyaya et al, 2017).

1 - Public cadastral map
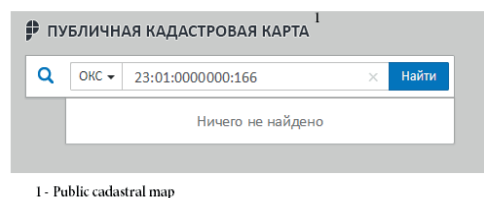
Fig. (4) - Fragment of the PAC

4. Summary

It is worth noting that, when eliminating the above-mentioned shortcomings, the possibilities arise for producing a mass analysis of the results of the cadastral valuation for the adequacy of its implementation compared to the average market indicators, developing new improved approaches and methods for the cadastral valuation process (Osennyaya et al, 2017: Osennyaya et al, 2016).

5. Conclusion.

In general, the importance of a thorough analysis of the results of cadastral valuation is explained primarily by the fact that it is the analysis that allows to identify errors and deficiencies inherent in the methodology for calculating the cadastral value, and due to this, take them into account as adjustments when improving existing approaches to determining cadastral value or the development of qualitatively new methods (Osennyaya et al, 2017).

It is obvious that a high level of analysis quality can be guaranteed if a number of basic criteria are met for the studied cadastral valuation data: the sufficiency and reliability of the data, as well as the observance of the necessary form of information presentation depending on the type of real estate object, goals and depth of analysis. Nevertheless, a logical question arises: why, in principle, improve the methodology for calculating the cadastral value? As mentioned earlier, the cadastral value is a taxable base, and they are interested in the correctness of its calculation as authorities (property tax is one of the main revenue items of the state budget - and an underestimated cadastral value generates a shortage of funds, and therefore, a decrease in state financing of such spheres of society such as health care, education, culture, etc.), as well as citizens who pay these funds in favor of state structures (overpriced astro value leads to an increase in the tax burden, general discontent and the number of disputes against the results of cadastral valuation, including in court) (Osennyaya et al, 2018).

CONFLICT OF INTERESTS

The author confirms that the materials presented do not contain a conflict of interest.

BIBLIOGRAPHIC REFERENCES

Osennyaya, A.V., Budagov, I.V., Khakhuk, B.A. (2016). The evolution of research approaches to the assessment and taxation of real estate, Bulletin of the Adygea State University. Series 5: Economics. N3 (185). pp. 201–206.

Osennyaya, A.V., Budagov, I.V., Khakhuk, B.A. (2017).   Cadastral valuation of a single immovable complex // Bulletin of the Adygea State University. Series 5: Economics. N2 (200). pp. 118-124.

Osennyaya, A.V., Budagov, I.V., Khakhuk, B.A. (2017). Problems of the cadastral valuation technique in modern conditions, Modern studies of the main directions of the humanities and natural sciences: materials of the international scientific and practical conference. Edited by I.T. Nasretdinov. 2017. pp. 742-743.

Osennyaya, A.V., Budagov, I.V., Khakhuk, B.A. (2017). The ratio of cadastral and market values in urban areas // Economics of construction and urban economy. Vol.13 No 4. pp. 303–313.

Osennyaya, A.V., Gribkova, I.S. (2012). The theoretical basis of the cadastre of built-up territories, Krasnodar.

Osennyaya, A.V., Khakhuk, B.A., Kolomytseva, A.A. (2018). Improving the methodology for cadastral valuation of real estate based on the urban development value of the territory. Part I, Questions of the regional economy. N3 (36). No. 2. pp. 56–61.

Osennyaya, A.V., Khakhuk, B.A., Kushu, A.A., Kolomytseva, A.A. (2018). Improving the methodology for cadastral valuation of real estate based on the urban development value of the territory. Part I, Questions of the regional economy. N3 (36). No. 2. pp. 53–60.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A. (2019). Implementation of the cadastral valuation of land in settlements in the Krasnodar Territory, Bulletin of the Adygea State University. Series 5: Economics. N4 (190). pp. 239 - 244.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A., Gura, D.A., Kolomytsev, A.A. (2013). Improving the institutional and economic mechanism of land valuation in modern conditions, Krasnodar.

Osennyaya, A.V., Seredin, A.M., Budago, I.V., Khakhuk, B.A., Anisimova, L.K., Kushu, A.A., Gura, D.A., Pastukhov. M.A. (2016). Cadastral valuation as a basis for real estate taxation, Research report No. 16-12-23016 of 05/27/2016 (RHF (Russian Humanitarian Scientific Foundation))

Osennyaya, A.V., Seredin, A.M., Budagov, I.V., Khakhuk, B.A., Anisimova, L.K., Kushu, A.A., Gura, D.A., Pastukhov, M.A. (2017). Cadastral valuation as a basis for real estate taxation, Krasnodar.

Osennyaya, A.V., Seredin, A.M., Budagov, I.V., Khakhuk, B.A., Anisimova, L.K., Kushu, A.A., Gura, D.A., Pastukhov, M.A. (2016). Cadastral valuation and taxation of real estate in the Krasnodar Territory by the example of the lands of settlements // Krasnodar, 2016. Monograph, 140 p.

Osennyaya, A.V., Seredin, A.M., Budagov, I.V., Khakhuk, B.A., Anisimova, L.K., Kushu, A.A., Gura, M.A. Pastukhov. (2017). Cadastral valuation as a basis for real estate taxation // Krasnodar, 144 p.

Osennyaya, A.V., Seredin, A.M., Khakhuk, B.A., Gura, D.A., Anisimova, L.K. (2017). Formation of the Russian system of taxation of real estate in urban areas, Economics of construction and urban economy. Vol.13 No. 3. pp. 195–204.

Osennyaya, A.V., Zarovnaya, L.S., Khakhuk, B.A., Kushu, A.A., Gura, D.A. (2017). Classification of types of permitted use of real estate in urban areas. Modern Industrial and Civil Engineering. Vol.13 No 4. pp. 189–196.

Ruth, M., Woltjer, J., Alexander, E., & Hull, A. (Eds.). (2015). Place-Based Evaluation for Integrated Land-Use Management. Ashgate Publishing, Ltd.

Peculiarities of China export system

Peculiaridades del sistema de exportación de China

Shadmanov Erkin Sherkulovich[*]
Military Technical Institute - Uzbekistan
eshadmanov72@mail.ru

Khasanova Khamida Khaydaralievna[**]
Tashkent State Technical University - Uzbekistan
h.hamida1776@mail.ru

Khayitov Sherbek Naimovich[***]
Bukhara Engineering-Technological institute - Uzbekistan
sherbek-market@mail.ru

Shirinova Shokhsanam[****]
Tashkent Institute of Finance - Uzbekistan
sh.sh.28@mail.ru

Soibjanova Sokhibjamol[****]
Tashkent Institute of Finance - Uzbekistan
elle_s.s@list.ru

ABSTRACT

The model of economic development of the people of Republic of China has become a miracle of the 20th century. For this reason, many aspects of China's economic development model are widely studied by many foreign scholars. Among these are China's experience in supporting state exports, which is one of the successful models of Chinese foreign economic policy. Therefore, the authors analyzed Chinese's experience of state support and encouragement of exports, and explored the possibilities of using this experience in Uzbekistan. In the XXI century, economic development and their share in international labor division are determined by their participation in trade and economic processes. During the same period, China has strengthened its position in the world economy as a result of the export- oriented economic system as a result of its policies supporting foreign economic activity in the 1980s. China has made the most of its ability to change customs tariffs to address its foreign trade development goals. Non-tariff regulation is usually subdivided into quantitative methods, covert protectionism and financial methods.

Keywords: export, foreign, economic activity, China, Eximbank

RESUMEN

El modelo de desarrollo económico del pueblo de la República de China se ha convertido en un milagro del siglo XX. Por esta razón, muchos aspectos del modelo de desarrollo económico de China son ampliamente estudiados por muchos académicos extranjeros. Entre ellos se encuentra la experiencia de China en apoyar las exportaciones estatales, que es uno de los modelos exitosos de la política económica exterior china. Por lo tanto, los autores analizaron la experiencia china de apoyo estatal y estímulo a las exportaciones, y exploraron las posibilidades de usar esta experiencia en Uzbekistán. En el siglo XXI, el desarrollo económico y su participación en la división internacional del trabajo están determinados por su participación en los procesos comerciales y económicos. Durante el mismo período, China ha fortalecido su posición en la economía mundial como resultado del sistema económico orientado a la exportación como resultado de sus políticas de apoyo a la actividad económica extranjera en los años ochenta. China ha aprovechado al máximo su capacidad para cambiar los aranceles aduaneros para abordar sus objetivos de desarrollo del comercio exterior. La regulación no arancelaria generalmente se subdivide en métodos cuantitativos, proteccionismo encubierto y métodos financieros.

Palabras clave: exportación, exterior, actividad económica, China, Eximbank

* Corresponding author. Doctor of science economics, professor at Military Technical Institute of the National Guard of the Republic of Uzbekistan
** Tashkent State Technical University named after I. Karimov Almalyk branch
*** Associate professor at Department Management Bukhara engineering-technological institute Republic of Uzbekistan
**** MD at Tashkent Institute of Finance Republic of Uzbekistan

INTRODUCTION

Export activity is supported by the financial support provided by the Chinese government, which is different from the export support of other countries.

Including:

1. Characteristic of tariff and non-tariff methods;

2. Specificity of stages and conditions of China's accession to the WTO for the purpose of developing foreign economic activity;

3. Improved number and functionality of organizations established for financial and organizational support for exports;

4. Creation of separate types of free economic zones based on the economy of the regions of the country and geographical features;

5. The use of separate approaches to the industry in each exported commodity and its export activities.

The main purpose of the research is to analyze the experience of state support of export to China and to explore the possibilities of its application in Uzbekistan.

During the research, the following tasks were used to highlight the topic:

- Study of China's exports Support Policy;

-Study of the activities of China Exim bank and its role in export development country;

-Study the activities and objectives of China Export Promotion and Development Funds;

-Analysis of China's Foreign Trade Indicator for the period 1980-2017;

-To study and make suggestions on possible aspects of implementation of the Chinese export promotion experience in Uzbekistan.

The important aspect of Chinese economy is that the country's politics, economy, social life, banking and financial support provided by the Chinese government, which is different from the export support of other countries.

Including:

1. Characteristic of tariff and non-tariff methods;

2. Specificity of the stages and conditions of China's accession to the WTO for the purpose of developing foreign economic activity;

3. Improved number and functionality of organizations established for financial and organizational support for exports;

4. Creation of separate types of free economic zones based on the economy of the regions of the country and specific social and geographical features;

5. The use of separate approaches to the industry in each exported commodity and its export activities.

China has made the most of its ability to change customs tariffs to address its foreign trade development goals.

Non-tariff regulation is usually subdivided into quantitative methods, covert protectionism and financial methods. Quantitative constraints (qualitative restrictions) included quotas, licensing, voluntary export restrictions as well as export and import prohibitions. The most common form of quantitative restrictions is the tariff quota. There are 2 types of export quotas in China: for all countries in the world and for some isolated countries. There are currently quotas for expanding live cow, pigs and poultry to Hong Kong and Macau. However, upon receipt of quota, the exporter must obtain a license from the Ministry of Commerce of the People's Republic of China. Since 2012, export quotas for 173 products, including rice, corn, wheat, cotton and coal, flour, refined timber, coke, oil and oil products, rare earth metals and more;

Quotation and licensing are the main type of state regulation of foreign trade.

China uses export licensing of goods and services, mainly to fulfill obligations under international treaties. In 2009, 231 trade items were used for export licenses under export contracts. These include beef, pigs, and poultry (Hong Kong and Macao), beef, pork, poultry, paraffin, platinum, car and chassis, motorcycles, Vitamin C, some metals and more. The voluntary export restrictions policy provides for quantitative restrictions based on the obligations of one of the trending partners. The Chinese government's voluntary export restriction policy applies to certain countries of the United States and the European Union under bilateral agreements.

REASARCH METHODOLGY

Scientific research methods such as induction, deduction, scientific abstraction, analysis and synthesis, as well as economic and mathematical methods were widely used in the subject. Widespread study and analysis of research methods has played an important role in making scientific conclusion and making recommendations.

LITERATURE REVIEW

China's economic development path and reform system have been widely studied by scientists since the 1980s. Including: In Rosalie L. Tung's book, US-China Trade Negotiations (L. Tung, Rosalie. 1982) China's political and economic relations with foreign countries are based on mutual respect for sovereignty and territorial integrity, aggression, non-interference, equality and mutual interest and the five principles of peaceful coexistence. China's foreign trade policy is also governed by the same principles. In particular, the emphasis is on reliance and on equality and mutual interest.

Since 1978, the country has been talking about reforms in foreign trade, its structure and efficiency.

Elizabeth Paulet and Chris Rowley In the book The China Model: Originality and Limits (Paulet, Elisabeth, Rowley, Chris 2017) China and India as global market leaders in the 21ˢᵗ century have seen changes in the global market and international economic relations, resulting in changes in the product market, purchase and sale, says investment strategies, as well as trade and economic relations with natural resources.

China's economic growth model and its export promotion experience have been studied by many researchers and scholars in a variety of ways and ways. But most importantly, China's experience in supporting foreign trade has been successful only in its case, and this has not always been successful in the experience of other countries and is reflected in the scientific and practical conclusions of many scholars.

ANALYSIS AND RESULTS

China's foreign trade development process involves several steps:

Stage 1 Model of import substituting products 1950-1960. This model is based on mercantilism theory and is aimed at developing heavy industry complexes in the country. This period was characterized by low export volumes and low competitiveness.

Stage 2. Export promotion model based on open economy. The model aims to stimulate export-oriented products and increase competitiveness by attracting foreign investment in the country's economy.

Stage 3. (1990-2001) A model aimed at supporting the production of import-substituting and export-oriented products. As a result of international industrial cooperation, China was focused on filling the national market with Chinese products and exporting products using imported machinery and technology.

Stage 4. The global financial and economic crisis and its aftermath. A model aimed at increasing domestic demand. This period was characterized by the expansion of the domestic market, the increase in the number of local producers and the improvement of the quality of products and services. (Pay Wan, 2010)

Analyzing the experience of the People's Republic of China in promoting exports, it should be noted that accession to the WTO in November 2001 played a major role and marked a new stage in the country's international trade.

Eximbank of China and the Bank of China are the main subjects of export support. Both are eligible for export and import lending. The main task of the above organizations is to provide loans to national exporters and foreign entitles that purchased the products of the People's Republic of China. According to the World Trade Organization, after China's accession to this international organization in 2001, 602 protectionist investigators against China totaled $ 38.98 billion, including 510 anti-dumping investigations, 43 antidote investigations, and 106 protections. Thus, according to Chinese analysts, China is the world leader in the number of trade barriers against exported products (Ved.gov.ru). In China, the basic financial support measures used in recent years are more traditional: export financing (many loans are provided to exporters of high-tech products and exporters of high-value engineering products) and export credit insurance measures (including machine-building products in 2003) adopted "People's Republic of China on Funding for Export Credit Insurance Support and Development asi activities within the program"). The Eximbank of China was established on April 26, 1994 by the decision of the State Council of the People's Republic of China. In its activities, the Bank follows the instructions of the State Council. At the same time, the bank is a commercial organization, operating in accordance with the principles of the management of commercial banks. The main objective of the Bank is to implement the Chinese government's policy in industrial development, foreign trade and finance through the promotion of Chinese exports, primarily machinery, equipment and other high-tech products and the development of interstate relations in international trade. The sources of financing are the bank's own funds and are refinanced by foreign governments and commercial banks. The sole owner of China Eximbank is the Government of the People's Republic of China, represented by the Ministry of Finance. The authorized capital of the bank is 3.38 billion yuan ($ 408,4 million) (Ved. gov.ru). Eximbank of China:

 Export-import credits, including vendor credit and buyer credit, mechanical and electronic products and full production equipment for export-import of fixed assets;

Issue of Chinese government grants to foreign countries of mixed and state soft loans;

Attraction of foreign interbank loans, government loans, organization and participation in domestic and international syndicated lending;

Export credit insurance, guaranteeing export credit, import and export insurance and factoring services;

Issuance of financial bonds in the domestic market and short-term securities (excluding shares); currency exchange transactions.

Exim bank's financial support makes high-tech products. Concessional loans for this purpose totaled $ 165.7 billion. (undp.org. 2007)

Exim bank of China includes activities such as exporter lending, imports of Chinese products and international guarantees. In particular, in line with the Foreign Economic Policy Strategy of 2013, the Bank will provide full credit to exporters of national vessels, as well as companies engaged in the repair and modernization of foreign vessels, production of basic equipment for vessels and the development of appropriate technologies. Loans can be issued in Chinese yuan and in foreign currency. Unlike similar financial institutions in other countries, China's exporter support system provides loans for offshore contracts and investment. The Bank is the only bank authorized by the Chinese State to provide official support to developing countries and operates through two means: concessional lending to the state and lending to privileged importers.

The bank is involved in the repayment of concessional and mixed loan programs, as well as business contracts for projects, equipment, technology and services in the interests of China. Another organization in the system of export support is the Export Support and Development Funds. The term "aid and development funds" in the People's Republic of China refers to the government allocated funds for export credit insurance to export- oriented enterprises.

Areas of support and development funds are as follow:

1) Medium and long- terms export credit insurance;

2) Short –term export credit insurance;

3) Foreign Investment Insurance.

Financial support to Chinese exporters will be based on premium payments. Including:

- 20% of real insurance premiums will be provided with short- term export credit insurance;

-10% real insurance premiums will be provided to insurers of medium and long-term export credit, as well as investments abroad.

Provides funds management to support and develop export credit insurance. In China, there are several ways in which government supports export and the extent to which the export promotion system has produced result is discussed in more detail in the paragraph. In particular, the impact of export promotion policies, on foreign trade dynamics, export dynamics and export geography and structure will be analyzed.

Table 1. China Foreign Trade Dynamics, 1978-2017[8, World bank.org.]

Years	Foreign trade turn over, bln. USD.	Exports billon USD	Import billion USD	Balance billion USD
1978	20,7	9,8	10,9	-1,1
1988	102,7	47,5	55,2	-7,7
1998	324	183,7	140,3	43,4
2008	2561,6	1428,5	1133,1	295,4
2009	2207,2	1201,7	1005,6	196,1
2010	2972,8	1577,9	1394,8	183,1
2011	3642	1898,6	1743,4	155,2
2012	3866,8	2048,93	1817,83	231,1
2013	4473	2354	2119	235
2014	4704	2463	2241	222
2015	4365	2362	2003	359
2016	3144	2200	1944	156
2017	4626	2418	2208	210

As can be seen from the table, China's foreign trade balance remained negative until the early 1990s. The main reason

for this is that in the early stages of reforms technological imports were the only source of formation of the competitive basis of the national economy.

With China's accession to the World Trade Organization (WTO) in 2001,new opportunities for foreign trade were opened. Thus, China's foreign trade almost doubled between 2002 and 2004(from$620billoin to $1.15 trillion). In general, since the country's accession to the WTO, the foreign trade turnover has increased more than 4 times.(Goryunov,A.L.2003) Figure1.
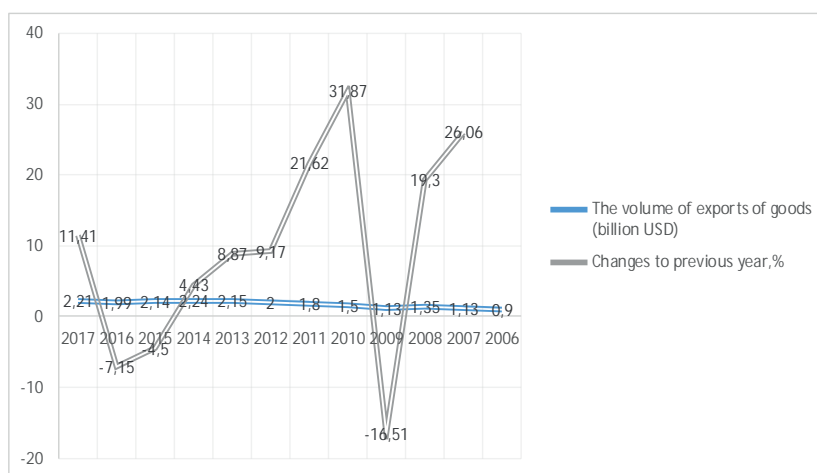
Picture 1. Dynamics of Changes in Exports of Chinese Goods for 2006-2017. (UNDP.org. 2007)

Exports of goods and services increased by $ 1.5 billion in 2017 compared to 2006 as a result of foreign investment in various sectors and sectors of the economy and government financial and organizational measures for exports of goods and services diversified, new directions emerged. This includes machinery and electronics products, household appliances and production machinery and more.

Just look at the dynamics of changes in exports of goods in 2006-2017, while in 2009, China's exports of goods fell by 16.51% compared to 2008. The main reason for this is the decline in Chinese trade as a result of the economic and financial crisis in the United States, China's largest trading partner. But in 2010, the sharp rise was 31.87%. We can point to the emergence of new markets for Chinese goods (including Central Asian, Central and South American markets). However, in 2011 -2016 there was a further decline in the volume of Chinese exports. The main reason is policy pursued to enhance the value of Chinese yuan.

It should be noted that the changes in the dynamics of exports of goods also affected the volume of exports of high –tech goods. In the same years there was a decline. However, it is noteworthy that in 2016, there was a 5.6% drop in comparison with in 2006. The main reason for this was the increase the share of raw materials and semi-finished products in the structure of exports.

Picture 2 trend in Changes in the share of High-tech Goods in the Exports of Goods 2006-2016 (Knoema. Uz. 2019).

At the core of the successful growth of exports in China is the strong export policy of the state.

China has always taken active steps to support national exports. During the crisis, these measures were aimed at overcoming exports by creating new incentives for expanding exports and entering new markets.

In order to maintain sustainable economic growth due to the decline in China's national investment, annual exports must increase by 15%. The PRC cannot withstand simultaneous decline in investment, consumption and exports. A15% growth rate (exports) is major benchmarking, and slower growth leads to lower employment rates.

The export orientation of the economy provides a competitive advantage in the global market, as the PRC has such competitive resources: cheap labor and raw materials.

CONCLUSIONS AND RECOMENDATIONS

China's export promotion experience is one of the most effective methods and policies in the world economy. However, it is not possible to implement its experience directly in our country. This may be explained by differences in political systems, geographical location and other direct and indirect factors affecting the volume of exports. Based on the analysis and results, we offer the following areas of improvement of export activity in Uzbekistan:

1. Establishment of Export-Import Bank of the Republic of Uzbekistan. Establishment of such a bank will allow to increase export volume in the country :

- Opportunity for local producers (exporters) to receive export and import credits at low interest rates;

- Development of export credit insurance system;

- Possibility to purchase equipment and raw materials from abroad based on the wishes and wishes of local exporters. For example, foreign banks providing export-import loans to Uzbekistan require the purchase of machinery or raw materials from the bank, but the establishment of the Export-Import Bank in the country is based on the exporter's needs and financial capabilities, and sells new high-tech equipment and this allows you to obtain qualitative products.

2. The need to reduce the value-added tax in the country in relation to export products

Specifically, setting the VAT refund system based on the volume of exports, depending on the volume of exports. For example

- 5% discount on export up to$ 1,000;

- 10%with export volume of 1001-10000 USD;

- 20% discount when exports exceed$ 10,000 and up to$ 20,000;

In the case of exports exceed US $ 20,000 and up to US $ 100,000,000, A 30% tax deduction should be introduced.

This scale may vary depending on other economic indicators of Uzbekistan.

The introduction of such a mechanism in the Uzbek economy will facilitate the export activities of producers.

3. Based on the Chinese experience, the high technologies in Uzbekistan should also be encouraged to export goods. The country will be able to increase its share of international labor by supporting high-tech goods exports.

The effective implementation of the above suggestions will also depend on the government's GDP, the ability to proper and efficiently use national wealth, the role and share of the international labor division.

Export development in the Republic of Uzbekistan will create new industries in the national economy, increase their share in the international labor division, and promote international industrial cooperation and integration.

BIBLIOGRAPHIC REFERENCES

Analytic review of measures taken in China to protect the domestic market and support national exporters// Website of the Ministry of Economic Development of the Russian Federation: http://www.ved.gov.ru./exportcountries /cn/cn-market/cn-pract- access/

Goryunov,AL.(2003). The ffective of liberalization of foreign trade in China // News. FEB RAS.- 2003. – No. 5.-S 38-51.

http://www. Sciencedirect.com/science/article/pii/B9780080271873500076

https://data.worldbank.org/indicator/NE.IMP.GNFS.CD?locations=CN&view=chart

Knoema. Uz.(2019). http:// knoema.ru/atlas/%-% D182%D0%B2%D0%D1% 80%D0%BE%DO%B2%

L. Tung, Rosalie. (1982). US-China Trade Negotiations

Paulet, Elisabeth, Rowley, Chris(2017). The china business Model: Originality and Limits// Chandos Publishing// 13th January2017//P.290//https://www.sciencedirect.com/science/article/pii/B9780081007501000103

Pay Wan.(2010). The export sector in the model of economic development of the PRC. Abstract of dissertation for the degree of candidate of economic sciences. http://www.econ.msu.ru/cmt/lib/a/1727/file/VanPay.pdf

UNDP.ORG(2007). Opportunities and prospects for the establishment of Exim bank in Uzbekistan. http://www.uz.undp.org/content/dam/uzbekistan/docs/Publications/economicgovernance/Eximbank_in_Uzbekistan/un_uzb_Eximbank_in_Uzbekistan.pdf

World bank.org.(2019).

Self-Resilience evolvement among Widowed Mothers in Malaysia

Evolución de la auto-resiliencia entre madres viudas en Malasia

Dharatun Nissa Fuad Mohd Karim[1]
Universiti Kebangsaan Malaysia – MALAYSIA
nisafuad@ukm.edu.my
Zuria Mahmud[2]
Universiti Kebangsaan Malaysia – MALAYSIA
zuria@ukm.edu.my
Melati Sumari[2]
Universiti Kebangsaan Malaysia – MALAYSIA
melati@um.edu.my

ABSTRACT

This study aims to explore the experiences of widowed mothers on the evolvement of their self- resilience after the loss of their spouses. This study which adopts phenomenological approach involves six widows as respondents in semi-structured in-depth interviews. Data analysis results using Atlas.ti shows three main themes that emerge in the development of self-resilience among widowed. These themes encompass the following: process of adapting, coping skills and support system. The process of adapting used by widows in developing self-resilience involves emotional, cognitive and behavioral adjustments. Widowed also use spiritual, behavioral, cognitive and emotional approaches as part of their coping skills strategies to increase self-resilience. Support systems that are beneficial for respondent's resilience come from family, friends, employers and the government agencies. Widowed are able to bounce back, to beat the odds after a devastating life events, depending on how far they can adapt and cope, and the amount of support system received. Findings from this study suggest counseling services and interventions for single widowed mothers to focus more on adaptation, support system, and coping skills to increase self-resilience.

Keywords: Widowed, Self-resilience, Support System, Coping Skills, Adapting, Counseling.

RESUMEN

Este estudio tiene como objetivo explorar las experiencias de las madres viudas en la evolución de su auto-resistencia después de la pérdida de sus cónyuges. Este estudio que adopta un enfoque fenomenológico involucra a seis viudas como encuestadas en entrevistas en profundidad semiestructuradas. Los resultados del análisis de datos utilizando Atlas.ti muestran tres temas principales que surgen en el desarrollo de la auto-resiliencia entre las viudas. Estos temas abarcan lo siguiente: proceso de adaptación, habilidades de afrontamiento y sistema de apoyo. El proceso de adaptación utilizado por las viudas en el desarrollo de la auto-resiliencia implica ajustes emocionales, cognitivos y de comportamiento. Las viudas también usan enfoques espirituales, conductuales, cognitivos y emocionales como parte de sus estrategias de habilidades de afrontamiento para aumentar la auto-resistencia. Los sistemas de apoyo que son beneficiosos para la capacidad de recuperación de los encuestados provienen de familiares, amigos, empleadores y agencias gubernamentales. Las viudas pueden recuperarse, superar las probabilidades después de una devastadora vida, dependiendo de cuán lejos puedan adaptarse y sobrellevar, y la cantidad de sistema de apoyo recibido. Los resultados de este estudio sugieren servicios de asesoramiento e intervenciones para que las madres viudas solteras se centren más en la adaptación, el sistema de apoyo y las habilidades de afrontamiento para aumentar la auto-resiliencia.

Palabras clave: Viudo, Auto-resiliencia, Sistema de apoyo, Habilidades de afrontamiento, Adaptación, Asesoramiento.

1Corresponding author. Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia.
2 Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia

1. INTRODUCTION

The death of a life partner is a traumatic event that leaves a deep wound, creating one of the most challenging time in a family (Ochoa, 2016). Problems would catastrophize if the living spouse is left with young children. Childrearing would be a challenge doing it by themselves after the death of the spouse. During this period of time, their status would also change to single mothers or single fathers. They might experience depression for a while that may affects their daily life. This process is a part of the emotional adjustment process that deals with the newly changed status (Cairney, Boyle, Lipman, & Racine, 2004; Cairney & Wade, 2002). Hence, it is imperative that they bounce back and find solutions to counter this prolonged negative feeling. They should also deal with the challenges and manage the feeling of sadness that came through their fate.

Resilience is defined by how an individual could bounce back, beating the odds after experiencing unfortunate events and threatening experiences (Lee, 2014; Resnick, Gwyther, & Roberto, 2011; Siebert, 2005; Yong, 2004). Taormina (2015) described the term resilience as an effort to revive, becoming more elastic and flexible to return to normal. This process to bounce back is driven by high level of self-motivation and desire to be a progressive individual. Often times, resilience is associated with positive emotions, which normally comes from the individual themselves (Philippe, Lecours, & Bealieu-Pelletier, 2009), and differs accordingly to the stressors and pressure they are facing (Ong & Zatura, 2010). Among single mothers, self-resilience has been found to relate with the ability to overcome the traumatic event of loss and challenges that come afterward (West, 2012). Resilience is viewed as a dynamic process of adaptation within an individual that is experiencing challenges and adversities (Richardson, 2002; Taylor, 2013).

Another crucial factor that contribute to self-resilience among single mothers is their support system (Corr & Corr, 2009). Support system may help reduce the burden they carry (Clark & Hamplová, 2013; Correa et al., 2011; Grossman et al. , 2009; Guillory et al., 2014; Lashley & Giannoni, 2010; Schrag & Tieszen, 2014), contributes to better self-esteem and mental well-being (Crosier, 2007), provide information and skills so they can learn and apply and adapt with more effective lifestyle (Grossman and colleagues (2009). Support system consists of family, friends, employers, colleagues, and society members (Clark, 2001), as well as NGO and government agencies. Goodman and her research colleagues (2007), developed a ROAD (Reaching Out About Depression) project through focus groups to help single mothers gain support from one another for self-stabilization, identification of needs and enhancement of inner strength. Three main powers emphasized are; a) individual psychological powers, b) socio-political empowerment and c) collective empowerment.

In the Malaysian context, The Ministry of Women, Family and Community Development recognized the need of single mothers when it issued The Single Mother Empowerment Plan 2015-2020 (Ministry of Women Development, 2015). The plan sets out 3 main objectives as follows: to increase stakeholder awareness and commitment to empower single mothers' economy; to improve single mothers' social welfare; and to enhance research and development coordination for single mothers. This effort to support single mothers is in line with the governments mission to empower all society members to participate in building a progressive and inclusive society. The dynamic of self-resilience will continue to evolve with the existence of support system which can include both intrinsic and extrinsic motivations to help single mothers in moving forward to face their challenges (Davidson, 2008; Luthar & Cicchetti, 2000). Hence, this phenomenological study examines the evolvement of self-resilience among single mothers in Malaysia.

2. METHODOLOGY

The main aim of phenomenology is to explore meaning in an individual's life experiences as closely pictured by the individual themselves (Blomberg & Volpe, 2008; Creswell, 2007; Frost, 2011). This phenomenological research uses purposive sampling based on the following criteria for selecting the respondents; (i) widow, (ii) have at least one child (iii) have been a widow for at least a year. Six widows have fulfilled these mentioned criteria. All six respondents lives around Klang Valley (Middle of Kuala Lumpur). Table 1 summarizes the background of respondents.

Table 1 Respondents Background

Respondents	Academic Qualification	Occupation	Age when become widow	Cause of spouse death	Number of children
PK 1	Masters	Part- Time Lecturer	42	Heart Attack	4
PK2	Masters	Contract Lecturer	45	Heart Attack	1
PK3	High School	Housewife	39	Heart Attack	4
PK4	High School	Teacher	42	Stroke	2
PK5	Junior High School	Housewife	41	Accident	7
PK6	High School	Housewife	28	Cancer	4

Data for this research is gauged through audio taped semi-structured in-depth interviews and probing. Probing helps to build and explore deeper understanding of the phenomena being investigated (Seidman, 2006; Frost, 2011; McLeod, 2001). Five respondents are interviewed at the comfort of their own homes, while the other respondent is more

comfortable meeting at the workplace as she spent more time there. The researcher does not put any time limit for the interviews. Each interview takes about 45 minutes to an hour to end, with the frequency being three to five times for each respondent depending on the readiness of the respondents in sharing their experiences and also considering data saturation. To ensure data credibility, the researcher checks completed transcriptions and emerged themes with each respondent. The whole data is managed using the Atlas ti 7. As suggested by Morse and Richards (2002), the process of interpreting data begins with descriptive coding, topic coding, analytical coding and themes.

3.   RESULT AND DISCUSSION

Three main themes that emerge from widowed mothers' phenomenological experience of self-resilience are as follows; Adjustment process, coping skills, and support system.

Adjustment process

Adjustment process is needed in order to help widows to bounce back from the traumatic event that they experience. First thing that should be looked into is when the upsetting experience that becomes overwhelming happened within widows, is how did they accept the new status that falls onto them, from being a wife and mother to being a widower and single mother. Each respondent from this research has shared the adjustments that needs to be done in order to ease their daily lives. They need to adjust their emotions, cognition and manage daily life routines and financial issues. They begin to accept the status that falls onto them once they are able to go through these adjustments process.

All respondents report going through emotional adjustment. Mourning the loss helped them become aware of their status as a widow. Crying helps to release feelings such as being pressured, angry, lonely, and helpless. They choose to cry alone inside their bedroom or any other private spaces. These widows choose not to cry in front of their children as not to let them witness the difficulties the family is facing.

At that time, when he's gone, I still have small children right? During that time, I was mourning as most people have said, not thinking of finding a new one… We just go through with heavy heart and sometimes you feel lonely, cry alone. Sometimes, you feel alone. Being alone, crying alone…no one to tell to.

(PK1/I3/14:92)

But I did cry..I cried with stuffing myself with pillow, afraid if people will hear. If I cry a bit it's not satisfying..so if you wanna cry more and dont want people hear you loud,I will stuffed myself with pillow…thats the easiest way,they dont hear they dont see.

(PK3/I2/2:256)

Majority respondents agree that they need to adjust their cognitive to a more positive perceptions. Respondents are aware of the cultural stigmatization of the status of single mothers. However, PK1 and PK2, PK3 and PK6 in general avoid negative people and talks, and practice being open-minded towards whatever people talk about them.

PK1's life journey is meaningful in her self-resilience evolvement. PK1's first engagement does not receive her parents' blessing. Then she (at 20) marries another man chosen by her family. After three years and three sons, the husband cheats on her and gives her a divorce. This divorce impacts her deeply that she attempts suicide. After twenty years, she meets her old fiancée and marries him and becomes a second wife. However, this happiness is only short lived as her husband passes away a year after that. She becomes a widow at 42, and 4 months pregnant with their first child. As a widow, this loss is bearable compared to the first one because she is consoled by the beautiful memories with this husband. Even though she looses her husband, she sees wisdom in the marriage as she gives birth to a baby girl. The birth is an important contribution to the evolvement of her adjustment and later self-resilience.

PK2 is a widow to a rich husband. They have a good life and beautiful memories of travels and attending parties. She feels her life with him is too short as they manage to get a son only after six years of marriage, then they raise the son together for only six years before he passes away. Her dreams of traveling the whole world with her husband has failed. Now she feels flawed as she no more has a partner even to go out. In her adjustment, she takes measures by avoiding friends and social events.

Then,theres lots of social events like   weddings, social gathering that we used to go   together. In the beginning of widowhood, I isolated myself. I said I was lazy to go. I tend   to isolate myself because I feel uneasy, shy without the other half.

(PK2/I3/11:80)

However, by making some cognitive adjustments, she manages to restructure her thinking.

I felt angry at myself. Why am I punishing myself? I am thinking that..it's just not right to be in people's event..but

there are so many invitations and those people are just happy to have me actually. If I continue with this behavior I will lose friends over time.

(PK2/I3/11:82)

The other adjustment that the respondents need to do are home life and financial managements. PK4's husband receives a VSS (Voluntary Separation Scheme) and stays home to care for their 13 year old autistic child and a daughter and manages the household chores. When her husband passes away because of a stroke, PK4 who is a teacher has to learn to manage the house and their children. Two years after her husband's passing, she registers as a part time university student and manages to complete her studies.

PK5's husband works as a manual worker at the Town Council and they never have enough money for the family. His sudden death in an accident has left PK5 unprepared to face the challenges. PK5 has a hard time adjusting as she is not highly qualified, never work before, and she has seven children from the age of toddler to teenagers. To survive, PK5 rides the van her husband left with eldest son to sell soy beans juice around town. Soon after, the son also meets with an accident and dies. Now, PK5 who does not have a driving licence limits her selling at the stall near the quarters they are living. The researcher's visit to her two bedroom flat shows an unorganized and uncondusive living place for the six growing up children. PK5 reports she manages money by thinking thoroughly before spending on unnecessary items.

Coping skills that were used by widows to increase self-resilience level

When faced with devastating life events in a person's life, there would be challenges that they have to go through. How they recover and weave through these challenges is what we defined as coping skills. After examining all six coping skills from each respondent, researcher concluded that the coping skills that were used by them manifest in four main strategies, which are spiritual, behavioral, cognitive.

Spiritual approach looked into how widows overcome problems by getting closer to the Creator. Widows pray a lot to the Creator, being grateful and believing in the good things and unseen benefits by accepting their fates. Reciting the Quran, especially certain popular surahs is found to be helpful in helping them cope with loneliness. PK5, believe that by donating to the poor, she will get back more from God.

When you recite the Yasin, that feeling of loneliness, no more. During reciting Yasin, at least half an hour like that, you feel calm.. Then you feel relaxed, and you can lie down and automatically go to sleep peacefully.

(PK1/I2/13:32)

Theres lots of people who are more needy, thats why Allah opens moms heart. When you are here, you see it yourself. You feel you are worse. You see theres more worse people then you are. Since then lah, lots of opportunity comes to me since I gave her a bit. Not much, just a little. I helped her, with the little money I had thats all.

(PK5/I2/18:112)

Behavioral wise, respondents do different things to cope according to their education level and social exposures. PK1 (university lecturer) and PK4 (school teacher) choses to continue their studies, attends counselling session, becomes volunteers, watches motivational programs and seminars, and making self-disclosure, making herself busy by personal activities and school activities. PK3 chooses reading as a coping strategy.

Thus, there's lots of knowledge you can find here and there. By reading things? and that helps a lot right? Meaning you don't have the knowledge what single mothers have.? Then, you stop thinking asking ..What to do, What to do next, what to do next? Ok...so me instead of asking, I prefer reading.

(PK3/I4/4:66)

Respondents agree that thinking positively is a coping strategy. For PK 2 and PK6, reminiscing the good memories of their late husband's evidently make them stronger and able to bounce back from devastation. Looking at old photos and talking about their memories in fond ways help them feel more positive.

After my husband passed away, I have that single mother status and that's the most important right. The upmost important thing for myself and the other thing is the memory of my late husband that gives me more strength to take care of his descendant, to be a better person. As what they said good human being.

(PK2/I2/10:190)

Support system and types of supports

All respondents express that a good support system is a need, no matter in what form. Support systems here refers to an individual or a system that provides material supports, motivations and inspirations to respondents in facilitating

them to bounce back from devastation of losing their husbands. Five support systems emerged are families, friends, neighbours, employers and government agency.

PK1, PK3, PK4 and PK6 receive support in the form of encouragements from family and friends. Some activities that gives opportunity to share their stories and problems are through visits to relatives houses and lunches with friends. PK6 also obtains financial support from her deceased husband's side of the family. PK4 appreciates her school principal who is supportive enough to let her go out to manage her children in between office hours.

PK2 lives quite a stable life, mentally and physically. Positive attitude from PK2 makes her see how her child is her main source of inspiration to carry on. PK2 feel that having a son is a motivation for her to be strong and have a purpose in life.

Meanwhile, PK5 gets more support from her neighbors. She can rely on them to take her and the children to go to hospital in case of emergencies. PK5 also receives monthly help from Welfare Department and staples from Zakat Center.

That day, after my husband passed away, they (the Zakat Center) gave 15kg rice,5 kg oil,5 kg flour,5kg sugar. Every month they gave a bit of money.

(PK5/II/17/64)

4. DISCUSSION AND CONCLUSION

The aim of this research specifically is to understand resilience among widows. By understanding lived experiences as well as issues and challenges faced by widows, the researcher identifies the association between resilience development process that happens within single mothers begins with devastating events that happened in their lives. The integral findings of this research shows evidence that widows who have lost their husbands have potential to increase self-resilience. Improvement in resilience is a continuous process that begins from the death of their husbands and eventually progresses linearly with the adjustment process that is needed, support system received and applying coping skills. Adjustment process generally happens after the death of their husbands, widows have to go through the phases of sadness as suggested by Kubler-Ross and Kessler (2005). Grieving on someone's death is a normal reaction. However, there will be times when it will come forward as painful and tiring. Understanding this sad events and taking the right steps to overcome this grieving period is an important element to recover and bounce back from the devastation faced. For individuals that have positive attitudes, they are more prone to make quicker adjustment as compared to widows that bear negative attitudes.

Research findings also examine the good support system that can help respondents to increase self-resilience. Hope is also found through good support system, ensuring that they are not alone in this tough journey. They can be helped through emotional and physical approach. This findings is in line with past research that suggests the needs of support systems to help groups of widow in countering their issues and future problems in life (Clark & Hamplová, 2013; Correa, Bonilla, & Reyes-MacPherson, 2011; Grossman, Hudson, Lefler, Jodell, & Titilola, 2009; Guillory et al., 2014; Lashley & Giannoni, 2010; Schrag & Tieszen, 2014). They also propose that single mothers to get social support as means to lessen their burdens. In fact, not only to lessen their burdens but they can also apply what they have learned from their support systems. This support systems does not only focuses on family and friends but it expands to community as well on the importance of giving motivational booster for single mothers (Clark & Hamplová, 2013).

Coping skills strategies that are used by respondents came in forms of spiritual as their main coping skills followed by cognitive, emotion dan behavioral. From spiritual aspect, this finding in line with with studies conducted by Zaizul, Salleh, Jaizah, Khareng and Zarkavi (2018) where Quran recitation has the potential to provide peace of mind. Looking at the approach of REBT theory (Corey, 2011), in helping client to understand irrational beliefs, for example a single mother whom have lost her husband, Death is A, meanwhile loneliness is the belief of the single mother (B) towards her husband's death. In the case that the single mother believes, the passing away of her husband will be causing her worthlessness and the end of her life thus affecting her feelings (C) which is sad and lonely. Thus, the sadness and loneliness was not because of A but because of B. To help the single mother, she needs to identify her irrational beliefs. Then, this belief is to be dispute (D) by questioning and evaluating that beliefs until she could recognize and differentiate rational beliefs and irrational beliefs. After process (D), the single mother will come to a new belief that replaces the irrational beliefs (E). This new belief then would anchor the single mother to be more resilient and soon be able to bounce back, continuing her daily life facing the reality.

As a counsellor, the researcher have learned few main things to take account into for professional counsellors when they receive single mothers as their clients. Firstly, counsellor needs to know the critical time that the client went through. Early stages of losing your loved ones are the times that should be filled with great empathy and support from significant individuals. At this particular stage, single mothers are exposed to negative emotions such as depression, loneliness dan sadness whereby all this emotions need to be release. Considering how respondents of this study were given chance to reflect and reminisce their live experiences through the interview with the researcher, they began to marvel at their strengths that they didn't know they had it in them. The same experience can be lived

through counselling session as well.

From counselling context, counselling process can actually empower single mothers and help them acknowledge that the healing agent of devastation comes within themselves. Due to this healing agent being from within themselves, counsellor should facilitate client in seeing the importance of recovering and to bounce back from this. In other words, this is where the term resilience can be perfectly illustrate. With the existence of such research, counsellor gets to learn and cultivate ways to increase self-resilience within single mothers after realizing that they are the integral part of the healing agent.

Discoveries from the understanding of this increase of self-resilience concept of this research could also pave ways to educate single mothers especially on ways to bounce back from devastating events. Although this research did not specifically tackle on the therapy, techniques or treatment plans for widow as a whole, but the findings gives a general view on how single mothers can improve and increase self-resilience to carry on with their lives. Early exposure on resilience can help counsellor to be more prepared when faced with the same issue. Having equipped with the knowledge of this concept, counsellor could build appropriate intervention that caters to the needs of single mothers by incorporating resilience as part of their live

5. CONCLUSION

In short, this research looked into the lived experiences of widowed single mothers which face with a lot of challenges and how they recover from it. Single mothers are not groups of people that are often wrongly stereotyped as the negative groups. They also have potentials to recover and bounce back with the existence of resilience and durability in them. Resilience that they showcased are not static process. It is a dynamic process that can be developed and cultivate through adjustments, receiving good support system and by applying suitable coping skills. It is hoped that this research gives a new perspective on single mother's groups. As a recommendation for future studies, building an appropriate intervention for single mothers associating with the context of increasing self-resilience would be ideal.

ACKNOWLEDGMENT

BIBLIOGRAPHIC REFERENCES

Bitter, J. R. (2009). Theory and Practice of Family Therapy and Counseling. Canada: Cencage Learning.

Blomberg, L. D., & Volpe, M. (2008). Completing Your Qualitative Dissertation. A Roadmap From Beginning to End. USA: Sage Publication.

Cairney, J., & Wade, T. J. (2002). Single parent mothers and mental health care service use. Social Psychiatry & Psychiatric Epidemiology, 37(5), 236.

Cairney, J., Boyle, M. H., Lipman, E. L., & Racine, Y. (2004). Single Mother and the Use of Professionals for mental health care reasons. Social Science Medicine, 59, 2535-2546.

Clark, L. (2001). La familia: Methodological issues in the assessment of perinatal social support for Mexicans living in the United States. Social Science and Medicine,, 5, 1303-1320.

Clark, S., & Hamplová, D. (2013). Single Motherhood and Child Mortality in Sub-Saharan Africa: A Life Course Perspective. Demography, 50(5), 1521-1549. doi: 10.1007/s13524-013-0220-6

Corey, G. (2011). Theory and Practice of Counseling and Psychotherapy. Belmont, CA: Brooks Cole.

Corr, C. A., Nabe, C. M., & Corr, D. M. (2009). Death & Dying, Life & Living (6th ed.). USA: Cengage Learning.

Correa, V. I., Bonilla, Z. E., & Reyes-MacPherson, M. E. (2011). Support Networks of Single Puerto Rican Mothers of Children with Disabilities. Journal Children Family Study, 20, 66-77.

Creswell, J. W. (2007). Qualitative Inquiry and Research Design. Choosing Among Five Approaches (2nd ed.). USA: Sage.

Crosier, T., Butterworth, P., & Rodgers, B. (2007). Mental health problems among single and partnered mothers. The role of financial hardship and social support. Soc Psychiatry Psychiatr Epidomiol, 42, 6-13.

Davidson, R. (2008). More than 'just coping': The antecedents and dynamics of resilience in a qualitative longitudinal study. Social Policy & Society, 8(1), 115-125.

Frost, N. (2011). Qualitative Research Methods in Psychology Combining Core Approaches. Glasgow: Bell & Bain Ltd.

Grossman, C. C., Hudson, D. B., Lefler, R. K., Jodell, R. K., & Titilola, O. (2009). Community Leaders' Perceptions Of Hispanic, Single, Low-Income Mothers' Needs, Concerns, Social Support, And Interactions With

Health Care Services. Issues in Comprehensive Pediatric Nursing, 32, 31-46.

Guillory, J., Niederdeppe, J., Kim, H., Pollak, J. P., Graham, M., Olson, C., & Gay, G. (2014). Does Social Support Predict Pregnant Mothers' Information Seeking Behaviors on an Educational Website? Matern Child Health Journal, 18, 2218-2225.

Kubler-Ross, E., & Kessler, D. (2005). On Grief and Grieving: Finding the meaning of grief through the five stages of loss. New York: Scribner.

Lashley, C. O. N., & Giannoni, L. (2010). Young Children National Association for the Education of Young Children.

Lee, G. R. (2014, 01//). Current Research on Widowhood: Devastation and Human Resilience, Editorial. Journals of Gerontology Series B: Psychological Sciences & Social Sciences, pp. 2-3. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=100353731&site=ehost-live

Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: A critical evaluation and guidelines for future work. Child Development, 71, 543-562.

Malinen, K., Kinnunen, U., Tolvanen, A., RönkÄ, A., Wierda-Boer, H., & Gerris, J. (2010). Happy Spouses, Happy Parents? Family Relationships Among Finnish and Dutch Dual Earners. Journal of Marriage & Family, 72(2), 293-306. doi: 10.1111/j.1741-3737.2010.00700.x

McLeod, J. (2001). Qualitative Research in Counselling and Psychotherapy: SAge Publication

Morrow, S. L. (2005). Quality and Trussworthiness in Qualitative Research in Counseling Psychology. Journal of Counseling Psychology, 52(2), 250-260.

Ochoa, R. M. (2006). Spirituality and bereavement among the widowed. (1437804 M.S.W.), California State University, Long Beach, United States -- California. Retrieved from http://search.proquest.com/docview/304910961?accountid=41453 ProQuest Dissertations & Theses Full Text database.

Ong, A. D., & Zautra, A. J. (2010). Psychological Resilience Predicts Decreases in Pain Catastrophizing Through Positive Emotions. Psychology and Aging, 25(3), 516-523.

Philippe, F. L., Lecours, S., & Bealieu-Pelletier, G. (2009). Resilience and positive emotions: Examining the role of emotional memories. Journal of Personality, 77(1), 140-176.

Resnick, B., Gwyther, L. P., & Roberto, K. A. (Eds.). (2011). Resilience in aging. Concepts, research and outcomes. New York: Springer.

Richardson, G. E. (2002). The metatheory of resilience and resiliency. Journal of Clinical Psychology, 58, 307-321.

Schrag, A., & Tieszen, A. S. (2014). Social Support Networks of Single Young Mothers. Children Adolescence Social Work Journal, 31, 315-327.

Seidman, I. (2006). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York: Teachers College Press.

Siebert, A. (2005). The resiliency advantage. Master change, thive under pressure, and bpuce back from setbacks. San Francisco: Berrett-Koehler Publishers.

Taormina, R. J. (2015). Adult Personal Resilience: A New Theory, New Measure, and Practical Implications. Psychological Thought, 8(1), 35-46. doi: 10.5964/psyct.v8i1.126

Taylor, S. D. (2013). A Family Resilience Model of Behavioral Health for Low-Income Ethnic Minority Families. (3587848 Ph.D.), Loma Linda University, Ann Arbor. Retrieved from http://search.proquest.com/docview/1428202943?accountid=27931 ProQuest Dissertations & Theses Global database.

West, C. L. (2012). When talking helps: A quantitative study of privacy and resilience after bereavement. (3512334 Ph.D.), University of Denver, Ann Arbor. Retrieved from http://search.proquest.com/docview/1023815072?accountid=27931 ProQuest Dissertations & Theses Global database.

Yong, L. E. L. (2004). Resilience in Ex-Refugees from Cambodia and Vietnam. (Doctor of Philosophy), University of Rhode Island.

Zaizul, A.R., Salleh, A., Jaizah, O., Khareng, M., Zarkavi, A.A. (2018). Qur'an Recitation Produce Potential Prevention,Protection And Cure Of Psychological Disease. International Journal of Civil Engineering and Technology, 9(13), 655-664.

Law in the context of justice

El derecho en el contexto de la justicia

Allalyev R.M*
Plekhanov Russian University of Economics - Russia
allalyevu.rm@rea.ru
Ekimov A.I**
Peoples' Friendship University of Russia - Russia
rospravo@mail.ru
Zinkovskii S.B***
Peoples' Friendship University of Russia - Russia

ABSTRACT

The article analyzes the nature of justice reflected in the law. According to the authors, the source of justice is quite "earthly", knowable and rooted in the real or imaginary interests of people. However, the notion of interest-based perceptions of justice, while methodologically significant, does not explain any particular situation itself. It is still necessary to know what interests are embodied in the relevant legal provisions. Representations of individual subjects about justice with greater or lesser adequacy reflect, first of all, their own interests. And much less they are able to assess adequately the actions of others, social movements, government authority. However, any private interests inevitably go back to more general interests, which are not monolithic in their structure, internally contradictory and sooner or later, but inevitably "return" to private interests. Justice is a reflection of diverse interests, so perceptions of justice are as volatile as perceptions of interests.

Keywords: the idea of law, the idea of justice, volitional law theory, interests and justice in law, legal axioms.

RESUMEN

El artículo analiza la naturaleza de la justicia reflejada en la ley. Según los autores, la fuente de justicia es bastante «terrenal», conocible y arraigada en los intereses reales o imaginarios de las personas. Sin embargo, la noción de percepciones de justicia basadas en intereses, aunque metodológicamente significativa, no explica ninguna situación particular en sí misma. Todavía es necesario saber qué intereses están incorporados en las disposiciones legales pertinentes. Las representaciones de sujetos individuales sobre la justicia con mayor o menor adecuación reflejan, en primer lugar, sus propios intereses. Y mucho menos son capaces de evaluar adecuadamente las acciones de otros, movimientos sociales, autoridad gubernamental. Sin embargo, cualquier interés privado inevitablemente vuelve a intereses más generales, que no son monolíticos en su estructura, internamente contradictorios y tarde o temprano, sino que inevitablemente «regresan» a intereses privados. La justicia es un reflejo de diversos intereses, por lo que las percepciones de justicia son tan volátiles como las percepciones de intereses.

Palabras clave: idea del derecho, idea de la justicia, teoría del derecho volitivo, intereses y justicia en el derecho, axiomas legales.

*Corresponding author. PhD in Law, Plekhanov Russian University of Economics,
** Doctor of Law, Full Professor, Peoples' Friendship University of Russia,
*** PhD in Law, Associate professor, Peoples' Friendship University of Russia,

INTRODUCTION

In recent years, it has become common in Russia to hear that law by its nature can only be just, and that what is unjust cannot claim its role. This interpretation of law, which has its origin in natural law concepts, certainly elevates it among the world of other social norms. But we fear that it is as unreal as other social utopias. Meanwhile, as Professor Otfried Heffe of the University of Tübingen (Germany) rightly emphasizes, justice is a fundamental concept of moral criticism of the state and law. All institutions of state and law, all activities of state and public entities should be evaluated from its position. Only with the help of justice "lawful, legitimate public and legal forms are distinguished from illegal, illegitimate" (Höffe, 2015).

People in all times knew what is injust to them. We must not forget that justice is usually invoked only in conflict situations or when social change is required, when an individual, a social group or the whole of society comes to the conclusion that "it is impossible to live like this" and "there is no other way". However, if the first of these formulas meets with universal understanding in society, an "enlightenment" comes soon enough with respect to the second one. Different people understand this "other" in different ways, and after a while society must again go through the stage of "you cannot live like this". Each time it turned out that the postulate or image of justice, which inspired people yesterday, today shamed itself only so that another postulate or image of justice became a new inspiring factor. Those researchers who focus on the conditionality of law by the idea of justice, which is unknown how it was formed, unable to answer the question of why the requirements of justice have changed. Science must either recognize its complete impotence in the solution of this question, or offer a different conceptual scheme than simply the recognition of some eternal justice that determines the content of law (Mazanaev, 2018; Gamulinskaya, 2018; Vysotskaya et al., 2018; Dermikanova, 2019; Ismailov & Mikogazieva, 2019).

Private interests inevitably go back to the more general interests — group, corporate, public, which is not monolithic in its structure, internally contradictory. The relations between these interests are relations of interpenetration. Some of them exist through others, inevitably "returning" to private interests. In addition, private interests themselves are internally contradictory. The presence of many different interests at particular individual at the same time leads to a conflict between them, to the need to identify priorities to the detriment of others, to errors in choice. Group and public interests are also contradictory. At the same time, of course, it is important to bear in mind the other side of the interaction of interests, which is expressed in their coincidence, so that social cooperation becomes possible.

Sooner or later, values always "land" on interests. Consequently, what is recognized as just now will not necessarily be so tomorrow. Therefore, legal norms are not indisputable either at the time of their establishment or at the time of their implementation. Only to the extent that there is solidarity, coherence of interests and values of different individuals, groups, it is possible to solve the problem, which is recognized by all as fair one (Ilyin, 2011).

MATERIALS AND METHODS

From the point of view of history and modernity, theory and practice, the methodological basis of the study is the general scientific dialectical method of cognition of social phenomena in the process of their historical development, in which other special methods of studying social and legal phenomena were used: historical and comparative, complex, sociological, statistical, method of legal modeling.

RESULTS

The problems of justice and law are of particular importance in the context of globalization, which, as we know, is carried out on the basis of Western civilizational standards. Russia did not take part in their formation, so it is not surprising that they are not always recognized in our country unconditionally. For example, the issue of non-application of the death penalty was difficult to resolve. From time to time, the voices of those demanding the reinstatement of the death penalty against terrorists or murderers have become very loud in society. And then the government (perhaps, the most influential "European" in our country) becomes difficult to resist such calls. Or there is another example. The Orthodox Church, considering equality between men and women to be just, nevertheless objects to the right of women to be bishops. In its own way it applies to private property, not considering it the highest ideal. The main thing for the Orthodox Church is not who owns the property, but how it is disposed of. According to the Orthodox Church, God is the owner of everything. Partly for this reason, from time to time in our country, discussions unfold around the question of the limits of the admission of private property.

Not least from the very beginning of reforms under the influence of national features of perception of justice in Russia there was a caricature image of capitalism. The lies about the inevitability of bandit capitalism, spread by some media, penetrated the consciousness of various groups of the population. And now mass consciousness can hardly unconditionally trust the idea of the state as the "night watchman" of the market economy.

In Russia, there has long been a tradition to consider law as a kind of will. And this despite the fact that the volitional law theory was subjected to fierce attacks from its opponents. Probably, in historical terms, the criticism of the outstanding German jurist R. Iering was the loudest. The scientist believed that volitional theory explains nothing, because it ignores the fact that the main engine of law is the goal. This problem was devoted to one of the most famous legal monographs of the XIX century — "Goal in law" (Jhering, 1877). Subsequently, R. Iering said his arguments. From goal he moved to interest, which became in his theory the main factor of the emergence and "movement" of law.

Meanwhile, the real secret of the volitional law theory was revealed long after the R. Iering's leaving science. It turned out, that volitional theory significantly deeper in character, than it was seen to its author's contemporaries. This became apparent when the attention of researchers was drawn to the structuring of the concept of will.

Every goal, as many scholars believe, is any pre-conceived result of activity, and a legal goal is a pre-conceived result of activity carried out by legal means. The question arises: can any goals be set, can goals be arbitrary? The answer to this question is to clarify the source and nature of the goals, or rather – their objective source and subjective nature. Goals are always objective in their source, because they are aimed at satisfying real interests and needs. If the goals were arbitrary in their source, humanity would simply die.

R. Iering has a methodologically important conclusion that it is wrong to study the problem of will and goals in law as some independent substances. Trying to study the "motive power" of goals, he came to the conclusion that the only motive power of human behavior are interests. And he was not quite right. Interests do play that role, but not just interests. The goal, as already mentioned, has an objective source and a subjective nature. To the extent that legal objectives are determined by an objective source, they are determined solely by interests. And to the extent that they are characterized by a subjective nature, they are determined by the interests and demands of justice.

DISCUSSION

There is no single view of interests in science. For some, interest is the orientation of consciousness on any object of the material or spiritual world, the desire of the individual to master it. For others, interest is an object that satisfies a need. Some believe that interest lies entirely in the plane of individual awareness of needs, i.e. subjective in its content. Others argue that interests in general can be independent of consciousness, i.e. objective in content. The German philosophical dictionary defines interests as "the value and significance of the things we give them, which accordingly occupy our thoughts and feelings" (Tishkoff, 2003). And one of the most famous modern philosophers in France, Andre Comte-Sponville believes that interest can be subjective and objective. Subjective interest is "a form of desire or curiosity, often as a combination of them both", and objective interest is "not what we desire, but what we should desire if we know exactly what is good for us and how to achieve it" (Comte-Sponville & Terré, 2003). The analysis of these approaches shows that it is impossible to limit the interpretation of the interests of one of the parties — because in this case the scientific picture of social relations changes radically. If, for example, we consider the interests only objective, it turns out that a demiurge behind the backs of people determines their actions, and the people themselves are only the executors of someone else's will. On the contrary, the subjectivation of interests would turn history, including the history of law, into a chain of blind accidents.

In Soviet literature, the reduction of the essence of law to the protection of the material interests of the class, of course, narrowed sharply the possibilities of law. It had to be considered and was considered as a result of development of mainly property relations. This idea, formulated by the prominent Soviet jurist E.B. Pashukanis, eventually transformed into the concept of total control over the behavior of the individual, who was allowed to act in the economic sphere only within the so-called socialist property (Pashukanis, 1980).

In addition to material interests political and spiritual ones are distinguished. In the U.S.S.R. they were declared to be derived from economic interests and were invariably reduced to them. Therefore, their analysis was intended to show that every law is a reflection of the interests of the exclusively economically dominant classes. A rare researcher tried to go beyond this thought. For example, M.S. Strogovich singled out in the law the general social moment connected with service of interests of all population. It was only at the end of Soviet power that the general social characteristics of law began to be studied relatively widely by the Soviet theory of law.

But let us return to the premise that it is not enough to study law only from the standpoint of interests. Domestic philosopher A.A. Ivin linked the need for research interests with values. He emphasized that the value should be understood as the subject of any interest, desire, aspiration (Ivin, 2011). In other words, values should be revealed through the characteristics of the surrounding world. But there are other views on values, for example as on ideas about the desired behavior of the system, which regulate the process of adoption by the constituent entities of the action of certain liabilities or as beliefs regarding the objectives and means i.e. in these cases the values are revealed through their belonging to the inner world of man (Parsons, 1971; Smelser, 1995).

L.S. Mamut, having considered these approaches to values, came to the conclusion that for use in state studies, and apparently, in law, the optimal interpretation of values as phenomena of special reality arising from the "coupling" of certain properties of objects, and directed to them the needs and interests of subjects (Mamut, 1998; Nersesyants, 2002). In this interpretation, we are talking about subject-object relations, i.e. two points are taken into account: the intentions of the subject (subjective intentions) and the properties of objects (objects of objective reality). In the case of law, this means that the intentions of classes, elites, rulers, the possibilities of law and the direction of these intentions are taken into account. A.V. Polyakov, having analyzed different approaches to the study of values, notes that "human activity is impossible outside the value context" (Polyakov, 2004).

The question of whether values are always absolute or always relative has been repeatedly raised and widely debated in science. According to the point of view coming from A. Toynbee, value is always relative (Toynbee, 1987). But this position (and here we cannot agree with L.S. Mamut) leads to the recognition of the correct statement that there are no criteria for distinguishing good from evil, just from unjust (Likhachev, 1990). Apparently, it makes sense to talk

about two types of values: relative, changeable from one historical era to another, and absolute, which retain their value at all stages of history. Justice also belongs to the category of such absolute legal values.

Justice, as O. Heffe pointed out, does not cover all spheres of morality of course, and does not draw them into itself. Therefore, it should be borne in mind that the state and law are responsible only for justice, but not for other virtues (Höffe, 2015). The factor of time is also important, in which representations and assessments of justice unfold. Originating in one time cycle, they may not coincide with their counterparts existing in another time cycle. The main point here is that the measure of justice seems always to be determined by interest. In turn, the choice of interest as paramount is dictated by the corresponding representations, estimates of justice. In other words, there are no interests taken apart from the notions of justice. But there are no notions of justice that are not related to interests, do not leave their mark on them. It is because the law reflects all sorts of interests and ideas about justice, it is multifaceted and multidimensional. As a result, the law is not covered in its entirety by any of its definitions. Apparently, the words of I. Kant will remain correct for all times: "Lawyers are still looking for a definition of law".

Special attention should be paid to the fairness of legal norms. This problem almost did not attract the attention of domestic lawyers for a long time, although there were many reasons for this. Let us turn in this connection, for example, to the question of the correlation of interests in the individual with the interests of society and the state. In the Soviet era, people spoke mainly about the priority of society and the state in relation to the individual. In modern Russia, however, they prefer to talk about the priority of the individual in relation to society. But this and that point of view with positions of justice are highly dubious. If they stand for the unconditional priority of the interests of the individual, then, whether they want it or not, they attach paramount importance to individual freedoms, which can undermine the integrity of society or the state. We must not forget that interests can be selfish, and the rights of an individual can be used to protect such interests. This is how the Russian legal scholar-emigrant I.A. Ilyin argued (Ilyin, 2011). But it is also unacceptable to strive for the unconditional priority of the interests of society and the state. In this case, the individual would simply become a means to society and the state. The idea of totalitarianism stems from the idea of the primacy of the interests of the state.

We cannot agree with the L.S. Mamut's point of view on this issue. In his opinion, the socio-political development of societies and states, which is at least accompanied by crises, conflicts, upheavals, takes place when parity of rights, freedoms and duties of the individual citizen and the "collective citizen" is achieved (Mamut, 1998). In essence, the author proposes to recognize the interests of the citizen and the state, the individual and society as equal. It seems to us that such parity is impossible in principle. In the one case, the interests and rights of the individual and the citizen should prevail, and in the other, the interests of society and the state. It can only be a question of establishing a harmonious combination between them. Such harmony, however, can be achieved only through the observance by all parties of universally recognized notions of justice. In this case, justice becomes an objective criterion for determining the priority of certain interests, to determine which interests should be primarily reflected in the legal norm. Without solving this problem, it is impossible to develop a structure of law acceptable to the state and citizens.

It should be borne in mind that private interests inevitably go back to the more general ones — group, corporate, class and social, which are not monolithic in their structure, internally contradictory. Hence there is their mobility, ability to new transformations. The relations between these interests are relations of interpenetration. Some exist through others, and eventually, figuratively speaking, "return" to private interests. In addition, private interests themselves are internally contradictory. The presence of many different interests at a particular individual at the same time leads to clashes between them, to the need to identify priorities at the expense of others, to errors in choice. Group and public interests are also contradictory, because, as O. Heffe wrote, "a group or a community is not homogeneous entities, where the good of some is harmoniously combined with the good of other" (Hoffe, 1987). Of course, it is important to keep in mind the other side of the interaction of interests, which is expressed not in conflicts of interests, but in their coincidence, as a result of which, in the words of the outstanding researcher of the problem of justice J. Rawls, "social cooperation" becomes possible (Rawls, 2009).

It is necessary to pay attention to one more problem: how interests and ideas of justice are reflected in the will of the subject? This awareness takes place in the form of feelings, moods, emotions and ideas fixed in the form of goals. It is sometimes suggested that emotions and feelings are secondary to the law, as they form only the primary motivational system of a person — in comparison with the deeply intellectualized sphere of legal ideology.

It is legitimate, of course, to raise the question: to what extent do the very notions of justice reflect specific interests? It may be that these representations are only a more or less adequate reflection of interests. However, another situation is also likely, where notions of justice are so detached from interests that they appear to stand above them. And then they are spoken of as a "place of meeting with God", because in them the subject rises above everyday life, goes into the world of ideals, "free" from egoistic preferences. The motives of ideas about the justice of values become elusive if they are not correlated with interests. Drawing attention to this, the outstanding French sociologist E. Durkheim stressed that the boundary between the just and the unjust, determined by the world of human values, is unstable and can be moved by the individual almost arbitrarily (Durkheim, 2007). And in the name of justice, people can even act against their immediate interests. However, sooner or later ideas of justice "land" on interests. Consequently, what is recognized as just now will not necessarily be so tomorrow. The scientific vision of law advocated by jurisprudence cannot ignore this fact. Based on the interests and ideas of justice, the jurist constructs typical patterns of behavior or course of action that should take place.

Speaking about the forms of expression of justice in law, it should be said about the so-called legal axioms. They can be defined as generally accepted requirements of justice, which from the point of view of morality must necessarily become part of the law in force. They are formed as a result of long-term observations and generalizations, as a result of human legal activity. For the first time they crystallized as requirements of legally significant behavior, probably, at the stage of emergence of the law. In their content axioms is nothing but simple rules of justice. They reflect the minimum conditions necessary for people to live together. They have become the supporting structures of law in modern civilized societies. They are time-tested, approved by many generations of people in different countries. From this point of view, their totality can be considered as a kind of natural right, i.e. a right that is valid for all mankind. Therefore, the fullest consideration and the fullest implementation of the axioms is the way to a globalization of law that is in the interests of all countries and peoples. Deviation from legal axioms, their non-compliance can lead to the fact that the law… ceases to be a law, remaining exclusively measures of direct coercion, organized influence (Alekseev, 1978).

Thus, in addition to the interests and ideas of justice, no law and no legal ideology and, accordingly, legal science exists and, in principle, can exist. Who expressed a particular legal idea, thus consciously or not, but recognized the presence of some specific interests and ideas about justice. When one of the legal scholars says, "I am far from politics", it does not mean that this is actually the case. It is impossible to ignore the fact that the conclusions of the scientist reflect a kind of amalgam of more or less adequately aware of his interests and ideas of justice, which are more or less shared by the relevant groups of the population, society. As the Western philosopher W. Dray rightly emphasizes, rational motives are at the heart of any explanation, although this does not mean that a person pre-weighs and sorts out a number of arguments in his mind. It is enough that there is a rational connection between actions and motives and ideas that are attributed to the person concerned (Dray, 1971).

This fully applies to legal norms and largely explains why, in the words of E. Levy, "in a certain sense, legal norms are never indisputable; if the norms were required to be such even before their establishment, human society would not be able to exist at all" (Levi, 1948). The norms reflect specific interests and perceptions of fairness at the time of their adoption. Faced with new challenges, people can take steps that previously could not be taken into account in the adoption of the norm. Therefore, the content of the norm is in constant development, adapting to the changed situation. New ideas of people about the phenomena covered by the law, to such an extent reflected in its content, that it eventually changes almost to the opposite. At the same time, its verbal framing can remain the same. Concepts in law are as fluid as life itself.

CONCLUSION

In the case of a conflict of interests and ideas of justice, it usually ends in favor of the interest. Therefore, we admire the actions of people who were able to sacrifice their interests in the name of justice. Citing such an example, academician D.S. Likhachev wrote: "What else can we oppose the Decembrist uprising, in which the leaders of the uprising acted against their property, estate and class interests, but in the name of social and political justice" (Likhachev, 1990).

Thus, it is impossible to deny the role of interests and notions of justice in the development of law. They ultimately determine the content of any law. The visible side of the law is claims, demands, rules, etc. And the hidden side is interests and ideas of justice, which only can explain why the law is that, and not another. They define the "official role" of law, its constantly changing nature, show why the law as a whole can be beneficial to all, but not beneficial to someone individually.

BIBLIOGRAPHIC REFERENCES

Alekseev, S. S. (1978). Right and our life. M.: Legal literature, 224 p.

Comte-Sponville, A., & Terré, J. (2003). *Diccionario filosófico*. Paidós.

Dermikanova, Z. N. (2019). Features grand legal responsibility of the liquidator of the ceremony, the legislation of the russian federation. *International Law Journal, 1*(4), 36–41.

Dray, W. H. (1971). On the nature and role of narrative in historiography. *History and theory, 10*(2), 153-171.

Durkheim, E. (2007). *De la division du travail social*. F. Alcan.

Gamulinskaya, N. V. (2018). Rights of employees in the event of the enterprise's bankruptcy. *Modern Scientist, 1*, 105–108.

Hoffe, O. (1987). *Politische Gerechtigkeit: Grundlegung einer kritischen Philosophie von Recht und Staat*. Suhrkamp.

Höffe, O. (2015). *Gerechtigkeit: eine philosophische Einführung* (Vol. 2168). CH Beck.

Ilyin, I. (2014). National Russia: our tasks. M.: Eksmo: Algoritm, 464 p.

Ismailov, M. A., & Mikogazieva, S. M. (2019). Restorative mediation in the synthesis of communications of the canvas and customary law in a multiethnic space. *International Law Journal, 1*(1), 19–29.

Ivin, A. A. (2006). Axiology. Scientific publication. M.: Higher School, 390 p.

Jhering, R. V. (1877). Der Zweck im Recht, 2 Bde. *Breitkopf 8c Härtel, Leipzig*.

Levi, E. H. (1948). An introduction to legal reasoning. *The University of Chicago Law Review, 15*(3), 501-574.

Likhachev, D. S. (1990). O natsional'nom kharaktere russkikh [On Russian national character]. *Voprosy filosofii, 4*.

Mamut, L. S. (1998). Gosudarstvo v tsennostnom izmerenii [The state in the value-based dimension]. *Moskva: NORMA*.

Mazanaev, N. K. (2018). Legal norms of public administration of aguls. *Modern Scientist, 2*, 47–50.

Nersesyants, V. S. (2002). Value of law: law as a unity of equality, freedom and justice. *Law as a value. Discussion materials*, 75 p.

Parsons, T. (1971). *The system of modern societies*. Prentice Hall.

Pashukanis, E. B. (1980). Selected works on the general theory of law and the state. *M.: Nauka*.

Polyakov, A. V. (2004). General Theory of Law: Problems of interpretation in the context of the communicative approach. *Saint-Petersburg: Saint-Petersburg University Publishing House*, 740.

Rawls, J. (2009). *A theory of justice*. Harvard university press.

Smelser, N. J. (1995). Sociology. Englewood Cliffs, N.J.: Prentice-Hall, Fifth edition, P.115.

Tishkoff, G. (2003). Philosophical dictionary. M.: Republic, 575 p.

Toynbee, A. J. (1987). *A Study of History: Volume I: Abridgement Of* (Vol. 1). Oxford Paperbacks.

Vysotskaya, Yu. P., Vasilyeva, E. A., Markova, O. V. (2018). On the issue of economic sufficiency of legal norms in the sphere of entrepreneurial activity. *Modern Scientist, 1*, 109 – 112.

The Evolution and Intersection of Academic and Popular Islamic Feminism in Turkey

La evolución e intersección del feminismo islámico académico y popular en Turquía

Didem Aydindag[*]
University of Kyrenia - Cyprus
didem.aydindag@kyrenia.edu.tr

ABSTRACT

Islamic feminism in Turkey is neither monolithic nor static. The article argued that from the 1980s onward there are three phases of Islamic feminism in which the Islamic feminism evolved and changed in its discourse, methods and concerns. The first phase is the late 1980s and 1990s where pious women integrated into the political system. This first phase can be considered as the emergence of Islam (ist) feminists. The second phase, starting from the AKP rule, 2002 to 2013, shows transformation from Islam (ist) feminism to Islam(ic) feminism. In that respect Islamist feminism refers to pious women, who take active role in participating the social and political arena in order for the success of Islamic cause. To put in other words, they question the secular state structure and try to open up a space for Islam in the government. The third phase is currently in the formation stage in the post-2013 Gezi Park protests. This era is the emergence of true Islamic feminists, in which it is marked by the extensive use of social media and the process and challenges become more secular.

Keywords: Islamic feminism, AKP, Islamist feminism, secular state, social media feminism, Turkey, political Islam

RESUMEN

El feminismo islámico en Turquía no es monolítico ni estático. El artículo argumentaba que desde la década de 1980 en adelante hay tres fases del feminismo islámico en las que el feminismo islámico evolucionó y cambió en su discurso, métodos y preocupaciones. La primera fase es a fines de los años ochenta y noventa, donde las mujeres piadosas se integraron al sistema político. Esta primera fase puede considerarse como el surgimiento de las feministas islámicas (ist). La segunda fase, a partir de la regla AKP, 2002 a 2013, muestra la transformación del feminismo del Islam (ist) al feminismo del Islam (ic). En ese sentido, el feminismo islamista se refiere a las mujeres piadosas, que participan activamente en la arena social y política para el éxito de la causa islámica. En otras palabras, cuestionan la estructura estatal secular e intentan abrir un espacio para el Islam en el gobierno. La tercera fase se encuentra actualmente en la etapa de formación en las protestas posteriores al Parque Gezi 2013. Esta era es la aparición de verdaderas feministas islámicas, en la que está marcada por el uso extensivo de las redes sociales y el proceso y los desafíos se vuelven más seculares.

Palabras clave: feminismo islámico, AKP, feminismo islamista, estado secular, feminismo en las redes sociales, Turquía, islam político

INTRODUCTION

Up until the 1980s the dominant feminist discourse both in academia and the social life in Turkey was secular and influenced by Western feminism's ideology and discourses. In that respect, Nükhet irman identifies 3 stages in Turkish feminist movement (irman, 1989). The first stage is the final era of the Ottoman Empire between mid 19th century to early 20th century which criticize the Ottoman family system. The second stage was during the 1930s which the state gave certain rights and liberties to women in its way to modernizing the new Republic. This stage is often labeled as the state sponsored feminism and one of the major points of reference in the evolution of later feminist movements. The third stage, which is the main focus of this article, criticize the state feminism in excluding certain groups from the state structure.

Turkish Republic's modernization process involved specifically the women's participation in social life. The republican reforms gave women right to vote and elect, annulled polygamy, introduced co-education. However, at the same time the reformers saw headscarf as an identity marker of the past and although did not pass a law against wearing it, they strongly discouraged women from wearing it (Kandiyoti, 1987), and not-wearing these garments became an unwritten precondition for upward social mobility. Leaving the traditional Islamic dress behind did not present such a huge problem for many women, but for others it did, particularly for those who joined the Islamist movements after the 1970s (Özcan, 2018). From the 1980s onwards pious women started challenging the dominant secular (read Western) state structure and it's designation of ideal feminism where the pious (headscarved) women were seen inferior, un-modern, backward and/or essentially different than the secular women. Having said that, the Islamic feminism since then is not monolithic or unchanging. The article argues that in addition to 1980 military coup there are 3 ruptures which shaped the evolution of Islamic feminist movement in Turkey, first one being the rise of Islamist Refah Partisi in 1996 as a coalition government, second one being the rise of AKP as a conservative political party and finally 2013 Gezi Park protests. In line with these developments the article also argues that there is a change in academic and journalistic writings of these feminist women regarding the pious women's struggles.

The article bridges the academic evolution of Islamic feminism with the social evolution of the movement in Turkey and argues that in the post 1980s one can see 3 phases of evolution of the Islamic feminism. The first phase is the late 1980s and 1990s where pious women integrated into the political system. Although at this rate coining the term Islamic feminism is not very appropriate because it is more about pious women's activity for/within the Islamist movements. This phase is important because it gave rise to the Islamic feminist thought and social movements. This first phase can be considered as the emergence of Islam(ist) feminists. The second phase, starting from the AKP rule, 2002 to 2013, is when pious women started questioning the individual rights and liberties and also criticizing of the Islamic movement's male counterparts. This phase shows transformation from Islam(ist) feminism to Islam(ic) feminism. In that respect the term Islamist is used to describe, particularly in the 1980s, "the act of using Islam as a source of political activism rather than practicing it as a nonpolitical daily ritual" (Marshall, 2005). Therefore, Islamist feminism refers to pious women, who take active role in participating the social and political arena in order for the success of Islamic cause. To put in other words, they question the secular state structure and try to open up a space for Islam in the government.

Islamic feminism on the other hand refers to "a new discourse or interpretation of Islam and gender grounded in ijtihad, or independent intellectual investigation of the Qur'an and other religious texts" (Badran, 2005, 3). Islamic feminism does not aim to achieve a religious political structure, rather it aims to enhance pious women's conditions with an Islamic discourse. Islamic feminists question the patriarchal interpretations and practices of Quran which subordinates women into a secondary position. To put in other words, it is a feminist discourse and practice articulated within an Islamic paradigm. It derives its understanding and mandate from Quran, demand equality and justice for women and men in the totality of existence (Badran, 2005). Concordantly, the article points out that unlike Islamist feminists, Islamic feminists have mutual ground with secular feminists as both are located within and context of the secular nation state parameters.

The study found out that in the first two phases the term feminism is most of the time denied by pious activist women. Despite this, due to their contribution to headscarf problem, living pious in a secular state, improving women's rights in Islamic and patriarchal societies necessitates to include them in the feminist literature and the evolution of the movement in Turkey. The third phase is currently in the formation stage in the post-2013 Gezi Park protests. This era is the emergence of true Islamic feminists, in which they own being feminists and the feminism process is becoming more secular. In this phase, the use of social media platforms gained impetus. Furthermore it is also found that although in Turkey Islamic feminism emerged around same time as the rest of the World, there are serious differences between the emergence of Islamic feminism in Turkey and the rest of the Muslim world.

The article is qualitative case study consisting of the writings and speeches of pious women who are active in the politics with respect to pious women's struggles. The time period spans from 1980s to 2019, beginning from the third military coup of Turkey, which in the aftermath saw pious women starting actively challenging the secular ideology and the governments, till today which the pious women start challenging the conservative-religious government and their patriarchal discourse. The article particularly focuses on the AKP period starting from 2002 onwards because this is when the transformation to Islamic feminism takes place. Since 2002 during the conservative AKP rule, the government co-opted pious women who were politically active and who challenged the former governments for their approach to pious women. For example, Sibel Eraslan, one of the most prominent figures in pious women's movement who challenged the pre-AKP governments including the Islamist Refah Partisi and their ideologies, started writing columns in pro-government newspapers in 2003 and became in 2018 the ministerial counsellor. When analyzed all the columns of Sibel Eraslan, written between 2003 and 2012 it is found out that Sibel Eraslan did not question any of the decisions of the Party that put women in secondary positions or subordinates them. Contrarily, Hidayet Tuksal, another prominent figure in the cause who criticized the

government policies, was fired from Star newspaper in 2014 and later joined Taraf newspaper (Arat, 2016) and other non-governmental online platforms. This, along with other events, led to the current and final evolution of Islamic feminism where particularly in the post 2013 era, put pious women and their struggles within secular or conservative patriarchal state structures at the forefront rather than the Islamist cause.

FIRST PHASE: LATE 1980S AND 1990S

The secular feminist discourse in Turkey up until the late 1980s was marked by criticisms of religion (Sayari, 1981) and capitalism (Kandiyoti, 1981) which they argued worked for the patriarchy. In line with the rest of the world that started challenging feminism's exclusively White/Western and middle-class stereotyping (Spivak, 1988; Mernissi, 1987; Ahmed, 1992), Postcolonial feminists in Turkey also criticized Turkish modernity and the state sponsored feminism (read Western, secular) particularly in its incapacity of referring the pious women's struggle and their double victimization by patriarchy and secular state system (Ahmed, 1982; Kandiyoti, 1987; Arat, 1990). About same time the terminology related to Islamic feminism emerged at first in weekly publication Nokta as "Türbanlı Feministler" (Turban Feminists) article published on December 20, 1987. In this publication Hidayet Şefkatli Tuksal, Sibel Eraslan, Nazife Şisman and Cihan Aktaş, were labeled as headscarved feminists. The article featured these women's arguments. Aktaş argued that "the system worn men out and in response they take revenge on women", Mualla Gülnaz argued that "number of children born needs to be limited, men who brag about their seeds must share women's burden", Fatmagül Meriç argued that "Information of the Quran belonged to men, now women have that information too (Nokta, 1987)". The choice of words in the article, such as the use of "turban" which has a political ideological connotation instead of "başörtüsü" (headscarf) which is an Anatolian cultural head-covering style, and the labeling of feminism at the time considered offensive and derogatory. Similar to turban the word "feminism" was not used in positive content, at the time it connoted with "lesbianism" and "sexual promiscuity" which particularly pious women did not want to be associated as. Indeed in early 2000s Cihan Aktaş criticized the article for ascribing them as feminists and the choice of the word turban. Aktaş argued that this is what white western women elitism of feminism is, although at 2000s she accepted that feminists along with headscarved women helped and allowed pious women to exist with their own identity at the public sphere (Aktaş, 2006). Afterwards it was in Nilufer Göle's Modern Mahrem (Forbidden Modern) book published in 1991. She explains the tensions and conflicts between men and women within the Islamist cause. In it she explains the Islamist women's support to feminists who are wrongly accused by Islamist male journalists and authors such as Ali Bulaç, that if feminism becomes a way of life then it would cause hatred between two sexes and eventually lead to homosexuality and lesbianism (Göle, 1996). What is important in these writings is that, Islamist women who defend feminists in their struggle with patriarchy, use the pronoun "they" in describing feminists. Despite both groups challenging the male oppression and use of headscarf as a political insigne, during the 1980s pious women did not see themselves as feminists. Indeed, in the 90s Nazife Şişman, Cihan Aktaş, Yıldız Ramazanoğlu and Sibel Eraslan denied being identified as feminists, Tuksal although did not particularly denied the term, did not used it openly either (Rezaei & Nemati, 2017; Reyes et al., 2016; Vaezi, 2018).

There are several things that differentiate this first phase of Turkish Islamic feminism from the other parts of the Muslim region. In the Muslim world the leading scholars in the early era were Fatima Mernissi, Leila Ahmed in the 70s and 80s and then followed by Margot Badran and Amina Wadud in the 2000s.Mernissi, a Moroccon sociologist educated in the Europe discussed sexuality in Islam and advocated a progressive, secular reading of Islam (Mernissi, 1987). Leila Ahmed, an Egyptian- American Islam scholar, in a similar note argues that women's taking up veil for true Islam may unintendingly strengthen the political Islam which may have devastating effects on women (Ahmed, 1992). She separates the political Islam, the establishment, institutional one and the ethical Islam. Similarly, in Iran, Shahla Sherkat, the founder of Zanan in 1992, a monthly women's magazine with allegiance to feminism and banned in 2008. The term feminism for the first time used in this magazine and it challenged gender inequalities and political Islam, supported a progressive reading of traditions and Islamic law. She was not educated in the West however, she was born and raised in secular Pahlavi dynasty where women had more freedoms and rights then in the Islamic Republic. Furthermore, the first Arab, male feminist Egyptian, Qasim Emin, also advocated for a progressive reading of Islam, and advocated for removal of veil, education of women in his book Tahrir al- Mar'ah (Liberation of Women) published in 1899 (Amin, 1899). In Saudi Arabia, anthropologist Mai Yamani who was educated in Oxford, focused on honor killings and construction of gender in Lebanon, Egypt, Saudi Arabia. These examples show that the Islamic feminism borrows from the secular and also Western tools and discourses such as human rights, equality and justice with an Islamic reading. Secondly, they advocated for a progressive, more equality-based, female reading of Islam. Thirdly, they criticized the West's orientalist perception of the veil and perception of Islam as an inherently oppressive religion to women.

In Turkey, the emergence of Islamic feminism similar to its counterparts emerged in an interaction with a secular environment. Contrary to its counterparts though, it was a reaction to secularism and Western style modernization of Turkey. Secondly, in other parts of the Muslim world the Islamic feminism rose as an internal criticism towards the patriarchal and essentialist reading of Quran. These feminists advocated for more equal footing, female reading of Quran and Islamic religion. They challenged political Islam, used as misogynistic polity suppressing women. Contrarily, in Turkey the main aim of emergency of Islamic feminism was not questioning the patriarchal or oppressive structure of Islam or political Islam, the primary aim was to integrate Islam into social and political sphere. Another difference is that, in Turkey the rise of political Islam allowed pious women to integrate into public space and join a political cause. This, in retrospect caused the emergence of Islamist feminism because the early pious women's movements prioritized the Islamic cause rather than the women's cause. In that sense, Islamic feminism's entrance into literature and academic debates coincided with the entrance of the Islamist women into Turkish social

and political sphere as significant actors.

In the social and political realm, after the September 12, 1980 military coup, 1980s and particularly the '90s was marked by rise of several Islamist movements and political Islam. Political Islam at the time was critical of Westernization and West's cultural, political and economic dominance over Muslim countries including Turkey. The Islamist women also were against imperialist forces on grounds that they intervened the god and his servants, the prophets and the people, husband and wife (Bozarslan, 2011) which according to them the main reason of suppression and marginalization of pious women from social sphere. University students through the religious congregations that they joined, tried entering into faculties with their headscarves on which eventually led to Higher Education Council's December 20, 1982 notice that ban entering the universities with headscarves. The state's control of religious symbols in public sphere did not have impact on men as it did on women. The headscarf ban at the universities became the arena of major argument. As the Islamists sought way to integrate into the system which prevented religious freedoms due to secularism, headscarf ban became their major case and pious women joined them in what they constitute as their right to practice their religion. The religious congregations started opening up associations and foundations particularly for women (Çakır, 2000).

The main political actor at the time was Necmettin Erbakan and his National Outlook ideology based political parties. The most important among those parties were the Refah Partisi (RP) which in 1996 created the coalition government and Necmettin Erbakan became the Prime Minister. Indicating that secularism is a Western concept, he preferred and attempted to develop economic cooperation with the Islamic world. Throughout his premiership, by highlighting the brotherhood among Muslims and Muslim identity in all of his speeches, Erbakan shifted the threat perception towards the West (Aydındağ & Işıksal, 2018). Ideologically National Outlook movement and its political parties have anti-western rhetoric with ideals such as secularism or feminism are considered as occidental ideologies that are not compatible with Islam (Keskin-Kozat, 2003). The Women Commissions of the Party, which was founded in late 1980s by Recep Tayyip Erdoğan, who was then the Head of the Istanbul Party Center, played a very important role in the Party's electoral victory. Pious women through their daily door to door visits to the houses of the electorate explained to other women, the party program and the benefits the Party would offer to women, children and families in need. Their informal and fuss-free distribution of party propaganda in a friendly manner created sympathy and reflected positively in the ballot box. The number of women actively seeking votes for the party just in Istanbul was about eighteen thousand (Çakır, 2000). These visits allowed normally home-bound pious women to enter into social life and become politicized.

Despite women's active role in boosting party's popularity and electoral victory, in party administration they had very limited or no role, their presence was mainly symbolic. The successor of RP, the Fazilet Partisi (FP) tried to break the anti-women reputation and image of the party by adding women to the Central Decision Women Board. However, the women who were recruited in the party were again not the women who worked for the party out in the field but upper-class women who were educated in secular and Western schools, such as Nazli Ilicak and Oya Akgonenç (Narlı, 2003). These women's Western outlook, western dress sense did not truly represented the pious headscarved women. The presence of these women reproduced rather than changed the symbolic presence of women in the party (Amini et al., 2018).

These circumstances established the second turning point of Islamic feminism in Turkey. Pious women who worked for the Islamic cause and who entered the political arena for an Islamist party in the hopes that their voice would be heard, excluded or marginalized them. The politicized, Islamist women of the cause questioned the gender equality, their male counterparts and the patriarchal characteristics of the religion and the party (Keskin-Kozat, 2003). The cause allowed them to move out of their homes, allowed them to have a life outside the patriarchal home , allowed them to socialize and work and pious women who saw that they can have a life for themselves did not want to lose that. Sibel Eraslan, at the time head of the Istanbul Women's section of RP had helped mobilize huge numbers in successful support of the Party, became disaffected when women were subsequently shunted aside (Göle, 1996). In an interview with Badran, Eraslan argued that the shallow promises of the Islamist men caused her politicization as a feminist and led to her eventual creation, with other Islamist women, of a legal office for women's human rights (Badran, 2005). Islamist women also have tried to show the hypocrisy of Islamist men when these men were using computers at work, they criticized the use of washing machines at home, in addition to that women tried to show that Islamist men used religious marriage ceremonies to legitimize keeping mistresses in their lives (Çakır, 2000). These disappointments aligned Islamic feminists with the secular feminists on the grounds of shared challenges of suppression, exclusion and/or marginalization by patriarchal state structure particularly when, even the governing party is Islamically oriented.

THE SECOND (TRANSITIONAL) PHASE: 2000-2013

The 2000s is marked by the Islamist feminist women's active contribution to patriarchy. Their contribution came in two forms. The first form was through unpredicted silence of feminists of the first era in response to their marginalization from the party politics particularly in decision making processes. In an interview with Ru en Çakır, Sibel Eraslan calls this silence as "erudite silence" (hikmetli sessizlik), she argues that despite their marginalization in the Islamist cause, pious women did not wish to lose the limited freedoms that were gained through the party (Refah Partisi) and also through the religionization of the politics (Çakır, 2000). Second form was through the AKP co-optation of these feminists into important positions in the party or pro-government organizations, institutions or businesses.

The two forms are in line with what Deniz Kandiyoti coined as "patriarchal bargain". In 1988, Deniz Kandiyoti introduced the term "the patriarchal bargain" to explain ways in which women in patriarchal societies, through varied

opportunities, achieve some sort of security and power but also shape women's gendered subjectivity and determine the gender ideology (Kandiyoti, 1988). With the rise of the AKP many of the Islamist women found a place in the political organization and its civil branches. The integration of these pious women to party in a way muted the feminist discourse. To put in other words, political empowerment of these women created a new patriarch through the AKP government (Özcan, 2018).

The AKP came to power in 2002, one year after the party's establishment. With the break from Necmettin Erbakan's National Outlook movement, the AKP identified itself as a 'conservative democratic' party rather than an 'Islamist' party, which strongly emphasized good ties with the West, universal values of democracy, human rights and plurality. Prior to the 2002 elections, the AKP highlighted three objectives. Firstly, because of the increased demand for better representation of ethnic and religious groups and better human rights standards, consolidated democracy was promoted. Secondly, because of the heavy burden of the 2001 economic crisis, strong emphasis was given to economic welfare. Thirdly, Turkey's membership of the EU was promoted. The AKP distanced itself from the anti-Western discourse of the previous Islamist parties through a dedication to human rights, democracy and secularism. The Party particularly highlighted women's rights through improvement of gender equality. In its first two terms in office between 2002 to 2011), in line with Turkey's EU accession polices, the party adopted the notion of gender equality in the Constitution (2004 and 2010), the Labor Code (2003), the Penal Code (in 2004), and by establishing an Equal Opportunity Commission in the Parliament in 2009 (Marshall, 2013).

The problem is that, the AKP's improvement of women's condition stem not from internalizing equality of men and women, rather it stems from its "conservative democrat" identity in which protection of family and tradition (both patriarchal structures) gains utmost importance. From the second term in the office, particularly then-PM Erdoğan's rhetoric and AKP government's actions reflected the Party's main mindset regarding women. In 2010 Erdoğan said that he does not believe in gender equality, in the same meeting with women delegates of NGO's he also refused to have gender quota for elections (Vatan, 2010). In 2011, the Ministry for Women and the Family was replaced with Ministry of Family and Social Policy. Despite secular women's organizations protests the PM Erdoğan said, "we are a conservative democrat party, for us family is important" (Belge, 2011). During that time, Sibel Eraslan's articles in star focused on Mecca and Ergenekon organizations, without a reference to any of the party policies regarding women. Similar silence can be seen in Cihan Aktaş and Nihal Bengisu Karaca. In 2015, the Constitutional Court decriminalized religious marriage unaccompanied by civil marriage, abolishing a legal measure that was adopted in 1936 in order to protect the rights that women gained through civil marriage (Kuyucu, 2016). In 2010 prime ministerial circular, issued to increase women's employment and ensure equal opportunities, was revised. In the new draft of the circular the word "equality" was omitted, together with the previously adopted measures of equal pay for equal work, inspection of the establishment of crèches and daycare centers to support women's employment, and inclusion of women's organizations in decision-making processes regarding gender equality at work. None of the former Islamist feminist refer to these derogations of women's conditions despite public protests against them. In 2016 the Minister of Family and Social Policy, Sema Ramazanoğlu, an Islamist woman, regarding the rapes of 45 kids by Ensar Foundation which has strong connections with the AKP said "It was a one time event, nothing happens from a one-time event". Regarding these, Acar points out that it becomes a lot more difficult for Islamic women's movements to sever ties with the government and question it's position because the governing party is conservative (Acar, 2014). Zehra Yılmaz also pointed out that, the women's increasing visibility in the public space does not directly provide equal conditions for women and men; on the contrary, the women's bargain with patriarchy discourages the women rights defenders' arguments/claims and also marginalizes them in the Islamist movement (Yılmaz, 2013). Korteweg and Yurdakul also points out conservative women's organization could only indirectly support pious women who call for better representation of headscarved women since they don't want to harm AKP members of the organization (Korteweg & Yurdakul, 2016). This shows a disengagement between the AKP co-opted Islamist women, Islamic women's organizations with close connections with the AKP and Islamic feminists.

During this phase the academic discourse is also started to put emphasis more on similarities between the Islamic and secular feminism and less on its binary opposition. Main common ground being the patriarchal reading of Islam. Tuksal pointed out to the necessity of a new reading of hadiths. She argued that the existing patriarchal structure in the hadiths makes women a lower and secondary position than men (Tuksal, 2012). The focus of these articles on commodification of female body, exploitation by politics and media, violence against women close the gap between Islamic and secular feminisms. For example, at the time Gül Aldıkaçtı Marshall focused on a comparison of secular feminist and Islamic women's approaches to headscarf issue (Marshall, 2005) and their compatibility (Marshall, 2008), Margot Badran in a similar line compared Islamic and secular feminists in the Middle East (Badran, 2005). Another group focused on the AKP policies and their impact on women, among them Berna Turan compares the secular activism with pious nonresistance (Turam, 2008). Contrarily the writings of the first era Islamist feminist continued on focusing on the headscarf case and suppression of headscarved women in the pre-AKP period (Aktaş, 2006).

One of the more prominent and interesting approach came from Nilüfer Göle in her "İslam ve Modernlik Üzerine: Melez Desenler" (Hybrid Designs) book. In the book she discusses the creation of mixed patterns by Muslims with modernity and secularism. The young Muslims interpret Islamic culture based on modernity and try to "open the door of a new human, time and civilization by reminding mysticism instead of actuality that captures modern man, preserving privacy against exhibitionism, giving priority to self rather than individual defined by desires and passions, increasing worldliness with transcendence, making hearts talk instead of mind" (Göle, 2002). She argues that both sides, the secular and Islamic sides start to hybridize and the difference between them decreases. This approach is important

particularly in the third phase where it can be seen that the Islamic feminism becomes more secular in their discourse and expectations. The boundary between the Islamic and secular feminists start to disappear.

THE THIRD PHASE: SOCIAL MEDIA ISLAMIC FEMINISM

This phase can be distinguishable by both pious women's concentration less on the Islamic cause and more on individual and female selves, in that respect this phase is the beginning of the real Islamic feminism. By focusing of individual and female selves the third phase also sees Islamic feminism becoming more secular. Secondly the phase is characterized by a generational shift in pious women. Social media feminism gained more prominence where instead of joining to a political party or a party's women's branch, women voice their concerns through blogging and/or social media communities. These social platforms allow Islamic feminists from varying backgrounds without a traditional power to be heard and allow both online and offline mobilization and recruitment through creating networks and increased online interaction. In these platforms feminists not only discuss their everyday struggle with patriarchy, but also focus on normally restricted issues such as abortion, female sexuality and criticisms of governments' family and women-oriented discourse and policies. The relatively good privacy these social media establishments provide, allow women to more freely discuss issues where otherwise they would be unable or unwilling to.

The Gezi Park protests were also important in the third phase in symbolizing the transformation of Islamic feminism. If social media is the method of feminists in voicing their concerns then Gezi Park protests set the agenda of the concerns. The protests began May 29, 2013 in Gezi Park located in Istanbul Taksim Square. Taksim square and Gezi Park were symbols of secularism and progress the AKP's attempt at building a mosque in the square and Erdogan's persistence in demolishing the Ataturk Cultural Center (AKM), the secular symbol of Westernization through ballet and other performances became the concrete examples of cultural transformation of Erdogan from conservative democracy to a forced Islamist identity. The protests which started as a peaceful environmental demonstration against the confiscation of a historical park for the building of a shopping mall, faced with denial of the right to peaceful assembly and un-proportional police attacks. From the very beginning the Gezi protests were not solely a crisis at the environmental sector. The protests were against the AKP's, particularly Erdoğan's patriarchal rhetoric such as "C-section made our people infertile, they (secular parties) tried to decrease our population" (CNN Turk, 2013), "women shall bore 3 or more kids" (BIA Haber Merkezi, 2014), and especially comparing abortion to Uludere massacres, "every abortion is an Uludere" (NTV, 2012). Uludere massacre was an airstrike by Turkish military on December 28, 2010 which was thought to be against the PKK terrorists entering to Turkey from Iraqi border, which turned out to be 34 civilian Kurdish citizens smuggling goods from Iraq.

The major issue of violence against women particularly domestic violence, did not found much coverage by the AKP unlike the importance of abortion. Gezi Park protests were the largest mass protest in a decade. In that respect an alliance between pious Muslim women and secular feminists were demonstrated at Gezi in their joined chant: "Take your hands off my body, my identity, my veil" (Tekay & Ustun, 2013). Following the news that a woman wearing a headscarf was harassed in Kabataş (which later proved to be false news), women's groups came together on June 7 and walked from Kabataş to Gezi Park; They showed their solidarity with slogans such as Resist not with blasphemy but stubbornly ", "We want nights, streets, squares and mosques". On June 8, feminist groups organized a "profanity workshop where they shared non-sexist alternative profanity with their participants". On June 13, the then governor of Istanbul Hüseyin Avni Mutlu and Prime Minister Erdoğan made a statement saying "Take your children away from Gezi" and the women who made up the human chain carried a banner with the words "Dear police mothers, get your children out of the park." With this action, the women who brought a different perspective to the role of motherhood assigned to them by the state authorities, underlined that they were a part of the resistance. Among the first phase Islamist feminists only Hidayet Şevkatli Tuksal argued that AKP attempts to politically divide covered and uncovered women or to "instrumentalize" the experiences of women for their own political gain (Tuksal H. S., 2014). Sibel Eraslan on the other hand, argued that the protests were against headscarved women and against Tayyip Erdoğan, she later focused on victimization of headscarved women in secular system without referencing to protests underlying cause being AKP policies which suppress women in general (Eraslan, 2013). Similarly Nihal Bengisu Karaca, journalist at HaberTurk, a pro-government daily, focused on victimization of Erdogan in Gezi protests (Karaca, 2013).

What is seen in this phase is that as old Islamist feminists started gaining important positions in the party and working for pro-government newspapers, they estranged and kept their distance from gender-based debates and also from criticizing the government. This created the third turning point in Islamic feminism in which they distanced themselves from the Islamist feminists in their modality and primary challenges. One of the prominent groups in the protests, the Anti-Capitalist Muslims, argued that "men and women are equal, Adam and Eve was equal" (Hürriyet Gündem, 2013). They argued that "the essence of Islam is based on universal values such as justice, equality, love and compassion. The Holy Quran says, 'There is no compulsion in religion'. Religion here means worldview and lifestyle. No one can be forced to believe in a worldview. When Islam comes, it is wrong for women to have their heads covered and forced" (Hürriyet Gündem, 2013). The Gezi protests showed that firstly, pious people especially women, ask for social and liberal Islam not political and restrictive Islam where there is no place for progression. Secondly, their criticism mainly was not against the secular structure anymore, it was against the patriarchy.

Reçel blog is one of the earliest examples of these post-Gezi phase Islamic feminists of social media. It is a social platform created by the volunteers of Muslims Initiative Against Violence Against Women. The six founders of the blog are pious women aged in their early 30s and educated in various universities. One of the founding members of Reçel blog,

Rümeysa Camdereli, criticize the patriarchy over then deputy PM, Bülent Arınç's argument that "women shall not laugh loudly in public". She wrote "'Uncle Bülents, 'uncle Tayyips, don't want the state of mind that I'm getting away from with one laugh, to go away, because the other kind is dangerous to every kind of power. They want "headscarved sisters" who ask those "uncles" everything about their own life, who cannot decide about anything related to their own life. We're bored, they're not bored!" (Camdereli, 2014). Aside from criticizing the conservative, Islamist government's patriarchal suppression, what is new in Reçel blog is the discussions over female sexuality, virginity and female sexual satisfaction. In 2018, the guest writer Silahsız Avrat explained her own first experience which was out of wedlock along with the inability or unwillingness of the pious married women in her family and surrounding to explain her what she may expect or experience. The responses to her writing were mixed. Some of the respondents explained their own fathers' or partners reaction to virginity, others criticized the author, arguing just because the men act immorally, the women should not act similarly. None of the commentators discussed whether or not such a discussion was in line with Islamic religion, whether or not it is a sin, or whether it is appropriate to discuss in a public platform. This alone shows the changing attitudes of Islamic feminists but also pious women (Recel Blog, 2018). In another article the unwanted pregnancies and pious women's hopes, dreams outside of the marriage and childbearing were discussed and most of the commentators were supporting the writer for encouraging women to follow their dreams.

A more recent organization established in October 2018 called Havle. Havle is the first openly feminist Muslim women organization in Turkey. Their main objective is to increase the inclusion of Muslim women in the feminist movement. They argue that this inclusion is possible by making the differences visible. This will take place in two dimensions: First, addressing specific problems, such as discriminatory expressions and approaches to Muslim women's choice to cover / not cover their heads, and the problems women experience in mosques. Second dimension is related to all women in Turkey; the forced marriages and marriages at a very young age. These problems are fed by supposedly Islamic grounds and Havle women try to show that it is patriarchal suppression not Islamic duty (Meryem, 2019).

The shift can also be detected in the academic discussions where the second phase focused on Islamic feminism's compatibility with secular feminism, the more recent articles are focusing on transformation of feminism in the post-Gezi era (Dorroll, 2016), criticizing patriarchy without a separation of Islamic and secular feminisms (Dönmez & Özmen, 2013), Islam and feminism's mutual grounds (Arat, 2016), and mostly on gender politics of the AKP (Özcan, 2018; Yaraş, 2019; Koyuncu & Özman, 2018; Ayata & Doğangün, 2017). Furthermore, in the second phase there wasn't a common ground or even discussion on issues such as sexual freedom, abortion and birth control. Despite the beginning of discussions about compatibility and similarity between Islamic and secular feminisms, these issues were considered somewhat taboo. As seen in the third phase however, the Islamic feminists started to debate on these issues on public platforms and raise their voices on discussions of motherhood, sexuality, womanhood and their efforts to own the final decisions regarding their own body.

Unlike the earlier phases of Islamic feminisms this third generation of Islamic feminists do not shy away from the term feminism, particularly the post Gezi feminists identify themselves as Islamic feminists such as the Reçel blog platform. The change is also seen not just in the new feminist groups, but also in the formerly existing groups who used to shy away from being labeled as feminists too, such as Başkent Kadın Platformu (Öztürk, 2018). This symbolizes the next stage in the Islamic feminism whereby Islamic and secular feminists come together and break down boundaries and binaries. This way, the two feminisms can produce Islam's gender revolution (Badran, 2005).

This has shown that civil Islamism with the back up of social platforms has opened a new frontier for Islamic feminist women through encouraging solidarity and emphasizing shared experiences. In a study at the Qatar Computing Research Institute (Magno & Weber, 2014), researchers found that in countries with large gender inequities in offline life, women were more likely to have significant online presences. This seems to also prove Margot Badran's foresight as Islamic feminism would be becoming more secular in the future. She argued that it would become part of a complex weave of multiple voices clamoring for gender justice and gender equality. She called this new secular feminism whereby a secular feminism re-invigorated by a more robust discourse of gender equality in religious language—which celebrates inclusivity (Badran, 2010).

CONCLUSION

What is found out in the research is that the Islamic feminism in Turkey is neither monolithic nor static. The article argued that from the 1980s onward there are three phases of Islamic feminism in which the Islamic feminism evolved and changed in its discourse, methods and concerns. It also differs from the emergence of Islamic feminism in the rest of the Muslim world. One particular reason for this is, unlike the other countries Turkey is a secular country and the state sponsored feminism at the time marginalized the pious, headscarved women. Despite this similar to other countries, the emergence of Islamic feminism owes much of its existence to interaction with the secular world, whether living in a secular state or being educated in secular countries.

The first phase in Turkey is coined as Islamist feminism due to it's reaction to secularism and Western style modernization of Turkey. In Turkey the main aim of emergency of Islamic feminism was not questioning the patriarchal or oppressive structure of Islam or political Islam, the primary aim was to integrate Islam into social and political sphere. Islamic feminism's entrance into literature and academic debates also coincide with the political atmosphere of the era where both Islamist parties and the Islamist women entered into Turkish social and political sphere as significant actors.

The second phase is the transitional phase emerging in early 2000s to 2013. Although the Islamist feminists of the

first era continue to dominate the political and social sphere, criticisms emerged regarding their contribution to AKP patriarchy. A disengagement is observed between the AKP co-opted Islamist women, Islamic women's organizations with close connections with the AKP and Islamic feminists. The first era's pious active women gained important positions in the party and pro-AKP organizations, in return remained silent on women's suppression or commodification for political causes.

The current phase saw the concretization of Islamic feminism in the post Gezi resistance. Feminists of this era focus on individual and female selves. By focusing of individual and female selves the third phase also sees Islamic feminism becoming more secular. Secondly the phase is characterized by a generational shift in pious women. Young pious women in their late 20s and 30s become the locomotive behind the social media feminism. Civil Islamism gained more prominence in this phase and secular and Islamic feminists have much more common ground than the previous eras focusing on not just secular but Islamist governments patriarchal suppression of women.

BIBLIOGRAPHIC REFERENCES

Ahmed, L. (1982). Feminism and feminist movements in the Middle East, a preliminary exploration: Turkey, Egypt, Algeria, People's Democratic Republic of Yemen. Women's Studies International Forum, 5(2), 153-168.

Ahmed, L. (1992). Women and gender in Islam: Historical roots of a modern debate. New Haven: Yale University Press.

Aktaş, C. (2006). Feminizmin Beyaz Batılı Kadın Seçkinciliği. (pp. 27-29). Uluslararası İnsan Haklarında Yeni Arayışlar Sempozyumu.

Aktaş, C. (2006). Türbanın Yeniden İcadı. İstanbul: Kapı Yayınları.

Amin, Q. (1899). Tahrir al-Mar'ah. Kairo: Dâr al-Ma'ârif.

Amini, N., Rezaei, T., & Tavakoli, M. (2018). The study of mediator role of job satisfaction in organizational justice and citizenship behavior relationship in one of the Shiraz factories. UCT Journal of Social Sciences and Humanities Research, 6(4), 21-27.

Arat, Y. (1990). Feminizm ve İslam: Kadın ve Aile Dergisinin Düşündürdükleri. In Ş. Tekeli, 1980'ler Türkiyesi'nde Kadın Bakış Açısından Kadınlar, (pp. 91-102). İstanbul: İletişim.

Arat, Y. (2016). Islamist Women and Feminist Concerns in Contemporary Turkey: Prospects for Women's Rights and Solidarity. Frontiers: A Journal of Women Studies,, 37(3), 125-150.

Ayata, A. G., & Doğangün, G. (2017). Gender politics of the AKP: Restoration of a religio-conservative gender climate. Journal of Balkan and Near Eastern Studies, 19(6), 610-627.

Aydındağ, D., & Işıksal, H. (2018). (De)Securitization of Islam in Turkey. Revista de Cercetare si Interventie sociala, 62, 294-305.

Badran, M. (2005). Between Secular and Islamic Feminism/s: Reflections on the Middle East and Beyond. Journal of Middle East Women's Studies, 1(1), 6-28.

Badran, M. (2010, October 13). The Course & Future of Islamic Feminism. Retrieved April 2019, from ResetDoc: https://www.resetdoc.org/story/the-course-future-of-islamic-feminism/

Belge, B. (2011, June 8). kadın bakanlığı kaldırıldı, kadınlar öfkeli. Retrieved from Bianet: https://bianet.org/bianet/kadin/130585-kadin-bakanligi-kaldirildi-kadin-orgutleri-ofkeli

BIA Haber Merkezi. (2014, December 22). Erdoğan: 1-2-3-4 Çocuk, Gerisi Allah Kerim. Retrieved April 2019, from Bianet: http://bianet.org/bianet/siyaset/160991-erdogan-1-2-3-4-cocuk-gerisi-allah-kerim

Bozarslan, H. (2011). Ortadoğu'nun Siyasal Sosyolojisi: Arap İsyanlarından Önce ve Sonra. İstanbul: İletişim.

Çakır, R. (2000). Dindar Kadının Serüveni. Birikim(137).

Çakır, R. (2000). Direni ve itaat: iki iktidar arasında slamcı kadın. stanbul: Metis Yayınları.

Camdereli, R. (2014, September 24). Kahkaha meselesi üzerine. Retrieved from Recel Blog: http://recel-blog.com/kahkahameselesi-uzerine/

CNN Turk. (2013, June 19). Erdoğan'dan "kürtaj ve sezaryen" yorumu. Retrieved March 2019, from CNNTurk: https://www.cnnturk.com/2013/guncel/06/19/erdogandan.kurtaj.ve.sezaryen.yorumu/712176.0/index.html

Dönmez, R. Ö., & Özmen, F. A. (2013). Islamic women's ordeal with the new face (s) of patriarchy in power: Divergence or convergence over expanding women's citizenship. In C. A. Akman, Gendered Identities: Criticizing Patriarchy in Turkey. Lexington Books.

Dorroll, P. (2016). Post-Gezi Islamic Theology: Intersectional Islamic Feminism in Turkey. Rethinking Gezi Through Feminist and LGBT Perspectives.

Eraslan, S. (2013, June 7). Gezi Parkı çözüm sürecini etkiler mi? Star.

Göle, N. (1996). Forbidden Modern: Civilization and Veiling. Michigan: University of Michigan Press.

Göle, N. (2002). Melez Desenler: İslam ve Modernlik Üzerine. İstanbul: Metis Yayınları.

Hürriyet Gündem. (2013, July 22). Eliaçık: Gezi gençliği daha özgürlükçü ve sosyal bir din istiyor. Hürriyet.

Kandiyoti, D. (1981). Dimensions of Psycho-Social Change in Women: An Intergenerational Comparison. In E. N. Abadan Unat, & D. Kandiyoti, Women in Turkish Society (pp. 233-259). Leiden: E.J. Brill.

Kandiyoti, D. (1987). Emancipated but unliberated? Reflections on the Turkish case. Feminist Studies, 13(2), 317-338.

Kandiyoti, D. (1988, September). Bargaining with Patriarchy. Gender and Society,, 2(3), 274-290.

Kandiyoti, D. (1996). Islam and feminism: a misplaced polarity. Women Against Fundamentalism,, 8(11), 10-3.

Karaca, N. B. (2013, June 9). Gezi'den gayrı! HaberTurk.

Keskin-Kozat, B. (2003). Entangled in Secular Nationalism, Feminism and Islamism: The Life of Konca Kuriş. Cultural Dynamics,

15(2), 183–211.

Korteweg, A., & Yurdakul, G. (2016). The Headscarf Debates: Conflicts of National Belonging. California: Stanford University Press.

Koyuncu, B., & Özman, A. (2018). Women's rights organizations and Turkish state in the post-2011 era: ideological disengagement versus conservative alignment. Turkish Studies, 1-26.

Kuyucu, N. (2016). Kadının Adı Yok. Praksis, 41(2), 419-442.

Magno, G., & Weber, I. (2014). International Gender Differences and Gaps in Online Social Networks. Doha: Qatar Computing Research Institute.

Marshall, G. A. (2005). Ideology, Progress, and Dialogue. Gender & Society, 19(1), 104-120.

Marshall, G. A. (2008). A Question of Compatibility: Feminism and Islam in Turkey. Critique: Critical Middle Eastern Studies,, 17(3), 223-238.

Marshall, G. A. (2013). Shaping Gender Policy in Turkey: Grassroots Women Activists, the European Union, and the Turkish State. Albany: State University of New York Press.

Mernissi, F. (1987). Beyond the Veil: Male-female dynamics in modern Muslim society (Vol. 423). Indianapolis: Indiana University Press.

Meryem, D. (2019, April 2). Türkiye'de İlk Müslüman Feminist Kadın Derneği: Havle. Retrieved April 2019, from Sivil Sayfalar: http://www.sivilsayfalar.org/2019/04/02/turkiyede-ilk-musluman-feminist-kadin-dernegi-havle/

Narlı, N. (2003). The rise of the Islamist movement in Turkey. In B. Rubin, Revolutionaries and Reformists:Contemporary Islamist Movements in the Middle East (pp. 125-140). New York: SUNY Press.

Nokta. (1987, december 20). Türbanlı Feministler. Nokta(50).

NTV. (2012, May 26). Her kürtaj bir Uludere'dir'. Retrieved March 2019, from https://www.ntv.com.tr/turkiye/her-kurtaj-bir-ulud eredir,z1M5Y2zmwEu6drogItVkiA

Özcan, E. (2018). Conservative Women in Power: A New Predicament for Transnational Feminist Media Research. In D. Harp, & L. Jaime, Feminist Approaches to Media Theory and Research (pp. 167-181). Cham: Palgrave Macmillan.

Öztürk, F. (2018, March 8). Ba kent Kadın Platformu: Hem Müslüman hem feminist kadınlarız. BBC News.

Recel Blog. (2018, October 29). Cinsellikle Olan İkircikli Bağımız. Retrieved April 2019, from Recel Blog: http://recel-blog.com/cinsellikle-olan-ikircikli-bagimiz/

Reyes, N. S., Santamaria, H. S., & Garcia, M. R. (2016). Proposed methodology for learning english with the use of TICs. Case: Universidad Tecnológica Equinoccial. Journal of Information Systems Engineering & Management, 1(4), 47. https://doi.org/10.20897/lectito.201647

Rezaei, M., & Nemati, K. (2017). The Impact of Purchase Intent, Word of Mouth Advertising and Skill Domain of Seller on Quality of Customer Relationship to Sale Life and Savings Insurance Policies (Case Study: Dana Insurance Co., Bushehr Province). Dutch Journal of Finance and Management, 1(2), 43. https://doi.org/10.29333/djfm/5819

Sayari, B. (1981). Religion and Turkish Women. In E. N. Abadan Unat, & D. Kandiyoti, Women in Turkish Society (pp. 281-293). Leiden: E.J. Brill.

irman, N. (1989). Feminism in Turkey: A Short History. New Perspectives on Turkey,, 3, 1-34.

Spivak, G. C. (1988). Can the Subaltern Speak? In C. Nelson, & L. Grossberg, Marxism and the Interpretation of Culture (pp. 271-313). Basingstoke: Macmillan Education.

Tekay, C., & Ustun, Z. (2013). A Short History of Feminism in Turkey and Feminist Resistance in Gezi. Jadalliya Reports.

Tuksal, H. Ş. (2012). Kadın Karşıtı Soylemin Islam Geneghine Izduşumleri (The Discourse against Women and its Projections on the Islamic Culture). İstanbul: Otte Publications.

Tuksal, H. S. (2014, February 21). Bir yorum da feminist kolektiften! Retrieved 2019 March, from Serbestiyet: http://serbestiyet.com/yazarlar/hidayet-s.-tuksal/bir-yorum-da-feminist-kolektiften-131716

Turam, B. (2008). Turkish Women Divided by Politics: Secularist Activism versus Pious Non-Resistance. International Feminist Journal of Politics, 10(4), 475-494.

Vaezi, E. S. (2018). Promoting innovation and application of Internet Of Things in an organization; Case Study from Petrochemical Commercial Company (PCC). UCT Journal of Management and Accounting Studies, 6(4), 38-43.

Vatan. (2010, July 20). Kadınla erkek eşit olamaz! Vatan Gazetesi.

Yaraş, S. (2019). The making of the 'new' patriarch in women's self-narrations of political empowerment: the case of local female AKP politicians in the aftermath of 2009 elections. Turkish Studies, 20(2), 273-296.

Yılmaz, Z. (2013). Dindarlığın Yeniden İnşasında İslamcı Kadınlar / Islamist Women in the re-Construction Process of Piety. Mülkiye Dergisi, 37(4).

Urban management solutions in promoting Iranian-Islamic lifestyle. (Case Study: Tehran Municipality)

Soluciones de gestión urbana para promover el estilo de vida iraní-islámico. (Estudio de caso: Municipio de Teherán)

Seyed Masoud Mousavi*

Islamic Azad University, Shahre - Iran

Samira Arangh**

Islamic Azad University, Tehran - Iran

Khadijeh Pouratakesh***

Islamic Azad University, Shahre - Iran

Maryam Panahi****

Islamic Azad University, Shahre - Iran

Fatemeh Moghadam Zarandi*****

Islamic Azad University, Shahre - Iran

ABSTRACT

The main objective of the present research is urban management strategies for the promotion of Iranian-Islamic lifestyle (Case study: Tehran Municipality). This objective will be achieved through by descriptive-analytical method, the role of the Tehran municipality in achieving this pattern is from the aspects of physical development of Tehran under the title of maintaining Iranian-Islamic identity in physical development, determining the criteria for urban construction based on Islamic criteria and values, The clarity of the Islamic symbols and symbols, the organization of the image and the urban landscape, and research on Iranian-Islamic architecture and urbanization. The results of the research show that the municipality of Tehran can promote the genuine values of the Iranian-Islamic lifestyle and use of the sciences and experiences of human societies based on Islamic teachings and as one of the pillars of authentication and self-sufficiency factor and scientific independence, freedom from feelings of humiliation and Alienation and, ultimately, the social development of society.

Keywords: social development, Iranian-Islamic lifestyle, urban management, Tehran municipality

RESUMEN

El objetivo principal de la presente investigación son las estrategias de gestión urbana para la promoción del estilo de vida iraní-islámico (Estudio de caso: Municipio de Teherán). Este objetivo se logrará mediante un método descriptivo-analítico, el papel del municipio de Teherán en el logro de este patrón proviene de los aspectos del desarrollo físico de Teherán bajo el título de mantener la identidad iraní-islámica en el desarrollo físico, determinando los criterios para la construcción urbana basada sobre criterios y valores islámicos, la claridad de los símbolos y símbolos islámicos, la organización de la imagen y el paisaje urbano, y la investigación sobre la arquitectura y urbanización iraní-islámica. Los resultados de la investigación muestran que el municipio de Teherán puede promover los valores genuinos del estilo de vida iraní-islámico y el uso de las ciencias y experiencias de las sociedades humanas basadas en las enseñanzas islámicas y como uno de los pilares del factor de autenticación y autosuficiencia e independencia científica, libertad de sentimientos de humillación y alienación y, en última instancia, el desarrollo social de la sociedad.

Palabras clave: desarrollo social, estilo de vida iraní-islámico, gestión urbana, municipio de Teherán

*Corresponding author. Master of Geography and Urban Planning, Islamic Azad University, Shahre - rey Branch, Tehran, Iran
** Department of Urbanism, Faculty of Arts and Architecture, Tehran West Branch, Islamic Azad University, Tehran, Iran
*** Master of Geography and Urban Planning, Islamic Azad University, Shahre - rey Branch, Tehran, Iran
**** Master of Science in Information Studies Public Library, Tehran, Iran
***** Master of Geography and Urban Planning, Islamic Azad University, Shahre - rey Branch, Tehran, Iran

1 INTRODUCTION

The collective behavior of humans in the environment will become a culture of multi-dimensional interaction, in which social gains will emerge that will affect the human community. One of these products is the emergence of democratic and dynamic spaces that commit humans to society and their environment. This means that the hidden dialogue between the environment and the human being and the human community is formed that transforms space into a place. On the other hand, the design of the perimeter space by architects will act as a powerful catalyst for the formation of human interactions and the sense of space democracy and, as a result, the realization of social development. Such spaces range from the millennia BC to the present era, as well as from Greek and Roman civilization to Islamic civilization. The most important factor in these civilizations is the creation of a systemic people based on the opinions and opinions of the people of the community. Examples of these spaces include the Agouracas, the Forumas and the Herbab in ancient Greece, Rome, and Japan [1]. Also, mosques, churches, temples, squares, and markets are among the places where the idea of being democratic is quite clear. Nowadays, the emergence of the Senate in addition to the above spaces has helped the spirit of democracy and democracy in the community. The research approach has a verdict on the subject. Given the rapid and growing human population in today's modern societies, the need for more cities to provide synergistic spaces in relation to human behavior is felt more and more. The emergence of spaces that are in line with the culture of civil society and the interactions formed at different levels of behavioral society, will gradually shape the concept of place and life in the quality of human spaces. The influence of thoughts and thoughts on shaping people's lives and observing the behaviors and activities that shape cultural patterns lead us to formulate the basic principles for designing the environment. The need to identify the culture of the target community is an issue in the study of urban management strategies for the promotion of Iranian-Islamic lifestyles for the design of suitable space and the re-emergence of social values, such as social interactions, democracy, and the surrounding spheres of the phenomenon (Case study: Tehran Municipality). The need to identify the culture of the target community, to design suitable space and revitalize social values, such as social interactions, democracy and the bays of these phenomena, are the issues that in this research are the role of Tehran municipality in creating social development with the promotion of lifestyle of Iran - Islamic are considered.

2 IMPORTANCE AND NECESSITY OF RESEARCH

Given the Iranian-Islamic civilization and identity, the indisputable aspect of Islam, which is also in keeping with the requirements of contemporary time and space, is of utter importance in the foundations and then in the body of the Islamic cities. Human identity is shaped and played by the influence of two external and internal factors. The internal factors cover issues such as religion, worldview, history and culture, and the external factors of interactions and connections with other civilizations. These effects are as good as positive, in the tendency to anticipate non-existent and authenticate foreigners, Shows negative. To this end, and in order to strengthen the application of the Shari'ah in the construction of the environment, by avoiding what Allah and his Prophet have forbidden and doing what they have called for, there must be a social planning and organization that has a continuous connection with the Quran and The result is environments that achieve the attention of religious texts and Islamic jurisprudence. In this research, three steps have been taken to achieve these goals. First, using the analytical-argumentative method, an attempt has been made to extract the principles and indices of Islam in the form of beliefs based on the principles of the Islamic religion, and the relevant attributes have been extracted from them, then by the method of historical-research, the study of the realization of this Indices in the contemporary neighborhoods have been discussed and finally, suggestions have been made to improve the current situation by presenting solutions. The resources that are used in the study paths can be presented in two main and specialized sections, each of which is briefly mentioned here: the Holy Qur'an and the commentaries of al-Mizan, Sample, Sunnim and ... / Nahj al-Fahsa / Nahj al-Balaghah / Baharalanwar / Mofatih al-Hayat / Al-Shi'a / Articles and books of scholars and experts who have been active in this field. The realization of a city and a desirable religious community is subject to the knowledge and proper implementation of these principles and teachings. The principles of religion as the fundamental intellectual and ideological foundations that constitute the intellectual foundations of society, although not directly affecting the formation of biological spaces, but since the artificial environment reflects the spirit and soul of the architect on the body; It is possible to observe the effects of the emergence and belief in principles such as monotheism, justice and resurrection in the buildings of Muslims. It seems that the basic purpose of Islam is to explain the principles and principles of religion to be suitable for illustrating the characteristics of life, which is based on religious beliefs; that is, the religious lifestyle that was introduced before entering into the introduction of the principles of religion as well as the extrapolated patterns It is necessary to discuss them in order to clarify the concept of Islamic lifestyle.

3 IRANIAN-ISLAMIC LIFE STYLE

Lifestyle is a relatively consistent collection of all the behaviors and activities of a particular person in the daily life, which requires a set of habits and orientations, and thus has a kind of unity [2]. The concept of lifestyle involves patterns of social relationships, entertainment, consumption, fashion and coverage, and even opens the attitudes, values, and worldviews of the individual and the group they are members to. By studying and analyzing the concept of lifestyle, one can find out the hidden attitudes, norms and values that exist in the minds, beliefs, and deeds of individuals, and are aware of existing or emerging orientations and patterns, the interpretation and the actual image. A more sophisticated one, Life style is an empirical and precise tool for understanding, understanding and understanding cultural realities at different levels of social and various issues. In the definition of lifestyle, some argue that lifestyle is a consistent pattern of behaviors, habits, attitudes and values that are considered to be the characteristics and characteristics of groups. In another definition, it is considered to be the totality of normative approaches and behavioral patterns that

have created the process of socializing them in one person. Accordingly, lifestyle involves individual behaviors, values and attitudes, and these are related to cultural resources, social and economic environment. In general, the recognition of the lifestyle, that is the attempt to understand the interactions between the environment, systems and the individual, which affects the development and development of the individual.

4 RESEARCH FINDINGS

4.1 The Role of Urban Management in Sustainable Social Development

It should be noted that urban management is a tool by which sustainable cultural, social and economic development can be created. In such a process, urban management, especially municipalities, can help local citizens improve social relations. From the cultural point of view, a good city, in addition to efficient urban management, needs citizens who are knowledgeable and familiar with the rights of citizenship duties. Therefore, urban management should have public awareness and the creation and promotion of urbanization culture, the development of citizenship and education of citizens in different fields, functioning and cultural activities. Urban management in the urban development process has a special role not only in its economic and developmental dimensions, but also with the changing social and cultural changes and the expansion of the urban population, in order to meet the increasing cultural and social demands of the instruments and arrangements it is necessary to provide. One of the duties of community leaders is to recognize and strengthen the strengths of the community's culture and try to expand it. Among other duties of managers, they try to understand the cultural weaknesses of that society through the dissemination of constructive cultures. The gap between the need for intervention and the impact of urban management on cultural and social affairs and how it is implemented is one of the important issues that needs to be analyzed. Citizens living in the city from urban management and municipalities do not expect to look at the developmental, physical, economic, and services of the city, but to provide the ground for social support, citizenship relations, the organization of social and cultural affairs, the provision of social and psychological security, and so on. They are demanding.

4.2 Citizen Participation The first step in the realization of social development

Social participation as one of the components of social capital today is recognized globally as one of the key elements of sustainable development. Today, despite many efforts to institutionalize social participation at all levels of management, such as the formation of Islamic councils in the city and villages throughout the country and the formation of local councils in the city of Tehran, it shows that the status of social participation in the city of Tehran Low level. In the study of formal and informal dimension of participation in Tehran, the results indicate that the level of participation in its formal dimension, such as participation in NGO activities, such as the Environmental Conservation Association, membership in the City Council, the Association Charities and so on, less than its informal dimension, such as religious-charity partnerships [3]. Also, about 54.4% of Tehran's population is not involved in any formal participation [4]. Mousavi's research findings show that 91.6% of respondents in civil society have no involvement [6]. The results of the study show that the level of participation and willingness to participate in Tehran is at a very low level. This is a two-way phenomenon, both from the people and from the municipality. In the first case, it should be said: Tehran's growing growth in less than a century, and the gathering of a population of ten million people, has eliminated all the specific traditions of the city and has a multicultural fabric, or even a particle that In it, social networks within families (family and kinship) are far more powerful than outsourced networks (a topic that is very harmful to social participation and the formation of social capital). In general, the results of previous research show that social participation has an unclear and vague position in city management in Tehran. The main feature of social participation in Tehran is its traditional and informal nature. Another important issue in relation to citizenship participation is the participation of silent and vulnerable voices in Tehran. The reality is that silent voices, such as women, children, and especially the elderly and the disabled, have the least social participation among urban groups in city management decisions in Tehran.

4.3 The role of the municipality in promoting the authentic values of Iranian-Islamic lifestyle

Studies on the sources of the Qur'anic and historical studies led to the extraction of indicators by which the adaptation of contemporary residential spaces to the Islamic principles can be measured and, after the pathology of the cases studied, a solution for them. The municipality of Tehran, with the observation of the indicators presented in the table below, can introduce the Islamic-Islamic lifestyle in beliefs and behaviors, and thus the city's body, leading to social interaction.

Table 1 Indicators of Islamic architecture and urban development derived from the principles of Islam

Indicator	Patterns		Basics		meanings
	Behavioral Belief - Physical	Belief			
Central mosque	Religious axis and religious color in the physical form of cities	Divine unity social unity (centralization)	Oneness		
Central mosque naturalism Contact with graves and cemeteries	Attention and Death Note in Behaviors	Remembrance of the Hereafter human	Resurrection		Insight
The central mosque of the holy ritual how	Determination of Hosseiniyeh Formation of Urban Development Laws Based on Provincial Principles	The important role of perfect human being in being and adherence to commands She	Prophecy and Imamate	Principles Religion	Islamic
Equilibrium of ecosystems	Observance of the human dimension in the areas of observance of neighborliness and the observance of fairness in access to service spaces	The basis of affairs in the existence of balance and balance is not losing the rights of others	Justice		

Source: [5]

4.4 Creating social relationships and environmental incentives

Among the processes and elements that motivate specific behaviors in space are environmental values. Values link between motivations, emotional feelings, and individual behaviors. "Human behavior is the result of a person's motives and needs, the capabilities of the environment, the person's mental image of the outside world from his perception and the meaning that this image holds for him. Therefore, any activity under the influence of circumstances can take many forms and cause various behaviors. Imagining the physical environment without considering the human environment is unthinkable. This is because space has an impact on human behavior.

4.5 The Role of Urban Management in Regulating Social Relationships

One of the important relationships that man makes with the outside world. His relationship with other peers in the community. In order to regulate these municipal relations or urban management, the city can derive from Qur'anic teachings a series of guidelines that can be used as theoretical bases for planning human relationships and creating an environment that can strengthen the manifestation of these relationships and prevent them from collapse. Cited and used. Cities, by their particular spatial organization, the diversity of urban elements, the type of dispersion and enhancement of urban elements, the kind of communication that forms the boundaries of society, The hierarchy between the disparate spaces of the city, including private, semi-private, semi-public and public spaces, and the physical unity of the city and the city's space, play an important role in regulating the social relationships and relationships that each individual with his own community has.

4.6 The Role of Urban Management in Respect of Citizenship Rights

The following is a content analysis of the form and concept of the basic and basic rules that govern the management of city in the administration of city affairs and tried to refer to the status of citizenship rights in these laws. Citizens' Rights and Municipal Law (approved in 1334 with current amendments and extensions): This section of the legal text of the municipalities, both in title and content, has a very direct relation with the organization of the municipalities, the relationship of individuals with the municipalities, and the duties of the municipality With which it will lead to the realization of social development. Hence, it is of particular importance to citizenship. Unfortunately, the law of the municipality approved in 1334 and its subsequent amendments and supplements, which are still valid (with the exclusion of additions), are valid and have legal validity, and no mention of citizenship is mentioned, and only refers to the duties of the municipalities and not Citizens.

5 CONCLUSION

In a summing up, we can say that the Tehran municipality can promote the genuine values of Iranian-Islamic lifestyle and the use of the sciences and experiences of human societies based on Islamic teachings and as one of the pillars of authentication and self-sufficiency factor and scientific independence, Humiliation and self-alienation, and ultimately play a key role in the social development of the community. Considering the architectural and urbanization indicators extracted from the principles of Islamic religion and emphasizing the desired goals in Islamic and historical texts, in order to reconcile the design of architectural spaces with the principles of religion and the Iranian-Islamic lifestyle, practical strategies are presented. Considering the central role of urban management in promoting urban lifestyles, the Tehran Municipality will be able to retrieve these neglected principles in contemporary residential spaces. In order to organize these strategies, they are presented in three categories: physical, spatial, functional-planning, and meaning and symbolism.

Physical

- Consider the communication paths (visual and functional) of burial mounds and cemeteries, with the city

- Consider spaces for prayer in different urban areas
- Using traditional forms and geometries and familiar boom (revisiting Islamic-Iranian Identity)
- The similarity of buildings in the use of indigenous materials (humility and lack of prosperity in the outer body of buildings)
- Use of materials produced in the canvas (reduction of consumption costs, durability and alignment with canvas)

Spatial

- Enforcement of access routes with an emphasis on the focus on the sacred space of the neighborhood
- Integration of open spaces with courtyards and open spaces of mosques
- The lack of space over humans (modifying the confines of spaces with the scale of human proportions)

Functional-Planning

- Access to religious spaces everywhere and at any time (the plurality and flexibility of existing uses under the surveillance of religious spaces)
- Establishing soft boundaries between public and private areas in neighborhoods (observance of space and functional hierarchy and design of communication joints)
- Neglected neighborhoods in the productivity of natural resources (clean air, proper lighting, favorable landscape, etc.)
- Protecting the coherence of nature (avoiding the destruction of natural factors such as trees, rivers, topography, etc.)

Meaning and symbolism

- The presence of water, light, plants, etc. in the public spaces of the city as symbols and indications
- Indicating open spaces with the emphasis on revealing to the sky as the symbol

BIBLIOGRAPHIC REFERENCES

Faghihi, Abolhassan, quoted from Saeedi (2001); accountability systems in the government sector, the State Inspection Agency, the collection of articles of the second scientific conference, the "comparative view" and the research of supervision and inspection.

Giddens, Anthony. 1388, Modernity and Personality; Society and Personal Identity in the New Age, Nasz Mofeghian Translation. Tehran. Release

Hamosean Nejad Mehdi, 2014, Explaining the Contemporary Iranian Neighborhood Design (Based on the Principles of Islamic Religion), Proceedings of the First International Congress of the New Horizons in Architecture and Urban Development, Tehran, 7 and 18 May.

Naghizadeh, Mohammad The City and Islamic Architecture (Manifestations and Objectives), Mann Publishing, 2008

Nateghpour, Mohammad Javad and Firoozabadi, Seyed Ahmad (2005), Social capital and factors affecting its formation in Tehran, Journal of Sociology of Iran, Volume 6, No. 4.

Rayan, Margaret, Participation & Empowerment: An International Journal, Vol.7,No 2, MCB University Press, 1999, pp:33-42

Long term forecast and programming of financing of internal costs of the innovation and investment sector of the Russian Federation

Previsión y programación a largo plazo de la financiación de los costes internos del sector de innovación e inversión de la Federación Rusa

Kolesnikov A. V.*
Belgorod State Technological University named after V.G. Shukhov - Russia
nadtochij@mirea.ru

Stepanov N. S.**
Russian Academy of Sciences - Russia

Kamchatova E. Yu***
State University of Management - Russia

Zernova L. E.****
Kosygin Russian State University - Russia

Korolyuk E. V.*****
Kuban State University, Tikhorezk - Russia

Verbina G. G.******
I.N. Ulianov Chuvash State University - Russia

Zelinskaya A. B.*******
Yugra State University - Russia

ABSTRACT

Financing of internal costs has always been the main factor in the functioning of any economic entity. In this paper we will focus on the industries providing breakthrough development of the economy, i.e. the so-called innovation and investment sector of the economy. These industries include: science and scientific services, engineering and metalworking, chemistry and petrochemistry, construction, IT and communications, and in recent years, agriculture. GDP growth largely depends on the effective operation of these sectors of the economy. The innovative and investment nature of the development of these economy sectors contributes to a change in the GDP structure, an increase in the share of its innovative part, an increase in high-performance jobs, etc. At the state level, it is important to understand the trends in the development of the above-mentioned sectors of the economy, the risks inherent in them, as well as the factors hindering their development. The study deals with these issues, as well as the resource support of the innovation and investment sector of the Russian economy. Based on the available data, a forecast and a program for the development of these sectors of the economy are made.

Keywords: Innovation, investment sector of economy, financing of internal costs, financing sources, forecasting.

RESUMEN

La financiación de los costos internos siempre ha sido el factor principal en el funcionamiento de cualquier entidad económica. En este artículo nos centraremos en las industrias que proporcionan un desarrollo innovador de la economía, es decir, el llamado sector de innovación e inversión de la economía. Estas industrias incluyen: servicios científicos y científicos, ingeniería y metalurgia, química y petroquímica, construcción, informática y comunicaciones, y en los últimos años, agricultura. El crecimiento del PIB depende en gran medida de la operación efectiva de estos sectores de la economía. La naturaleza innovadora y de inversión del desarrollo de estos sectores de la economía contribuye a un cambio en la estructura del PIB, un aumento en la parte de su parte innovadora, un aumento en los empleos de alto rendimiento, etc. A nivel estatal, es importante Comprender las tendencias en el desarrollo de los sectores de la economía mencionados anteriormente, los riesgos inherentes a ellos y los factores que obstaculizan su desarrollo. El estudio aborda estos temas, así como el apoyo de recursos del sector de innovación e inversión de la economía rusa. En base a los datos disponibles, se elaboran un pronóstico y un programa para el desarrollo de estos sectores de la economía.

Palabras clave: innovación, sector de inversión de la economía, financiamiento de costos internos, fuentes de financiamiento, pronósticos.

*Corresponding author. Doctor of Economic Sciences (Advanced Doctor), Professor of RAS, Belgorod State Technological University named after V.G. Shukhov
** Candidate of Economic Sciences (Ph.D.), Senior Research Officer, Center of Institutions of Social and Economic Development, Institute of Economics of the Russian Academy of Sciences
*** Doctor of Economic Sciences (Advanced Doctor), Associate Professor, Head of Innovation Management Department, State University of Management
**** Candidate of Economic Sciences (Ph.D.), Associate Professor, Kosygin Russian State University,
***** Doctor of Economic Sciences (Advanced Doctor), branch FGBOU VO «Kuban State University» in Tikhorezk
****** Candidate of Psychology Sciences (Ph.D.), Associate Professor, I.N. Ulianov Chuvash State University
******* Candidate of Economic Sciences (Ph.D.), Associate Professor, Yugra State University

INTRODUCTION

The problems of development of the innovation and investment sector of the economy cover a wide range of issues - from technical backwardness to infrastructure problems (Ashmarov, 2018; Minakova, 2017; Gnatyuk & Pekert, 2018; Olkhovskiy, 2018). In recent years, for a number of reasons, there has been a certain decline in the innovative activeness of scientific activity, and even the existing innovative potential is used within 4-5% (Narkevich & Narkevich, 2018; Novikov, 2017; Schwarzkopf, 2018;   Moiseenko, 2017; Barghi Irani & Rezaei, 2018). For comparison, this figure in the United States exceeds 50%. Many scientific and technical developments do not become an innovative product. They remain unclaimed by agricultural production (Bogatov et al, 2017; Shcherbinina, 2017; Moiseenko, 2017; Komarova, 2018; García-Díaz et al., 2016; Abdoli, 2018).

METHODS AND MATERIALS

The paper used system, comparative, economic and mathematical, economic and statistical and other research methods. Federal laws, decrees of the President of the Russian Federation, resolutions of the Government of the Russian Federation, published works of research institutions of the RAS, statistical materials at the federal and regional levels were used as materials (Kobets, 2017; Kupryushin & Chernyatina, 2017; Mardani & Fallah, 2018).

RESEARCH RESULTS

Poor public-private support for the formation of the material base for the subsequent creation of innovations is largely determined by the long payback period of innovation and a small amount of investment by the state (Narkevich, 2018; Vernigor, 2017). Annually, the share of domestic research and development costs in Russia to GDP does not exceed 1.1% (table 1).

Because of problems with budget and extra-budgetary financing, the number of organizations engaged in scientific activities in Russia does not have a clear trend and is not a stable indicator. If in 2000 there were 4099 such organizations, in 2017 - 3944 (table 2).

Table 1 – Share of national costs in Russia's GDP and per 1 employee engaged in research

Indicators	Years					
	2000	2005	2010	2014	2015	2016
Domestic expenditures on research and development, bln. roubles	766,9	230,8	523,4	847,6	914,7	943,8
Number of employees engaged in research, thousand people	887,7	813,2	736,6	732,3	738,9	722,3
Domestic research and development costs to GDP , %	1,05	1,07	1,13	1,07	1,10	1,10
Internal research and development costs per 1 employee engaged in research and development, thousand rubles	180,1	590,1	1418,7	2266,7	2410,8	2548,2

Table 2 - Organizations performed research and developments in Russia, by type, at the end of the year

	Years					
	2000	2005	2010	2015	2016	2017
Number of organizations – total	4099	3566	3492	4175	4032	3944
including:						
research organizations	2686	2115	1840	1708	1673	1577
construction organizations	318	489	362	322	304	273
design and prospecting organizations	85	61	36	29	26	23
pilot plants	33	30	47	61	62	63
educational institutions of higher education	390	406	517	1040	979	970
industrial organizations that had research, design and development units	284	231	238	371	363	380
other	303	234	452	644	625	658

A negative trend is a decrease in the number of research organizations and universities that are specialized in their field of knowledge, which focus on researchers engaged in narrowly focused scientific topics. The number of research and development personnel is also unstable (table 3). Every year the number of researchers in Russia decreases. In 2017, there were about 360 thousand researchers. This is catastrophically insufficient taking into account the backwardness of the scientific sphere of the Russian Federation. Among 10343 researchers, only 1384 of these people are doctors of science, that is, those who are engaged in fundamental research, providing technological and scientific breakthrough. The personnel problem today is relevant for science.

Table 3 - Number of researchers engaged in research and development in the Russian Federation, people

	Years			
	2010	2015	2016	2017
Number of researchers – total	368915	379411	370379	359793
including on agricultural sciences	12734	11296	11066	10343
among them				
Candidate of Sciences	5004	4592	4483	4183
Doctors of Sciences	1542	1551	1487	1384

In the emerging multipolar world, there are four main centers of scientific progress – the United States (35% of global R & D spending on purchasing power parity), the European Union (24%), Japan and China (about 12% each). Unfortunately, the Russian Federation is not included in the group of leaders. We account for less than 2% of global R & D spending at purchasing power parity and 1% at the exchange rate. Thus, Russia lags behind the US in R & D spending by 13 times, China by 11 times, the UK by 1.2 times, Germany by 3 times, Japan by 4.5 times (table 4).

Table 4 – Domestic expenditure on research and development in the developed world, $ million

Country	Years				
	2000	2010	2013	2014	2015
Russia	10726,9	33083,3	38609,6	39827,4	38143,0
Growth dynamics, %	-	3,1	116,7	103,2	95,8
Great Britain	25129,9	37609,3	41532,1	44163,8	46259,8
Growth dynamics, %	-	149,7	110,4	106,3	104,7
Germany	53632,8	87131,0	102905,5	109802,5	114778,1
Growth dynamics, %	-	162,5	118,1	106,7	104,5
USA	269513,0	410093,0	457612,0	479358,0	502893,0
Growth dynamics, %	-	152,2	133,5	104,8	104,9
Japan	98758,0	140603,1	164655,8	170512,3	170003,0
Growth dynamics, %	-	142,4	117,1	103,6	99,7
China	33044,5	213460,1	334135,5	370115,9	408829,0
Growth dynamics, %	-	6,4	156,5	110,8	110,5

Domestic R & D expenditures in Russia are not growing as fast as in developed countries, and therefore are not able to ensure the qualitative implementation of the priority areas in science and innovation, which are designated in the legal regulation of scientific and innovative activities over the past 5 years by the President and the Government of the Russian Federation. China's economy, for example, being the second economy in the world, provides at least 10% increase in research and development costs in recent years, and this indicator is catching up with the United States. It turns out that the whole world increases spending on R & D, increasing the potential of researchers, and Russia reduces. At the same time, a significant number of scientific funds were created.

The second important problem in our opinion is the level of salaries of researchers and the problem of reproduction of highly qualified personnel. In 2016, the average monthly wage in education in Russia, according to Rosstat amounted to about 28,088 rubles, and in scientific and technical activities 57, 179 rubles. For comparison, in Germany the professor conducting scientific research receives not less than 7 thousand euros. Income taxes are about 50%, and thus "net" is about 3.5 thousand euros or more than 210 thousand rubles per month, and this does not include consultations held for economic entities. In practice, the dynamics of low wages of researchers contributes to the "aging" of science and migration of young promising highly qualified personnel in production.

Thus, low wages, lower R & D costs contributed to a significant reduction in the number of organizations engaged in research and development. For the same reason, the number of studies decreased. At the same time, a positive trend in terms of quantitative analysis is the increase in the number of patents. However, the number of high-tech industries created using patents does not exceed 1.7% in 2015, which indicates the formalism of obtaining patents, the lack of interest to them by commercial organizations and the state (table 5). Based on the above, it is difficult to find objectively positive trends in the development of scientific and inventive activity. Even in the "Forecast-2030" (Chapter 5) and "Forecast of scientific and technological development of the Russian Federation", there are small amounts of funding for research, and the number of researchers is reduced to 40% in the structure of personnel engaged in research and development

Table 5- Main indicators of development of science and inventive activity in Russia 1,2,4,5

	1990	1995	2000	2005	2010	2000 to 1990, %	2010 to 2000	2015	2020	2030
Number of organizations performing research and development including:	4646	4059	4099	3566	3492	88,2	85,2	4175	2853	1892
research organizations	1762	2284	2686	2115	1840	152,4	68,5	1708	1608	1512
design engineering bureau	937	548	318	489	362	33,9	113,8	322	320	318
design organizations	593	207	85	61	36	14,3	42,4	29	25	22
universities	453	395	390	406	517	86,1	132,6	1040	900	40
Number of personnel engaged in research and development, thousand people including	1943	1061	888	813	737	45,7	83,0	739	721	704
researchers	1227	518,7	425,9	391,1	368,9	34,7	86,6	379,4	361,3	344,1
Domestic research and development costs , % of GDP	2,03	0,85	1,05	1,07	1,16	51,7	110,5	1,10	2,0	3,0
Patent applications for inventions filed including	no	22202	28688	32254	42500	-	148,1	45517	64508	96762
national applicants	no	17551	23377	23644	28722	-	122,9	29269	40502	60960
Issued patents for inventions	no	19678	17592	23390	30322	-	172,4	34706	49026	73539
Number of created advanced manufacturing technologies, including	no	893	688	637	864	-	125,6	1398	2796	4194
using patents for inventions	no	no	222	234	355	-	159,9	589	1118	2097

This will entail a reduction in the number of organizations performing research, primarily research organizations. Based on the decrease in the number of researchers, in the calculation - 177 people per organization engaged in R & D, the number of research institutes in 2030 will be 1892. The number of universities engaged in research according to these forecasts should be no more than 40.

Trends and dynamics of the innovation and investment sector are not stable and do not show any clear patterns. This sector of the economy includes: science and scientific support, engineering and machine processing, chemistry and petrochemistry, construction and information technology and communications. Data on these sectors of the economy can be found in the data of Rosstat until 2005 inclusive. Later, these data could be taken conditionally, as the methodology of statistical observation changed. In general, the investment and innovation sector of the Russian Federation cannot be called effective. In 2014, with 19.3% of the workforce, 29.3% of fixed assets and 7.8% of investments, this sector of the economy produced about 24.5% of gross output. This sector of the economy was more efficient in 2004.

The most efficient are the sub-sectors of construction, engineering and metalworking, providing a maximum share of output, respectively 7 and 12% in 2014. In the "Forecast-2030" (Chapter 5), "Forecast of scientific and technological development of the Russian Federation" and "Russia-2050: strategy of development" there are forward-looking indicators which should be achieved by innovative-investment sector, in particular indicators on science and scientific services, partially for other sub-sectors. Other indicators by subsectors are calculated using the trend extrapolation method. The sum of the results of calculations for subsectors, respectively, will give a generalized result for the whole sector.

Share in the number of employed in mechanical engineering and metalworking.

The linear equation of the trend has the form y = bt + a (1)

$$R^2 = 1 - \frac{2.94}{22.16} = 0.867 \quad (8)$$

That is, in 86.73% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high. Economic interpretation of model parameters is possible - with each time period t the value of Y decreases by 3.1 units on average.

Share of fixed assets in mechanical engineering and metalworking.

The equation of the trend:

y = -3,05 t + 11,167 (9)

Coefficient of determination.

$$R^2 = 1 - \frac{3.682}{22.287} = 0.835 \quad (10)$$

That is, in 83.48% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high. Economic interpretation of model parameters is possible - with each time period t the value of Y decreases by 3.05 units on average.

Share of investments in mechanical engineering and metalworking.

The equation of the trend:

y = -1,61 t + 3,52 (11)

Coefficient of determination.

$$R^2 = 1 - \frac{5.507}{31.428} = 0.825 \quad (12)$$

That is, in 82.48% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high. A possible economic interpretation of the model parameters - every time period t the value of Y decreases on average by 1.61 units and the average value of the analyzed index made up 3.52.

The share of employment in the chemical and petrochemical industries.

The equation of the trend:

y = 0, 05t2+0, 05t+1, 36 (13)

The index of determination.

$$R^2 = 1 - \frac{0.032}{0.092} = 0.652 \quad (14)$$

That is, in 65.22% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is average.

Share of fixed assets in chemistry and petrochemistry.

The equation of the trend:

y = 0,45t² -0,85t+1,8 (15)

The index of determination.

$$R^2 = 1 - \frac{0}{1.58} = 1 \quad (16)$$

That is, in 100% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high.

Share of investments in chemicals and petrochemicals.

The equation of the trend:

y = -0,938 ln(t) + 1,95 (17)

The index of determination.

$$R^2 = 1 - \frac{0.77}{1.108} = 0.305 \quad (18)$$

That is, in 30.51% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is average.

Share of employed in construction.

The equation of the trend:

y = 0,757t² -0,72t+7,186 (19)

The index of determination.

$$R^2 = 1 - \frac{1.31}{14.52} = 0.91 \quad (20)$$

That is, in 90.98% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high.

Share of fixed assets used in construction.

The equation of the trend:

y = 0,171t²-0,66t+1,857 (21)

The index of determination.

$$R^2 = 1 - \frac{0.653}{5.42} = 0.88 \quad (22)$$

That is, in 87.96% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high.

Share of investments in construction.

The equation of the trend:

y = -0,107t²-1,05t+2,854 (23)

The index of determination.

$$R^2 = 1 - \frac{7.786}{18.972} = 0.59 \quad (24)$$

That is, in 58.96% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is average.

Share of employees in IT and communications.

The equation of the trend:

y = 0,1 t + 7,9 (25)

Coefficient of determination.

$$R^2 = 1 - \frac{0}{0.02} = 1 \quad (26)$$

That is, in 100% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high. Economic interpretation of the model parameters is possible - with each time period t, the value of Y increases by 0.1 units on average.

Share of used fixed assets in IT and communications.

The equation of the trend:

y = -0,8 t + 28,1 (27)

Coefficient of determination.

$$R^2 = 1 - \frac{\sum (y_i - y_t)^2}{\sum (y_i - \bar{y})^2} = 1 - \frac{0}{1.28} = 1 \quad (28)$$

The coefficient of determination (and the trend equation in general) is statistically significant.

At the specification stage, a linear trend was selected. It is established that in the investigated situation 100% of the total variability Y is explained by the change of the time parameter.

Share of investments in IT and communications.

The equation of the trend:

y = -2.45 t + 6.85 (29)

Coefficient of determination.

$$R^2 = 1 - \frac{0}{12.005} = 1 \quad (30)$$

That is, in 100% of cases, t affects the change in y. In other words, the accuracy of the trend equation selection is high. Economic interpretation of model parameters is possible - with each time period t the value of Y decreases by 2.45 units on average.

Thus, based on the calculated forecast indicators in the innovation and investment sector of the economy in 2030 compared to 2014, the number of employees will increase by 48.9%, the share of fixed assets will increase by 23.7%, the development will be carried out by investments, the share of which will decrease by 42.4%, but the share of output will increase by 72.7% (table 6). This sector of the economy in 2030 will be able to produce more products than use resources, which indicates the innovative nature of its development.

Summing up the above, it can be stated that the actual problem today is the lack of a targeted state policy in the field of innovation, defining the objectives of the innovation strategy and mechanisms for maintaining priority innovation programs and projects. The formation and implementation of innovation policy is based on the creation of such a system that will allow using the intellectual, scientific and technical potential of the country in production in the shortest possible time and with high efficiency.

Russia ranks 82nd place in the world in terms of government orders for advanced technologies. According to this indicator, Russia is worse than other BRICS countries. Russia ranks 61st place in the world in terms of cooperation between universities and industrial enterprises, 50th in terms of costs for innovative developments, and 53rd in terms of quality of research institutes. And it is these problems that need to be given close attention.

Table 6 - Composition and dynamics trends of the innovation and investment sector (share, %: a – in the number of employed; b – in the value of fixed assets; c – in investments; d – in gross output at current prices)

Industry sector	Share	1990	1998	2004	1998 to 1990	2004 to 1998	2008	2014	2014 to 2004	2014 to 2008	2020	2030	2030 to 2014
Innovation and investment sector	a	30,0	18,9	17,7	0,6	93,7	18,8	19,3	109,0	102,7	30,0	28,7	148,9
	b	16,5	10,3	6,7	0,6	65,0	31,3	29,3	437,3	93,6	39,4	36,2	123,7
	c	13,5	11,4	9,4	0,8	82,5	15,4	7,8	83,0	50,6	10,5	4,5	57,6
	d	26,4	17,3	18,0	0,7	104,0	28,2	24,5	136,1	86,9	31,7	42,3	172,7
Science and scientific service	a	3,7	2,0	1,9	0,5	95,0	1,4	1,3	68,4	92,9	1,2	1,2	92,3
	b	2,2	1,5	1,3	0,7	86,7	0,8	0,8	61,5	100,0	1,4	1,4	175,0
	c	-	-	0,7			0,2	0,8	114,3	400,0	0,8	0,9	112,5
	d	2,6	1,4	1,4	0,5	100,0	1,3	1,7	121,4	130,8	1,2	1,3	76,5
Mechanical engineering and metalworking	a	12,8	7,6	6,6	0,6	86,8	. .	.	-	-	12,1	9,0	-
	b	8,9	3,5	2,8	0,4	80,0	. .	.	-	-	8,1	5,1	-
	c	8,0	3,2	3,7	0,4	115,6	2,3	0,4	10,8	17,4	1,9	0,3	75,0
	d	13,0	6,2	6,4	0,5	103,2	9,2	12,0	187,5	130,4	16,8	23,5	195,8
Chemistry and petrochemistry	a	1,5	1,3	1,3	0,9	100,0	1,6	1,6	123,1	100,0	1,5	1,7	103,8
	b	3,1	1,8	1,4	0,6	77,8	. .	.	-	-	1,4	1,9	
	c	1,7	1,6	1,8	0,9	112,5	2,7	1,3	72,2	48,1	2,0	1,3	100,0
	d	3,4	2,5	2,7	0,7	108,0	1,6	2,4	88,9	150,0	2,7	3,1	129,2
Construction	a	12,0	8,0	7,1	0,7	88,8	8,0	8,4	118,3	105,0	7,2	8,8	104,5
	b	3,7	3,2	1,3	0,9	40,6	1,6	1,2	92,3	75,0	1,2	1,4	114,0
	c	3,6	6,0	1,8	1,7	30,0	0,9	0,9	50,0	100,0	1,4	0,04	4,4
	d	no	6,7	5,8			7,4	7,0	-	94,6	9,5	12,8	182,9
IT and communication	a	No data			-	-	7,8	8,0	-	102,6	8,0	8,1	101,3
	b				-	-	28,9	27,3	-	94,5	27,3	26,5	97,1
	c				-	-	9,3	4,4	-	47,3	4,4	2,0	44,3
	d				-	-	8,7	1,4	-	16,1	1,5	1,6	114,3

As negative factors it is necessary to note departmental disunity and weakening of scientific potential of science. The national science is characterized with: high degree of complexity of the organizational structure and departmental disunity (more than 20 ministries and agencies involved in solving problems); the diversity of forms of scientific-technical and innovation activities; a significant proportion of research problems of regional, sectoral and cross-sectoral nature; the long duration of the some problems studying at the time related to the reproductive process. This specificity creates certain difficulties in the management of agricultural research and agricultural science in general.

Let us calculate 2 scenarios: pessimistic and optimistic. We proceed from the fact that according to the "Forecast-2030" (Chapter 5), "Forecast of scientific-technological development of the Russian Federation" we will consider 2 scenarios: the first involves the increase in the share of expenditure in GDP by 2010 to 2%, the second decrease in the domestic share of domestic expenditure in GDP of 1 per cent. As additional criteria, we choose the amount of internal R & D costs, R & D costs per 1 researcher engaged in scientific research. Using the extrapolation method, we obtain the following results. A pessimistic scenario assumes a slight increase in government support for research and development funding, without creating mechanisms to attract business to finance research. Thus, the calculations show that the amount of internal R & D expenditure in 2030 will be 786.1 billion rubles; the share of domestic expenditure in GDP is 1.1%. This will contribute to the collapse of the innovation and investment sector, and the level of development of science will

not allow creating intensively new technologies at a faster pace. In a realistic scenario, it is expected to improve radically the material and technical base, change the scientific organizational structure and funding mechanisms. This scenario will allow increasing the share of costs in GDP by 2020-2025 to 2%, then by the economy "start", and GDP increase, the share of internal costs by 2010 will decrease to 1.2%. Internal costs in the amount of GDP will be 1.2%, the volume of internal costs on R & D - 1887.6 billion rubles, the gross domestic expenditure on research and development per 1 employee engaged in research and development will be 1058.5 thousand rubles.

Table 7- Programming of the ST and innovation sector of Russia until 2030

	Program content	Approximate amount of investments by type of sources (budget/extra-budgetary)	The program results (Growth of industry turnover, employment, exports/ imports, GDP, etc.)	Program effectiveness
Pessimistic program	This scenario assumes a slight increase in the amount of state support for funding research and development, without creating mechanisms to attract business to finance research	80% budget funds, 20% extra-budgetary funds. Total R & D costs - 786.1 billion rubles.	Domestic expenditures in GDP-1.1%, the amount of domestic R & D expenditures - 786.1 billion rubles. Domestic expenditures on research and development per 1 employee engaged in research and development -786.1 thousand rubles	The low share of costs in GDP will contribute to the collapse of the innovation and investment sector, and the level of development of science will not allow creating intensively new technologies at a faster pace.
Realistic program	This scenario will increase the share of costs in GDP by 2020-2025 to 2%, and then due to the economy "start", and the increase in GDP, the share of domestic costs by 2010 will decrease to 1.2%. This scenario involves a radical improvement in the material and technical base, change in the scientific organizational structure and funding mechanisms.	70% budget funds, 30% extra-budgetary funds. The total expenditure on R & D – 1085.5 billion rubles.	Domestic expenditures in GDP is 1.2%, the amount of internal costs on R & D-1887.6 billion rubles, the gross domestic expenditure on research and development per 1 employee engaged in research and development -1058.5 thousand rubles	Despite the low share of domestic costs in GDP, in such a short period it is possible to "restart" the economy, mainly due to the innovation and investment sector, which will lead to the creation of new technologies, will solve the problem of salaries in the field of R & D, which will motivate the attraction of talented young scientists.

Despite the low share of domestic costs in GDP, in such a short period it is possible to "restart" the economy, mainly due to the innovation and investment sector, which will lead to the creation of new technologies, will solve the problem of salaries in the field of R & D, which will motivate the attraction of talented young scientists.

CONCLUSIONS

For the successful development of the innovation and investment sphere of the Russian Federation, measures are needed, both organizational and financial, aimed at increasing the share of domestic costs in GDP to 3-5%. Only such measures will be able to revive both the scientific sphere and the economy as a whole, first of all, by attracting talented young people and creating advanced technologies. To solve this problem, it is necessary to involve business in the process. This should be done using regulatory measures, such as tax deferrals, or reduced tax rates, or adjusting the tax base for individual taxes to the amount of money spent on the creation and implementation of innovations.

BIBLIOGRAPHIC REFERENCES

Abdoli, A. (2018). Study the relationship between customer satisfaction and trust and return to medical centers by patients (Iraqi health tourists at Imam Reza hospital). *UCT Journal of Management and Accounting Studies, 6*(4), 26-37.

Ashmarov I.A. (2018). Some approaches to the study of the USSR' military economy in the soviet and russian national historiography. *Historical Bulletin*, 1(2), 19-31.

Barghi Irani, Z., & Rezaei, T. (2018). The Effects of Social Networking on Marital Relationships and Couples Quality of Life (Case Study: Couples of Social Networking Members in Shiraz). *UCT Journal of Social Sciences and Humanities Research, 6*(4), 13-20.

Bogatov H.L., Abazova M.V., Yaitskaya E.A. (2017). State regulation of employment and reduction of rural poverty in

the North Caucasus Federal District. *Modern Economy Success*, 6, 88-92.

García-Díaz, N., Verduzo-Ramirez, A., Garcia-Virgen, J., & Muñoz, L. (2016). Applying Absolute Residuals as Evaluation Criterion for Estimating the Development Time of Software Projects by Means of a Neuro-Fuzzy Approach. *Journal of Information Systems Engineering & Management, 1*(4), 46. https://doi.org/10.20897/lectito.201646

Gnatyuk S.N., Pekert N. . (2018). Education as a factor of sustainable development of agriculture. *Russian Economic Bulletin*, 1(3), 18 – 27.

Kobets E.A. (2017). The implementation of import substitution programme in the agricultural sector. *Modern Scientist*, 2, 71 – 74.

Komarova S.L. (2018). The assessment of the consumer basket for the analysis of the region competitiveness. *Russian Economic Bulletin*, 1(2), 9 – 25.

Kupryushin P.A., Chernyatina G.N. (2017). Economic and environmental aspects of rational nature management and optimization of the process of import substitution in the agro-industrial complex. *Modern Economy Success*, 3, 44 – 48.

Mardani, M., & Fallah, R. (2018). Comparison of Financial Leverage Ratio before and after the Use of Off-Balance Sheet Financing in Firms Listed in the Tehran Stock Exchange. *Dutch Journal of Finance and Management, 2*(2), 53. https://doi.org/10.29333/djfm/5829

Minakova I.V. (2017). Social and economic condition of Russia and possibility of its transition to innovative hi-tech model. *Modern Economy Success, 6,* 24-27.

Moiseenko Zh.N. (2017). State support of small forms of management in agro-industrial complex: state and development trends. *Modern Economy Success*, 4, 12-17.

Moiseenko Zh.N. (2017). State support of small forms of management in agro-industrial complex: state and development trends. *Modern Economy Success*, 4, 12 – 17.

Narkevich L.V. (2018). Analysis of industrial capacity and break-even production in the crisis management system. *Russian Economic Bulletin*, 1(3), 28 – 41.

Narkevich, L.V., Narkevich, E.A. (2018). Financial condition analysis in the crisis management system. *Russian Economic Bulletin*, 1(4), 10 – 24.

Novikov S.V. (2017). Government stimulation and regulation of Russian innovation producers export expansion. *Modern Economy Success*, 3, 24 – 27.

Olkhovskiy V.V. (2018). Assessment of the impact of macroeconomic and demographic factors on the Russian model of employment. *Modern Economy Success*, 2, 31 – 37.

Schwarzkopf N.V. (2018). Improving the use of data mining technology as a way of reducing credit risk. *Russian Economic Bulletin*, 1(1), 10 – 18.

Shcherbinina A.G. (2017). Macroeconomic perspective forecasts for business. *Success of Modern Science and Education*, (11-12), 102 – 108.

Vernigor N.F. (2017). The system of state support of agricultural production (case study - the example of the Altai territory). *Modern Economy Success*, 6, 7 – 10.

Young children's use of drawings in addition problems

Uso de dibujos por parte de niños pequeños en problemas de suma

Kamariah Abu Bakar*
Universiti Kebangsaan Malaysia - Malaysia
kamariah_abubakar@ukm.edu.my
Nurus Dhashiela Roslan **
Universiti Kebangsaan Malaysia - Malaysia
huurunain20@gmail.com
Liow See Yeng **
Universiti Kebangsaan Malaysia - Malaysia
liowseeyeng9019@gmail.com
Christine Wong Yew Ching**
Universiti Kebangsaan Malaysia - Malaysia
christinewyc23@gmail.com

ABSTRACT

Understanding addition concept is troublesome for many young children. For individuals who struggle in comprehending this abstract concept, alternative representation form may help address such difficulty. This paper explores the drawings created by young children (6 years old) in addition problem solving activities. The study employed case study research design involving six children (aged six years) in three preschool centres. Data collection included observation, informal interviews and analysis of drawings. The findings showed that young children created two types of drawing and that the processes involved in producing the visual representations had facilitated the children's understanding of addition. The study implicated that young children's creations of drawings is an important learning experiences and could be best assisted by valuing and supporting the early development of children's drawn mathematical representation.

Keywords: Young children, Addition, Problem Solving, Representation, Drawing.

RESUMEN

Comprender el concepto de suma es problemático para muchos niños pequeños. Para las personas que luchan por comprender este concepto abstracto, la forma de representación alternativa puede ayudar a abordar dicha dificultad. Este artículo explora los dibujos creados por niños pequeños (6 años) además de actividades para resolver problemas. El estudio empleó un diseño de investigación de estudio de caso que involucró a seis niños (de seis años) en tres centros preescolares. La recolección de datos incluyó observación, entrevistas informales y análisis de dibujos. Los hallazgos mostraron que los niños pequeños crearon dos tipos de dibujos y que los procesos involucrados en la producción de las representaciones visuales habían facilitado la comprensión de la suma de los niños. El estudio implicaba que las creaciones de dibujos de los niños pequeños son experiencias de aprendizaje importantes y podrían ser mejor asistidas valorando y apoyando el desarrollo temprano de la representación matemática dibujada de los niños.

Palabras clave: Niños pequeños, Suma, Resolución de problemas, Representación, Dibujo.

*Corresponding author. Center of Education and Community Wellbeing, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia.
**Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

1. INTRODUCTION

Developing students' understanding is highlighted as an important objective of mathematics education (Hiebert, 1997). The National Council of Teachers of Mathematics (NCTM, 2000) emphasize that mathematics should be learnt with understanding. This skill is vital in the early years of school where young children are in the process of developing basic mathematics skills. Also it is critical that teachers' knowledge and skills as well as current practice help prepare student with the capability of competing and facing challenges in this global world by practicing the 21st teaching and learning approaches (Ali & Maat, 2019; Bakar, Maat, Rosli, 2019). Representation created and utilised by students that aligns with the constructivist theory of learning are beneficial in learning various mathematics concepts.

Glasersfeld (1995) asserts that an individual understanding of a concept could not observed directly. However, a student's understanding of a concept can be inferred through the representations created by him/her. Hence, "representations become crucial to our understanding of how students grow in their mathematical ideas; serving as mediator in students' growth of understanding and as a means of communicating that understanding to others" (Wilson & Stein, 2007, p. 673).

Research provides extensive evidence relating to the positive influence of representation usage in the teaching and learning of mathematics. Representations has the power to support the communication and sharing of mathematical thinking and ideas, and develop conceptual understanding (Bakar & Karim, 2019; Bakar, 2018; Ainsworth, 1999; Rosli, Goldsby & Capraro, 2015; Ayub, Ghazali, & Othman, 2013). The National Council of Teachers of Mathematics supports the use of representation in both instruction as well as learning to facilitate the understanding of abstract concepts (NCTM, 2000). As gaining understanding is an important goal in mathematics (Hiebert, 1997), representation can play an important function as there exist strong relationships between representation and mathematical understanding (Yuanita, Zulnaidi, & Zakaria, 2018; Abdullah, Halim & Zakaria, 2014; Abdullah, Zakaria & Halim, 2012; Ainsworth, 1999). Representation of various forms can aid the learning and understanding of mathematics learning by supporting a student's ability to explore, access, justify, reflect, analyze and connect representations (NCTM, 2000). While previous studies have reported the positive function of various types of representations for mathematical learning, children's drawing in early year's mathematics has not been fully explored (Crespo & Kyriakides, 2007: Woleck, 2001) particularly with regards to problem solving. Also, researchers highlight the power of drawings as means for expressing meaning, emotions and experiences (Papandreou, 2014) with little attention to the role of drawings for concept-building.

2. RESEARCH BACKGROUND

R Research highlight the important function of visualization in teaching and learning mathematics. "We could not even imagine introducing many mathematical concepts without illustrating them by pictures, drawings, graphs, etc." (Zarzycki, 2004, p. 108), especially to young children who rely more on visual than adults. Researchers indicate the important role that visualization plays in problem-solving (Edens & Potter, 2007; Fagnant & Vlassis, 2013; Zahner & Corter, 2010). Rösken and Rolka (2006) found that students used visualization creatively and modified the tasks to help them to work on problems. Visualization involves conversion from external to mental images (or vice versa) and, particularly, the link between the physical image and the mental image made by the individual. Making sense of various mathematical concepts can be assisted by visualization. The use of images as exist in mathematical picture books, activities and tasks are helpful in building students' comprehension of mathematics concepts.

Drawings as one form of visual representations play an important function in problem-solving (Edens & Potter, 2007; Fagnant & Vlassis, 2013; van Garderen, 2007). They are useful in helping students' understanding of the mathematical problem, they facilitate students to build the vital mathematical concepts necessary to arrive at the solution (Abdullah, Zakaria, & Halim, 2012) and hence, to solve the problem successfully (Bakar, 2017; Stylianou, 2010; van Garderen, Scheuermann, & Jackson, 2013). One of the factors prompting students to utilize visual representation is its' benefits in reducing the level of cognitive load and, thus, reducing problem difficulty (Cankoy & Özder, 2011). Further, when students use accurate schematic representations, their chances of solving problems successfully increased (Boonen, van Wesel, Jolles, & van der Schoot, 2014). Furthermore, drawings help to demonstrate to others how they approached the problems (Zahner & Corter, 2010).

Despite the fact that drawings facilitated problem solving processes, there is no guarantee that children's self-generated drawings automatically linked to problem solving performance. The lack the mathematical knowledge required for the problem solution (Essen & Hamaker, 1990) affected the resolution of the problem. Additionally, there is no guarantee that a correct resulted in a correct solution (Crespo & Kyriakides, 2007). Researchers comparing the different types of drawings produced by children and the link drawings had with children's success in solving problems found the importance of producing schematic drawings as this type of drawings facilitated children's problem solving performance (Eden & Potter, 2007).

However, researchers highlight their concern pertaining to the status that drawings had for teaching and learning mathematics. In teaching and learning mathematics, drawing is less valued in many grade levels (Soundy & Drucker, 2009)) in comparison to other mathematical representation forms. Drawings are perceived as not useful for mathematical purposes (Essen & Hamaker, 1990) hence resulted in the low usage of this particular representation form.

3. THE STUDY

This study explores children's creation and use of representations to support mathematics learning, understanding and problem-solving. More specifically, the research seeks to ascertain the ways in which children create and use visual representations to attain concept understanding pertaining to addition and later solve given problem. By taking a closer

look into their act, talk and behaviours during the production of drawings whilst finding the solution to posed problems, the children's understanding of the addition concept could be observed.

In particular, this study will address the following research questions:

1. What types of drawings did the children produce?

2. How did children use their drawings in addition problems?

Following the constructivist theory of learning, children were introduced to visual representations and were exposed to creating and using drawings in problem solving. Having informed by the teachers that the children lack experience in creating drawings in mathematics, the researcher prompted the children to create any drawings that were easy to produce that can help solve posed problem. The researcher did not specifically teach the children what and how to draw, rather prompted the children to produce drawings that made sense to themselves. In order to encourage children to create the drawings themselves, the researcher frequently provided assurance that the children's drawings were alright as long as the drawings are meaningful to them. By prompting the children to represent their own meaning of addition in their attempt to solve given problems, they were engaged in exploring and creating their own understanding rather than passively receiving knowledge from the researcher. Since internal representations are linked to external representations (Goldin & Shteingold, 2001), hence internal representations could be inferred through their externalization – as portrayed by the children in this study, in the form of drawing.

The study took place in three 'pre-schools', two in Sarawak and one in Sabah, Malaysia. Six children (from each school) were selected as the participants for this study. In Malaysia, the term 'preschool education' is defined by the Education Act 1996 as educational programs for children of four to six years old and that these children are called 'pre-school children'. The teachers who also played the role of researchers collected data from only this group of children throughout the study, although there were times in which the whole classroom were included during the teaching and learning processes.

At the administration of this study, the children had not yet being given any formal instruction on the concept of addition. They had not been taught how to solve addition problems. The teachers introduced the addition process through modelling with various representation forms including concrete materials, drawings and symbols. After having observed that the children were able to work independently on a number of addition problems, the final tasks were posed. Children were requested to create any representations (including drawing) that would aid them solve the problems verbalized by the researchers. The data for this paper is mainly focused on the drawings created by the children, despite the fact that they may also use other representation forms to find the answer to the same problem. The problems required the children to find the total number of wheels for a number of vehicles. (Problem A: 2 cars and a motorcycle; Problem B: 2 motorcycles and a car and Problem C: A car and a motorcycle)

4. DATA SOURCES AND ANALYSIS

Data were obtained from observations of children completing the tasks, conversations with children, artefacts (children's drawing), field notes and video recording. Firstly, children's drawing were analysed and categorized into different types of drawing. Video analysis of children working out the tasks demonstrated different ways of using drawings whilst attempting the problem solution. Children's talk helped to clarify what they are doing and further explain their thinking involved to complete the tasks. The data were organised by compiling a table annotating each child's drawings and accompanying talk, together with their behaviours that provided insight into their mathematical thinking. Using such tables allowed a child's drawing to be linked across various data sources and thus afford a rich information about each child's drawings. Then, the drawings and thinking of each child were compared. The drawing artefacts, together with the processes involved (identified through observations and conversations with children) provided further information about the function of drawing for problem solving.

5. FINDINGS

Children in this study were prompted to create drawings (an alternative form of visual representation) in addition to other representation forms produced by the children to help solve addition problems. Having produced similar drawings, only the data from Geneva, Abraham, Dania and Farina are presented in this paper, with their responses considered to be representative of participants from all the selected participants. Through the problem solving tasks, the children's perspectives of number and addition were explored.

What types of drawings did the children produce?

In their attempt to solve posed addition problems, the children produced drawings that can be categorized into two types of drawing – *pictographic* and *iconic*. A *pictographic* drawing contains realistic depictions of the intended objects. On the other hand, *iconic* drawing comprises of only simple lines, marks and shapes to exemplify the objects mentioned in the problems. Figures 1, 2 and 3 are examples of both types of drawing created by the children.
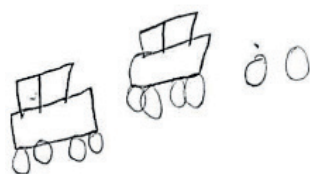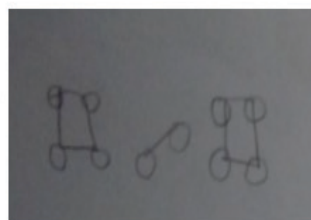
Figure 1: Geneva's drawing: Pictographic

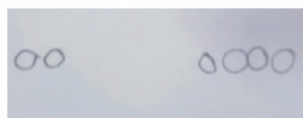Figure 2: Abraham's drawing: Iconic – (using simple lines and shapes)

Figure 3: Lisha's drawing: Iconic – (using circles)

In her attempt to solve Problem A, Geneva created a *pictographic* drawing (refer Figure 1). Geneva produced the cars that depicts the vehicle she saw in real life (i.e. with windows and its' body). She perhaps chose not draw the motorcycle as she found it difficult to produce this particular type of vehicle. She then drew the quantity of wheels for a motorcycle. Given the same problem, Abraham instead produced an *iconic* drawing to find the total number of wheels for both vehicles. As seen in Figure 2, Abraham drew a square shape to represent the body of the car and attached four wheels to it. So as to represent a motorcycle, he drew a simple and short straight line as the body of the vehicle and later attached two circles to embody the wheels for the motorcycle. In finding the answer to Problem C, Lisha simply drew two circles to represent the wheels for a motorcycle and included four more circles to embody the wheel for a car (refer Figure 3).

Further analysis of the children's drawings revealed additional subcategories of drawings. Given Problem B, Dania and Farina each produced pictographic and iconic drawings, but these two children included symbols to the drawing they made thus producing an additional two types of drawings- *Pictographic with symbols* and *Iconic with symbols* (refer Figure 4 and 5).

Figure 4: Dania's drawing: Pictographic with symbols
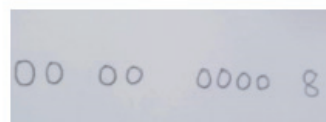
Figure 5: Farina's drawing: Iconic with symbols

Dania produced a *pictographic* drawing (Figure 4) - a picture of two motorcycles and a car that depicts the vehicle in everyday life. She then included the symbol '8' in her drawing as the total number of wheels after counting the marks she made. In contrast, Farina produced an *Iconic* drawing by creating circles to illustrate each wheel (refer Figure 5). Note that no additional details that were not directly relate to the mathematics of the problem question were added to her drawing. She then inserted the numeral '8' as the total wheels for both vehicles that she counted.

How did children use their drawings in addition problems?

Majority of the children created drawings when starting work on the problem. After representing all the wheels for different types of vehicles, Lisha counted them one by one "1,2" (i.e. counting the wheels of the motorcycle) and continued counting the wheels of the car "3,4,5,6". She answered "6" when asked for the total wheels for a motorcycle and a car. Geneva too pointed to her drawings and simultaneously counting them one by one starting from "1" until "10". When asked the total number of wheels, she confirmed that the answer was "10" wheels altogether. For both children, the external representation (drawing of wheels) was important to enable them to apply their counting strategy. Therefore, both Lisha's and Geneva's drawings were integral to their problem-solving strategy.

In contrast, Farina made her drawings after solving the problem using other means. She created her drawings to exhibit other means of representations that can be used to obtain the answer. Initially, Farina choose readily drawn pictures of both vehicles (i.e. flashcards) to help her attempt the problem. She then counted all the wheels (i.e. pictures of the vehicles prepared by the teacher) to help her solve the problem. Upon requested by the teacher, she then recreated the solution in the form of a drawing (Figure 5). By doing so, she made a '*translation*' within the same form of representation (i.e. picture) - from pictures on cards to drawings on paper.

While a number of children verbalized the totals they obtained after making contact with the marks they made, both Dania and Farina rather wrote symbols (in the form of numerals) to record the totals (see Figure 4 and 5). In their drawings, the children represented the quantities for the addends accurately. However, it was not made explicit

in the children's drawings that addition comprises combining two groups of objects as there were no additional mark to indicate the act of putting the two groups together. In fact, there were drawings that clearly showed the groups as separated from each other (Figure 3 and 5) as seen by the gaps made between the groups of objects. Despite the absence of any marks to embody the combining of the groups together (Figure 1,2 and 3) and the presence of drawings containing several groups/sets of objects (proved through separation of the groups as seen in Figure 3 and 5), still the children's understanding of the addition concept was made implicit through their actions on the drawings, in which they simultaneously pointed and counted all the marks to get the total.

6. DISCUSSION OF FINDINGS

The findings from the data indicated that the young children's use of drawings provided insights into their understanding of numbers and addition concepts. The creation of drawing during the problem solving processes was found to facilitate the children's understanding of numbers and addition.

This study support the claim made by previous researchers that considers drawing as a meaning-making activity (Papandreou, 2014). In particular relation to the mathematics concepts, this study found drawing as a concept-building activity as there exist relationship between thought and drawing. This is due to the permanent characters of the drawings itself (Brooks, 2009). After the marks are made on the paper, they remain steadily on the same place in which permitted the children to re-examine and assess their process of thinking, talk about it with others, share thinking and ideas (Hopperstad, 2008; Rinaldi, 2001) and act on it (i.e. pointed and counted them as in the case of this study).

The context of the problem (i.e. vehicle problem) plays an important role and had influence on the children's attempt to make drawings. The children's previous experiences (i.e. what a motorcycle or a car looks like) and knowledge (i.e. the number of wheels for the different vehicle) enabled them to create the drawing successfully. Also, knowing such information and having familiar with the vehicles had encouraged the children to make various efforts to overcome the difficulty of creating the vehicles. The children successfully drew the most critical part of the vehicles (i.e. the wheels) required for the solution of the problem, although there were children who included the body of the vehicles. By creating the vehicles in various forms, including drawing 'real' cars and motorcycles or simple lines and shapes, the children successfully demonstrated the ability to represent the *quantities* of the wheels that is vital for solving the problems. There are also children who substituted drawings with numerals to overcome the trouble of producing a large number of drawings for the totals as they found it less troublesome and indeed faster to do so. Furthermore, the inclusion of numerals enabled meanings were communicated clearly. As can be seen in Figure 3 and 4, both the children wrote the numeral "8" to exhibit the total; also to emphasize "8" as the answer/ solution to the problem.

The different marks, lines and shapes produced to represent the problem information revealed the children's different means for making sense of the problem context. It is important to note that regardless of the type of drawing (pictographic or iconic) produced, both type of drawing contributed to the success of the problem solution. In contrast to the findings in the study conducted by Edens and Potter (2007, problem-solution in this study is independent on the quality as well as the detail presented in the drawing. This may be account to the lesser complexity of the problems posed in this study compared to the those problems given to the participants in Edens and Potter (2007) study.

The different means of using drawing exhibited the distinct roles that drawing afforded in problem solving. The students utilised drawing as a means to communicate what they had in mind. Interestingly, the communication of the mathematical thinking was made evident in various phases of the problem solving that served different purposes. Children like Lisha and Geneva relied on the pictures they created to help process the mathematics. As reported by other researchers, the drawing initially functions as a modelling tool and later serve as a problem solving tool to help arrive at the answer (Badillo, Font & Edo, 2014) Clearly, all children profited from the creation of the drawing at all phases during the problem solving processes including the beginning of tasks. However, there are children who produced drawings after finding the solution by utilising other means, such as through modelling with pictures from flashcards. They drew to exhibit to others how they arrive at the solution. Thus their drawing was a *translation* within the same representation mode, for the purpose of confirming the answers. As asserted by Lesh et. al. (1987), facility in making such translations demonstrated children's understanding of mathematical concepts.

The findings from this study generally support the benefits of utilising drawing in mathematical learning and problem solving informed by other studies (Uesaka, Manalo, & Ichikawa, 2007. Furthermore, drawings help open paths for solving difficult problems (Soundy & Drucker, 2009) as happened to the children in this study. Without creating the drawings, it is impossible for the children to find the answer easily; particularly due to the fact that they had not been taught how to solve non-routine problems, and this type of problem do not have an immediate apparent strategy and requires multiple steps for solving them.

7. CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This study explored how drawings assist young children acquire understanding of addition concept. The study found that young children produced drawings with different levels of sophistication. Additionally, drawings were produced at various stages throughout the problem solving process. The different role that drawing functioned in this study provided evident for the benefits of drawing - both as a modelling tool as well as a problem-solving tool for young children. The findings from this study support the notion that the transition to drawing as a mathematical representation among children in their early age is non-automatic – indeed not a natural one, hence necessitate effective pedagogical activity from the teacher. Thus, children should experience rich opportunities to create and reflect on different samples of drawn

representation, and to clarify and justify their creations. This in turn may help children to further build on various representational strategies for mathematics learning and problem solving.

The findings from this study showing students' ability of making sense of addition concept and solving problems through creating drawings has implications for both the instructions and assessment used in mathematics classroom. When instructions and assessment appreciated only a particular representation form (e.g., symbols), children who are not yet ready to transit to the abstract level (that required other representation forms) would be in disadvantages. Teachers should attend to children's differences in skills, knowledge and learning preferences by promoting the use of multiple representations in classrooms.

It is also suggested that this study will inspire teachers to inspect their present approaches and practices specifically concerning the use of representations in mathematics classrooms. In particular relation to visual representation use, drawings as an alternative modes of representations should be valued in school setting. Both teachers and students should appreciate the power of drawings, as this type of representation is beneficial in helping teachers to introduce new mathematics concepts, also useful in assisting students to comprehend and grasp the concept and later solve mathematical tasks successfully.

As teachers aid young children's transition into abstraction (the world of symbol systems), it is vital that educators warrant that various alternative representation forms (e.g. drawings, talking) are afforded equal emphasis, value and importance. Young children should be prepared for a world of visually oriented modes of technological learning, and their early numeracy educators should accept visual responses as valid intellectual expressions and communication of meaning. Both teachers and students should value drawing as a unique mode of learning for expressive and problem solving purposes.

Further research, including longitudinal study, is required to determine effective pedagogies as well as learning experiences that will develop young children's perception, confidence as well as competence in employing drawing as a learning means as well as problem-solving tool. Such research should include the focus on the whole problem-solving processes, in addition to inspecting 'drawing' as a completed product.

ACKNOWLEDGMENT

BIBLIOGRAPHIC REFERENCES

Abdullah, N., Halim, L., & Zakaria, E. (2014). VStops: A thinking strategy and visual representation approach in mathematical word problem solving toward enhancing STEM literacy. *Eurasia Journal of Mathematics, Science & Technology Education, 10*(3), 165-174.

Abdullah, N., Zakaria, E., & Halim, L. (2012). The effect of a thinking strategy approach through visual representation on achievement and conceptual understanding in solving mathematical word problems. *Asian Social Science, 8*(16), 30-37.

Ainsworth, S. (1999). The functions of multiple representations. *Computers & Education, 33*(2), 131-152.

Ayub, A., Ghazali, M., & Othman, A. R. (2013). Preschool children's understanding of numbers from multiple representation perspective. *IOSR Journal of humanities and social science*, 6, 93-100.

Bakar, K. A. (2017). Young Children's Representations of Addition in Problem Solving. *Creative Education*, 8(14), 2232.

Bakar, K. A., & Karim, A. A. (2019). Young Children's Photographs of Addition in the School Environment. *International Journal of Academic Research in Business and Social Sciences*, 9(8), 1–14.

Bakar, K.A. (2018) *Young Malaysian Children's Representations of Addition in Problem-Solving.* (Unpublished doctoral thesis), The University of Sydney, Australia.

Bakar, N. S. A., Maat, S. M., & Rosli, R. (2019). Evaluation on Mathematics Teachers' Technological Pedagogical Content Knowledge (TPACK) Scale using Rasch Model Analysis. *Religión. Revista de Ciencias Sociales y Humanidades*, 4(18), 30-36.

Baroody, A. J. (1987a). Children's mathematical thinking: A developmental framework for preschool, primary, and special education teachers. New York: Teachers College Press.

Baroody, A. J. (1987b). The development of counting strategies for single-digit addition. Journal for Research in Mathematics Education, 18(2), 141-157.

Batchelor, S., Keeble, S., & Gilmore, C. (2015). Magnitude representations and counting skills in preschool children. Mathematical Thinking and Learning, 17(2-3), 116-135.

Edens, K., & Potter, E. (2007). The relationship of drawing and mathematical problem solving: "Draw for math" tasks. *Studies in Art Education, 48*(3), 282-298.

Fuson, K. C. (1992). Research on whole number addition and subtraction. In D. A. Grouws (Ed.), Handbook of research on mathematics teaching and learning (pp. 243-275). New York: Macmillan.

Gelman, R., & Gallistel, C. (1978). The children's understanding of number: Cambridge, MA: Harvard University Press.

Gibbons, S. J. (2012). Manipulatives and the growth of Mathematical understanding. Retrieved from https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=4211&context=etd

Goldin, G., & Shteingold, N. (2001). Systems of representations and the development of mathematical concepts. In A.A. Cuoco & F.R. Curcio (Eds.), *The roles of representation in school mathematics* (pp 1-23). Reston, VA: NCTM

Hiebert, J. (1997). *Making sense: teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.

Hiebert, J., & Wearne, D. (1992). Links between teaching and learning place value with understanding in first grade. Journal for Research in Mathematics Education, 23(2), 98-122.

Howard, P., & Perry, B. (1997). Manipulatives in primary mathematics: Implications for learning and teaching. Australian Primary Mathematics Classroom, 2(2), 25.

Johns, K. (2015). How do kindergarteners express their mathematics understanding? Universal Journal of Educational Research 3(12), 1015-1023.

Krajewski, K., & Schneider, W. (2009). Early development of quantity to number-word linkage as a precursor of mathematical school achievement and mathematical difficulties: Findings from a four-year longitudinal study. Learning and Instruction, 19(6), 513-526.

Lesh, R., Post, T., & Behr, M. (1987). Representations and translations among representations in mathematics learning and problem solving. In C. Janvier (Ed.), *Problems of representation in the teaching and learning of mathematics* (pp. 33-40). Hillsdale,NJ: Erlbaum.

Levine, S. C., Jordan, N. C., & Huttenlocher, J. (1992). Development of calculation abilities in young children. Journal of Experimental Child Psychology, 53(1), 72-103.

Manches, A., & O'Malley, C. (2016). The effects of physical manipulatives on children's numerical strategies. Cognition and Instruction, 34(1), 27-50.

Ministry of Education Malaysia. (2010). National Standard Preschool Curriculum. Kuala Lumpur: Curriculum Development Centre.

Moyer, P. S. (2001). Are we having fun yet? How teachers use manipulatives to teach mathematics. Educational Studies in Mathematics, 47(2), 175-197.

NCTM. (2000). *National Council of Teachers of Mathematics, Principles and Standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics.

Patel, P., & Canobi, K. H. (2010). The role of number words in preschoolers' addition concepts and problem-solving procedures. Educational Psychology, 30(2), 107-124.

Puchner, L., Taylor, A., O'Donnell, B., & Fick, K. (2008). Teacher learning and mathematics manipulatives: A collective case study about teacher use of manipulatives in elementary and middle school mathematics lessons. School Science and Mathematics, 108(7), 313-325.

Resnick, L. B. (1992). From protoquantities to operators: Building mathematical competence on a foundation of everyday knowledge. In G. Leinhardt, R. Putnam & R. A. Hattrup (Eds.), Analysis of arithmetic for mathematics teaching (pp. 373-429). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Rosli, R., Goldsby, D., & Capraro, M. M. (2015). Using Manipulatives in Solving and Posing Mathematical Problems. *Creative Education*, 6(16), 1718.

Siegler, R. S., & Jenkins, E. (1989). How children discover new strategies. Hillsdale, NJ: Erlbaum.

Thomas, J. N., & Tabor, P. D. (2012). Developing Quantitative Mental Imagery. Teaching Children's Mathematics, 19(3), 174-183.

Tyng, K. S., Zaman, H. B., & Ahmad, A. (2011). Visual application in multi-touch tabletop for mathematics learning: A preliminary study. Paper presented at the International Visual Informatics Conference (pp. 319-328), Springer, Berlin: Heidelberg.

Uesaka, Y., Manalo, E., & Ichikawa, S. (2007). What kinds of perceptions and daily learning behaviors promote students' use of diagrams in mathematics problem solving? *Learning and Instruction, 17*(3), 322-335.

Yuanita, P., Zulnaidi, H., & Zakaria, E. (2018). The effectiveness of Realistic Mathematics Education approach: The role of mathematical representation as mediator between mathematical belief and problem solving. *PloS one*, 13(9), e0204847.

The stylization of prose tales in Uzbek children's literature

La estilización de los cuentos en prosa en la literatura infantil uzbeka

Uraeva Darmon*
Bukhara State University - Uzbekistan
d.s.uraeva@buxdu.uz
Rajabova Rano**
Bukhara State University - Uzbekistan
d.z.rajabova@buxdu.uz
Rajabov Dilshod***
Bukhara State University - Uzbekistan
d.z.rajabova@buxdu.uz

ABSTRACT

The article deals with the stylization of prose tales in the Uzbek children's literature and fairy tales influence on their appearance. "A literary fairy tale is an author, art, prose or poetic work based either on folklore sources or purely original; the work is mostly fantastic, magical, depicting the wonderful adventures of fairy-tale heroes and, in some cases, focused on children; a work in which magic, a miracle plays the role of a plot-forming factor, serves as the main starting point for characterization." The first literary tales had an obvious epic dominance, the fairy-tale fairy tale in them was self-evident, but with the passage of time, with the advent of the Baroque, sentimentalism, romanticism, the lyrical component began to express itself more clearly.

Keywords: literature, children's literature, Uzbek literature, fairy tale, poetry fairy tales, prose fairy tales

RESUMEN

El artículo trata sobre la estilización de los cuentos en prosa en la literatura infantil uzbeka y la influencia de los cuentos de hadas en su apariencia. "Un cuento de hadas literario es una obra de autor, arte, prosa o poética basada en fuentes folclóricas o puramente original; el trabajo es principalmente fantástico, mágico, representando las maravillosas aventuras de héroes de cuentos de hadas y, en algunos casos, enfocado en niños; una obra en la que la magia, un milagro desempeña el papel de un factor de formación de la trama, sirve como el principal punto de partida para la caracterización ". Los primeros cuentos literarios tenían un dominio épico obvio, el cuento de hadas en ellos era evidente, pero con el paso del tiempo, con el advenimiento del barroco, el sentimentalismo, el romanticismo, el componente lírico comenzó a expresarse más claramente.

Palabras clave: literatura, literatura infantil, literatura uzbeka, cuento de hadas, poesía, cuentos de hadas, prosa, cuentos de hadas.

* Corresponding author. Professor at the Department of Uzbek Literature, Bukhara State University doctor of science philology
** Teacher at the department of Uzbek literature Bukhara State University
*** Associate professor at the Department of Uzbek Literature Bukhara state university doctor of science philology

Introduction

The Uzbek literature shows that literary (written) fairy tales were created in three ways: poetry, prose and dramatic. All three types of literary fairy tales differ in their specifics. Literary fairy tales created in poetry became an important stage in the formation of a new genre - poem. The fact is that they have a poetic form, a fingerprint, a colorful rhyme system, rhymes, radicals, various poetic forms, and poetic arts to convey the essence of the work. In literary literary fairy tales, the reality is expressed through the emotional experiences of the lyric hero or artist. In literary fairy tales, reality is told in the form of storytelling and is portrayed and portrayed in an epic background as part of its creative vision. They have endless possibilities for reflecting on reality and deepening the human spirit. Dramatic literary fairy tales differ in their design and performance. In it, each image reveals its character traits through speech and behavior. In fairy-tale dramas, the reality is presented in a dialogical manner and dramatized based on the characters' actions.

The main part. It is well-known that the fairytale, ideological content, interpretation of images, artistic language and style, the way of reflection, plot and composition, and the role and function of imaginary and living fables are represented by: a) fairy tales; b) magic-fairy tales; c) There are three types of life and domestic fairy tales.

Each of these groups of Uzbek folk tales is subdivided into three types, both in terms of their content and character, but also in their compositional structure, in terms of their meaning and character. may differ from each other.

1. The prose's literary fairy-tale character. An example of this is Turgunboy Gayipov's fairy tale "The Paries' Space", "Technique with Dev", Dilfuzakhon Abdurakhimova's "Burgut - pat", "Girlfriend". In these fairy tales, the reality is characterized by a mysterious atmosphere, the presence of magic, the co-operation of supernatural characters. The space and time in which they are happening is mysterious. Objects are animated and depicted in human behavior.

In fairy-tale fairy tales, traditional and ancient evangelical fantasy is often at the forefront. According to them, the hero uses various forms of magic to change his appearance. The of hero fairy-tale turns into a variety of objects, animals and birds. In them, the heroes fulfill their wishes using magic items, which are based on the magical notions of primitive people.

Magic-fairy tales feature supernatural characters such as devils, fairies, witches, and demons.

In the fairy tale "Sehrjonov and Burjuev", written by the talented writer Turgunboy Goyipov, a fantastic image plays a special role. Magic and magic are involved in the lives of fairy tales. The clash between honesty and privacy is the main idea of the fairy tale. Burjuev's image in fairy tales is a generalization of those who are willing to engage in any kind of enrichment. He wants to be the doctor, saying that the easiest way to make a living is through medicine. In order to fulfill this purpose, he came to the court of the palace. At this point, the writer sets the course in a magical direction and adds to the fairy tale excitement: "The large window next to the palace door immediately senses the identity of the visitor. If the visitor was a good-hearted, humane person, a white heart would immediately appear in the mirror. As the picture turned into a white flower, it began to sprout. And under the flower there is a sign: "Blessed is the happiness of the people!" He could easily go inside and read. If anyone wants to go in, he is a brutal, money-grabbing arrogant man, and a black heart will be seen in the mirror, with black snakes in his heart. Then a broom appeared and swept the black heart along with the snakes, and in the window appeared a glaring message: "You must be valued and then you can become a doctor." Two rods are coming out and hitting anyone who is unworthy (Gaibov, 1969: 17-18).

Burjuev is not accepted as a disciple because he is such an unworthy person. However, he does not renounce his evil intentions, learns to be a doctor in this palace, and deceives the Ozod, who is returning home with his certificate, beating him on the road and taking his doctor's license. In other countries, he hunts himself out as a documentary physician. After poor treatment of the patients, he fled to Orzukent. It increases the irritability of any disease. Finally, he encounters the "Great Pirate, written in the old story books," and with his advice goes to the land of the devils. It will be uncomfortable to see everyone healthy. But they give the children sweets infected with the virus and make them sick. When a sick child is brought to him for treatment, he is asked to bring a bucket of gold first. One of these patients is Dahnoj Dev, whose wife Bonu informs her husband about the incident. Then Burjuev's secret is revealed, and it is revealed that the real owner of the certificate is Ozod. The devils bury Burjuev in the horns, but the ashes left him still reminiscent of false healers.

At the same time, the writer's skill is that every single magical detail or episode is unique, while preserving the folk spirit. In the aforementioned episode, the magical window served as a hallmark of folk fairy tales, giving the little hero a glimpse of abstract symbols, such as good and evil. For example, there is this meaning and purpose in the details of the whiteness of an honest man's heart and its transformation into a white flower, or the black figure of a vile person's heart, and the snake-snakes. In the magical detail of the departure of the Juzuz Mukhtar robber from an old book, the survival of evil is indicated.

In his magical fairy tales T.Goibov uses the motive of the evolution of folk tales. According to this method, the wizard can become whatever he wants. Only the method of evolution applied by T. Goibov is slightly different.

2. *Literary fairy tales about animals.* Examples of such works as Rauf Talib's "Three Cats", "Lion's Tiger", Turgunboy Gayipov's "Repentance of the Goat", "The Vigilant Cat and the Elephant".

In the fairy tale of animals, the motive for honoring the victory of good over evil in the image of animals has become a leading element.

Animal fairy tales are mainly created for kindergartens and young children. Their suitability for kindergarten and young children is that these stories are based on a consistent and uninterrupted movement of the story, the regularity and plurality of dialogues, the presence of simple and clear expressions, and the coherence of them all. This is one of the secrets that provides literary fairy tales about animals.

In fairy tales about animals, animals are often interpreted as heroes. To make such fairy tales more effective, words are often used to emulate their voice. For example, the image of a beetle and a grasshopper in T. Goyipov's fairy tale Mittivoy: - "We ... j ... ji-jizzzzzz," the beetle feared. That's it ... chirpyr ... - the locust is caught up in not knowing what to say. "

3. Literary fairy tales of the prose. "Hello first word" by Turgunboy Gaipov and "Mother Tree" by Rauf Talib are examples of this. The content of everyday fairy tales is directly related to real life. They depict real social reality on the basis of the fabrication of life, the real people are the protagonists. The real-life fairy tale is almost free of fantasy, and in some cases fantastic details can be seen.

Goyibov aims to familiarize the younger generation with the past of our people in such people's fairy tales as "The old man with the lamp" and "Tanbur". The reality of the fairy tale "The old man with the lamp" is in the midst of the conversation between the present-day daughter of Gulnorakhon and the old man, who has a baby. The old man is the man of the past, the day before. When he turned the plow, he cleaned the cotton from the stack, picked up the oil in the bathtub, used a sawmill or a lamp, so he did not know the modern tractor, the ginnery and the oil factories. By its very nature, it is a figurative symbol. Gulnara Karimova, by contrast, is a modern-day person. He has no idea of these objects, which are already in his possession, and he does not know the purpose of their use. The author introduces the younger generation to the past through presentations, and teaches history on this basis.

It is noteworthy that the writer does not confront these historical objects with modern tractors, cotton and oil factories, and electric light, but presents them as a hallmark of each historical period.

The Tanbur fairytale is based on the history of tanbur's construction from mulberry trees. Not long ago, a tanbur, who hung on the wall, fell into the hands of a well-known tanburger known as Jonah aka, and spoke of his birth history, declining for a long time that no one had ever played it. He said that the tanbur was made of wood sold by a wealthy neighbor who had severely cut down the mulberry that a poor man had planted in the middle of the courtyard. So his heart is full of sighing and crying. After all, he feeds that poor man with his children in mold, and the worms that eat the leaves give coconut-colored cocoons. The poor old man and his children lived on them. The rich man deprived them of it and cut it down. This bitterness in Tanbur has become an echo. As it turns out, this fairy-tale also has a bitter lesson in history. But the essence of this lesson is the love motivated. The poor old man who planted the mulberry, the master who made the tanbur, and the tanner, who "finally gets into his hands, not only a musical instrument, but even a simple stick," honored his love of work and craft.

A profession or a profession cannot simply be pursued, it is necessary to gather the will, to work with diligence, perseverance, learning and enthusiasm, even to self-denial. Rustam is a selfless boy who is a fairy tale hero of the Handless Artist. He was the only child his parents wanted, but he was born disabled; not both hands. Painting is not a handicraft. This makes Rustam in various psychological torture. But he wants to find his place in life, to help his parents and the people to serve him. He realizes this desire and begins to practice writing and drawing. As he improves his skills, he becomes aware of the secrets of his art, and his skills are improved. In the end, it gets public attention. He is known as a skilled artist who is a country singer. The fairy-tale writer encourages the Rustam peers to be diligent and selfless in their pursuit of professionalism by faithfully demonstrating their heroism and the mental state of the process. This is the moral and aesthetic nature of the fairy tale.

The literary fairy tales begin with traditional introductions as folk fairy tales. That is why they often stay close to folk fairy tales. But they are different from folk tales by the following characteristics:

First, by name. In the name of literary fairy tales, for example, the use of terms and words that reflect the realities of the new era are: robots, cars, trams. For example, Turgunboy Gayipov's fairy tales, such as "Epchilad Robot", "Man from Mars", "Missing Robot", "Dev and Tech", "Flying Machine", "Tram and car" by Rauf Talib.

Secondly, by the content of the images. In literary fairy tales, traditional mythological characters (dev, pari, magician) and real-life images (king, minister, weaver, blacksmith, merchant, farmer, shepherd) are also modern, except for chauffeur, teacher, student, scholar, cook. , characters like Robot.

Third, literary fairy tales differ in their orientation to the modern theme. It reveals that man's intelligent technical wonders and dreams of conquering the universe are more and more interpreted. Examples of these are the fairy tales of Turgunboy Gayipov: "Man from Mars", "Space friend of Dilrabakhon", "Speech lamp", Malika Rahmonbekova's "New Aral".

Fourth, it is specific in that it is specifically aimed at uncovering any moral idea. It is noteworthy that most of the literary fairy tales that are created for children are designed to instill in children some or all of their moral notions. For example, Turgunboy Gayipov's fairy tales like "Everyone reaps what they sow", "Chalavoy", "Corn grain" can serve as a proof of our opinion.

Literary fairy tales can be read or spoken at any time, regardless of their nature. It is known that magic-fantasy fairy tales are based on a certain taboo. But this feature is not unique to the fairy-tales of literary character.

Literary fairy tales are an important tool in polishing folk tales and passing them on to future generations. The plot uses some traditional motives and images. The motifs of the folk tale are found in the literary fairy tales. In this respect, the folk tale and the literary fairy tale are alike. Although these fairy tales are similar in content, they still live as independent literary and oral events, characterized by the presence of author's perceptions and the product of individual creation.

It is well known that at the beginning of folk tales a special place is given to the description of epic space. It is often stated that the epic space is a vague region. Likewise, in the literary fairy tales, the region where the event takes place is not always open. For example, if Rauf Talib's fairy tale starts with, "Once there, there was one Ola Hakka living in the woods", Tursunboy Gayipov's fairy tale, "There, not in heaven, on earth, but on earth." There is a farmer in the distant part of the village called Goduddi Father. ' Hence, the place was kept secret. It can be said sometimes. For example, T. Goyipov's "Gift of the Thousand" clearly illustrates the place where the story is told, "In ancient times, on the side of Margilan."

The space at the beginning of the fairy tale is unique in its shape and character. "He was hungry and hungry. There is a country called the North. " The epic description of the epoch in the example is combined with the elements that came before it: "there was one, there is none". This created uncertainty. Such an interpretation of space is not found in other genres but only in fairy tales. The phrase "In the times of time, on the side of Andijan", which forms the bulk of the introduction, describes the existence of epic space. Here, the epic space is accompanied by elements that show precision.

The peculiarity of the epic space is that it carries the name of a geographical location. This kind of epic scene depicted in fairy tales, geographically, is usually not real. Place names are required in fairy tales. The use of the name space does not mean that these fairy tales were created there.

In literary prose tales, macromacones such as planets, the universe, underground or underwater, as well as micromacones such as fortresses, deserts, mountains, mountains, deserts, and so on. For example, in the story of T.Goipov's "About More Flying Horse" names of fictional planets such as Oveta and the New Star.

The transition of the protagonist from the same space to the second epic space is linked to specific causes, namely, to find a cure for the sick or to rescue a kidnapped girl or a stranger, and finally, to bring magic objects.

The epic spaces depicted in fairy tales differ in their supernatural appearance and their abundance of supernatural things. The proximity of epic spaces is represented by specific epic measurements. For example, ready-made phrases such as "The road is walking and the road is rich," express the distance of the epic space and the difficulty of reaching it.

In the literary fairy tales, such fairy tales as the fairy tales, the mysterious cave, the country of the Blessed, the New World, the alien planet are mentioned. Each of them is described in their own way. For example, the country of Bakhtiyor is surrounded by flower beds and music from afar. It is described as a spring, a flower, a country of joy, a place of happiness.

In the literary fairy tales, the timing of events such as traditional folk tales is also vague. In it, the notion of time is expressed by epic phrases like "ancient times", "once upon time…" (Kadirov, 199: 152).

Often in magical fairy tales, epic time units associated with numbers three, four, six, seven, nine, and forty are used. The connection of these figures with fairy tales, magic and mythology has been specially researched by the famous folklore expert Mamatkul Juraev (Juraev, 1999, 152).

Literary fairy tales differ from folk tales by language. They can often be found in words that represent the realities of the new era. In particular, Russian-international words are very common in them. For example, boots, ministers, electric trains, power stations, trams, and cars.

New words in the language of literary fairy tales have a special place because they are based on traditional fairy tales, but have a modern spirit. In literary fairy tales, the use of the name of various techniques, the term modern phenomenon, is used to reveal the modern spirit.

It is worth noting that although some prose fiction is acknowledged by the author as a fairy tale, it is in fact created by folk legends. An example of this is T.Goipov's fairy tale "The Fairy Tales". Because at the end of the fairy tale, the origin of the present-day Fergana toponym is stated: "The same party is still called Parihona (Ferghana). It is well known that often toponymic myths end with similar interpretations.

Goyipov's "Gift of the Feast" is similar in meaning to the fairy tale. In this fairy tale, the origin of satin and knitting work is revealed through imaginary fiction. Moreover, its beginnings are not unique to folk tales.

In short, prose's literary fairy tales distinguish themselves from other literary genres, as well as those of literar1y fairy tales that are poetic and dramatic.

BIBLIOGRAPHIC REFERENCES

Gaibov T. (1969). The Tales of Time. Young Guild

Gayipov T. (1992). Wizard error. Tales. Uzbekistan.

Jumaboev M.   (2006). Children's Literature and Folklore. Textbook. Publishing House of the Writers' Union of Uzbekistan

Juraev M. (1991). "Magic" numbers in Uzbek folk tales. Science

Kadyrov K. (2004). Time and Space Interpretation in Uzbek Magic Tales: Philol. T.

Development of students' social intelligence in higher education institutions

Desarrollo de la inteligencia social de los estudiantes en las instituciones de educación superior

Kolesnikov A. V.*
Federal Penitentiary Service of Russia - Russia
nii@fsin.su,

Votinov A.A.**
Federal Penitentiary Service of Russia - Russia

Poliakova Ia. V.**
Donetsk Pedagogical Institute - Russia

Komarovskaya E.P.****
Voronezh State University - Russia
ele-kom2006@yandex.ry

Zhirkova G.P.*****
Centre for Social and Humanitarian Knowledge - Russia
galinajirkova@hotmail.com

Vekkesser M.V.******
Lesosibirsk Pedagogical Institute, Siberian Federal University - Russia

Martynova M.A.*******
Lesosibirsk Pedagogical Institute, Siberian Federal University - Russia

ABSTRACT

In contemporary society we observe rapid growth in the volume, density and complexity of communications, due to the key trends in the development of information technologies and their impact on society. In this regard, the importance of social and communication abilities, skills and knowledge associated with social interactions is significantly increasing. This process dictates the need for their development both within the educational system and beyond. In this context, the social intelligence as a fundamentally important parameter for the development of social interaction abilities and understanding in the social sphere is especially important. Analysis of modern studies in the field of social intelligence, the content and definition of this concept and the features of its development allow us to conclude that it is the most optimal way to develop social intelligence in the framework of language education in higher educational institutions. Social intelligence is an integrative concept and includes a wide variety of abilities, knowledge and skills. The importance and necessity of their development is not in doubt among psychologists and educators. Researchers offer various models for the structure of social intelligence and argue about the components of this concept.

Keywords: social intelligence, teaching of foreign language, TRIZ pedagogy (Theory of Invention Problems Solving), language education.

RESUMEN

En la sociedad contemporánea observamos un rápido crecimiento en el volumen, la densidad y la complejidad de las comunicaciones, debido a las tendencias clave en el desarrollo de las tecnologías de la información y su impacto en la sociedad. En este sentido, la importancia de las habilidades sociales y de comunicación, habilidades y conocimientos asociados con las interacciones sociales está aumentando significativamente. Este proceso dicta la necesidad de su desarrollo tanto dentro del sistema educativo como más allá. En este contexto, la inteligencia social como parámetro fundamentalmente importante para el desarrollo de las habilidades de interacción social y la comprensión en la esfera social es especialmente importante. El análisis de los estudios modernos en el campo de la inteligencia social, el contenido y la definición de este concepto y las características de su desarrollo nos permiten concluir que es la forma más óptima de desarrollar la inteligencia social en el marco de la enseñanza de idiomas en las instituciones de educación superior. La inteligencia social es un concepto integrador e incluye una amplia variedad de habilidades, conocimientos y habilidades. La importancia y la necesidad de su desarrollo no está en duda entre psicólogos y educadores. Los investigadores ofrecen varios modelos para la estructura de la inteligencia social y discuten sobre los componentes de este concepto.

Palabras clave: inteligencia social, enseñanza de lenguas extranjeras, pedagogía TRIZ (Teoría de la resolución de problemas de invención), educación en idiomas.

*Corresponding author. Doctor of Pedagogical Sciences, Assistant Professor, Senior Researcher, Federal State Institution "Research Institute of the Federal Penitentiary Service of Russia"
** Candidate of Pedagogical Sciences, Associate Professor, Colonel of Internal Service, Head of the Samara Law Institute of the Federal Penitentiary Service of Russia
*** Assistant Professor, Candidate of Pedagogical Sciences, PhD, Donetsk Pedagogical Institute
**** Doctor of History, Candidate of Pedagogical Sciences, Associate Professor, Voronezh State University, Professor of Education and Educational Psychology Department
***** Candidate of Pedagogical Sciences, St. Petersburg National Research University of Information Technologies, Mechanics and Optics, Director of the Centre for Social and Humanitarian Knowledge
****** Candidate of Philology, Assistant Professor, Head of the Philology and Language Communication Department, Lesosibirsk Pedagogical Institute, affiliate of Siberian Federal University
******* Senior Lecturer, Department of Developmental Psychology, Lesosibirsk Pedagogical Institute, affiliate of Siberian Federal University

INTRODUCTION

The development of cognitive abilities is one of the key functions of higher professional education. This is due to their extraordinary importance for the development of personality, the success of training and the future professional career of graduates of higher educational institutions. Social intelligence is both a cognitive ability and a social ability, as well as a personality trait, so its development is a complicated task (Dunker, 2008; Stepichev, 2012; Quezada-Sarmiento & Enciso, 2016). First of all, the complexity of this task is caused by the fact that social intelligence is a combination of various parameters. The development of individual components of its structure does not necessarily lead to the development of social intelligence as a whole (Tsahaeva et al, 2017; Gnatyuk & Pekert, 2018; Kryuchkova, 2018; Pakdel & Talebbeydokhti, 2018). Russian psychologist S. Belova notes that the development of individual components of social intelligence or parameters related to it (in particular, thinking) does not affect the level of development of social intelligence in general (Belova et al, 2004) Only the steady and sustainable development of all components of the internal structure of social intelligence determines the high level of this parameter (Vygotsky, 2011; Guilford, 1969; Ashmarov, 2018; Kakeh Baraei, 2018).

From the point of view of N.V. Panova, the formation of social intelligence requires taking into account many conditions and factors, such as age, personality, environment etc (Panova, 2011). At the same time, it is virtually impossible to create an optimal environment for the development of all components of social intelligence (Sergeeva & Trubakova, 2017). Based on this provision, it is obvious that the development of students' social intelligence should be a focused process, building on the continuous monitoring of results, compliance with conditions and factors for the effective development of social intelligence (Borisova et al, 2018; Gadzhieva, 2018; Narkevich & Narkevich, 2018; Gadzaov & Dzerzhinskaya, 2018; Din Mohammad et al, 2018).

LITERATURE REVIEW

C. J. Van Zyl's studies confirmed that it is the language education that has the greatest positive effect on the development of social intelligence, communication abilities and social skills of students (Yüksel & Geban, 2014). However, it should be noted that empirical studies of social intelligence confirm a wide range of rates, even when various highly efficient methods are used for its development (Lasukova, 2015; Van Zyl & de Bruin, 2012). This allows us to make the assumption that social intelligence is a confluence of factors and its internal structure is not highly stable initially, which means that the dynamics of its changes is also unstable. In other words, it is important not only to achieve a high level of social intelligence development, but also the sustainability of changes.

S. Azatyan, O. Romanenko, P. Stepichev note that the development of cognitive abilities, which include social intelligence, would be most effective if students are involved in certain activities that contribute to their development (Azatyan et al, 2012). An example is the development of mathematical abilities in the course of project work, which is based on solving problems, the development of communication skills during disputes, etc. Regarding the social intelligence development, such activities are represented by communicative situations of varying complexity, the solution of which should be arranged in such a way that the educational environment on the one hand promotes creative search and activity, and on the other hand is not too complicated and monotonous for students.

It should be noted that social intelligence develops in activities, social interaction, however, it requires reflection of one's and other people's actions, analysis of social environment and life experiences. Therefore, it is reasonable to assume that the development of social intelligence is most effective in the teaching of humanities, especially language education.

Technologies of the developing education, widely applied in Russia (V.V. Davydov, L.V. Zankov, B.D. Elkonin), are based on the principle of reliance on the child's behavioral and emotional spheres. The development of cognitive interest is carried out through the organization of educational process, which suggests that students possess certain communication system, variable behavioral patterns and collective emotional experiences. At the same time, the emotions of student are perceived by educators and practitioners as a priori and considered as a stable basis for learning and development. The question of ensuring the development of social intelligence from the pedagogical point of view rarely attracts the attention of educators.

In foreign psychological and pedagogical literature, the theory of emotional and intellectual abilities was actively developed by David R. Caruso, John D. Mayer, Peter Salovey (Mayer et al, 2004). The theory of social and emotional competence is considered in the works of D. Goleman, the non-cognitive theory of emotional intelligence is presented in the works of Reuven Bar-On (Bar-On, 2000). In Russian pedagogical science, D.V. Lyusin, M.I. Manoilov developed the problems of social and emotional intelligence. Practical trainings are developed by I.N. Andreeva, S.P. Derevyanko, O.V. Luneva. The psychological and pedagogical conditions for the development of emotional sphere of schoolchildren are investigated by E.V. Belinskaya, O.V. Khukhlaeva, N.P. Lokalova, S.G. Jacobson.

The problem of interconnection between social, emotional intelligence and the content of education is considered in the works of M.V. Korepanova. The process of understanding and verbalization of emotional states in the context of language education is the subject of research by I.O. Karelina, and the influence of linguistic competence on cognitive development is studied by N.N. Ryabonedelya.

Foreign and Russian researchers offer numerous models and programs for the development of social and emotional sphere, mainly aimed at correcting negative psychological conditions: combating fears, reducing aggressiveness, improving relationships with others, etc. With regard to social intelligence, it is assumed that it will naturally develop as children grow

older, when they expand the space of interaction, learn to determine motivation, behavior patterns, emotions, and focus on the psycho-emotional state of other people.

But for the purposeful development of social intelligence, a specially organized educational space is needed, which should be built on the basis of proper pedagogical conditions.

Proposed Methodology

In this research we consider the conditions necessary for the optimal development of social intelligence by means of a foreign language in a higher educational institution in order to outline the role and potential of using TRIZ-pedagogy (Theory of Invention Tasks Solving).

TRIZ is a Russian word abbreviation that stands for Theory of Inventive Problem Solving or TIPS, which is the equivalent word combination for TRIZ in Russian. TRIZ was developed in 1946 by Genrich Altshuller and his colleagues in the former USSR, and it is now used widely in many countries for solving complex or inventive problems in various fields. It was based on the provision that certain universal principles of invention could be the foundation for creative innovations that help in creating and advancing technology. TRIZ-pedagogy can be called innovative pedagogical model, the main task of which is to develop a creative, bold thinking person (Jani, 2013).

In the framework of theoretical and empirical analysis, we identified several groups of factors that influence the development of students' social intelligence:

Age and psychological characteristics of students;

Content and methodology of teaching the subjects of humanitarian cycle;

Specifics of using various methodological approaches and pedagogical technologies.

These factors are based on studies of the development of students' cognitive abilities presented in the works by S. Barrows and largely related to the methodology and technology of teaching Russian and foreign languages, interrelation of these aspects of language education (Barrows, 2015). Analysis of these factors revealed a number of conditions for the effective development of social intelligence. Thus, the development of social intelligence in the process of learning a foreign language will be successful in case of such organizing the educational process that takes into account the following psychological and pedagogical conditions for the effective development of social intelligence:

1. *Parallel and coherent development of intellectual, social and emotional spheres in the framework of teaching a foreign language.* This condition corresponds to the characteristics of social intelligence, which are most effectively developed in the context of leading activities, but the dynamics of its development significantly depends on the age characteristics of students. The most effective development of social intelligence occurs in adolescence, major dynamics of changes in the parameter is observed in the primary school age (Yüksel & Geban, 2014).

2. *Consideration of age and individual characteristics of students in the social intelligence development.* This condition directly follows from the foregoing and is implemented by modifying the content of education and pedagogical technologies, with the aim of optimizing the development of cognitive and socio-cognitive abilities (Gabanova, 2009). It is important to correlate pedagogical techniques and leading activities of students.

3. *Specifics of various methodological approaches and pedagogical technologies.* The use of appropriate pedagogical technologies and methodological approaches has a significant impact on the content of the lesson and determines the success of educational process. For the effective development of social intelligence, it is necessary to create optimal educational environment, which, taking into account the first described condition, consists in the presence of activities that contribute to the development of intellectual, social and emotional spheres of student's personality, in the framework of foreign language lessons.

In such a case, the use of TRIZ-pedagogy methods and systematic approach seems to be the most fruitful, since it allows us to comply with all the conditions and factors affecting the effectiveness of the social intelligence development, to build optimal algorithm based on purposeful and progressive work in order to obtain a sustainable effect.

In order to confirm the effectiveness of TRIZ-pedagogy methods in the development of students' social intelligence, the statistical analysis of various educational technologies in the given context was conducted. The following statistical methods were used: regression analysis, correlation analysis using the Spearman's Rank correlation coefficient. The results are presented in Table 1.

Table 1. Statistical analysis of the impact of various educational technologies on the formation of students' social intelligence by means of a foreign language

	Correlation with the level of social intelligence	Correlation with the dynamics of changes in the development of social intelligence	Measure of influence on the combination
Traditional forms of teaching foreign languages	0.54	-0.62	-8.4
Problem-based learning	0.61	0.68	+2.6
Developing learning	0.59	0.63	+1.9
Interactive teaching methods			+0.6
TRIZ-pedagogy	0.73	0.77	+11.5

The data presented in Table 1 allow us to conclude that TRIZ-pedagogy is the most effective technology in the context of the development of social intelligence. In our opinion, this is due to the fact that TRIZ-pedagogy contributes to the cognitive activity of students in the best way, helping them to reveal their creative potential, and is best correlated with the conditions for the development of social intelligence. TRIZ-pedagogy methods allow organizing educational activities so that they are adequately saturated with solving non-trivial challenging tasks contributing to the development of cognitive abilities, communication abilities and social intelligence.

It is also important to note that the technology of TRIZ-pedagogy provides a sustainable level of social intelligence development, which is proved by the measure of influence on the totality of these methods, with the help of regression analysis.

RESULT ANALYSIS

Taking into consideration the research results, we modeled the following algorithm for the social intelligence development by means of a foreign language teaching at a higher educational institution, based on the following organizational aspects of conducting English classes:

1. With regard to the age of students, it is necessary to determine the range of subject tasks that students must solve, both within each individual topic and within the month and semester of training. Educational tasks should be correlated with specific life situations.

2. Modeling the range of subject tasks should be based on the principle of individual approach to learning, in combination with group forms of presentation. Problem solving should occur both individually and in a group, at each lesson. Modeling is correlated with student learning performance.

3. For the first year students, the game form of conducting classes is preferable, for graduation groups a discussion form should be used. The presentation of educational material should be accompanied by active involvement of students in interaction with each other, which contributes to the development of social skills.

4. It is necessary to use communicative tasks based on the analysis of the observed phenomena, its description and prediction of changes. These tasks are best suited for the development of social intelligence and cognitive abilities and at the same time are easily implemented in English language teaching.

5. Maximum use of multimedia in the English classes. Watching films and listening to the music with further discussion is an interesting and exciting activity for students, at the same time contributing to the development of social intelligence due to the fact that students actively analyze social environment, often associated with a different mentality.

6. Persistent reflection by the participants of educational process of their activities and achievements, providing feedback between students and teacher, as well as consolidation of positive results.

Analysis of the research results allows us to conclude that in the context of social intelligence developing by means of a foreign language, the methods of TRIZ-pedagogy are potentially the most effective, which is proved by empirical data obtained in the framework of the study.

The implementation of the algorithm presented in the research work, taking into account the age and individual characteristics of students, observing the principles and key provisions of TRIZ-pedagogy, the conditions and factors affecting the formation of social intelligence, will contribute to effective development of the parameter under consideration by means of a foreign language in higher education.

Based on the obtained data, the model of social intelligence of university students was developed (Table 2).

Table 2. Factor model of social intelligence of university students

Structural component of social intelligence	Operation
Emotional component	Regulation of emotions

Personality component	Development of self-esteem, openness to new ideas
Behavioral component	Regulation of behavior
Communicative component	Ensuring successful communication
Socially perceptive component	The ability to understand and regulate social phenomena, understanding people

Analysis of the results allows us to conclude that social intelligence of students is a complex construct, which includes emotional, personal, behavioral, communicative components, as well as social perception. In its structure, the most significant components of social intelligence are behavioral, emotional, and communicative, which indicate that these characteristics are predominant in the model of student's behavior. Thus, we believe that the development of student's social intelligence should be based on specially organized activities including a large amount of communication. This allows us to confirm the effectiveness of language education for the development of students' social intelligence.

CONCLUSION

Speaking about the need to develop a set of abilities, qualities and skills, united by the construct of "social intelligence", it should be noted that emotional skills and habits laid down during training at higher educational institutions will become decisive for the rest of life. Moreover, the ability to manage and control emotional sphere has a beneficial effect on the mental and somatic health of students, while the lack of these abilities can lead to alexithymia, a fixed complex of qualities, a personality construct, characterized by inability to identify and describe emotions experienced by one's self or others.

Learning of foreign languages provides certain opportunities for the development of students' social intelligence. In the context of traditional education, foreign language is one of the few subjects within which modeling of various communicative situations is possible. It allows students to imagine themselves outside the classroom walls and work out certain behavioral models in various communication situations. Social intelligence is an important component of successful interactions and can be developed only in the process of communication, modeled on the lessons of a foreign language.

In addition, many experts in the field of linguodidactics believe that teaching a foreign language has a significant impact on the development of learner's personality and, in particular, his/her emotional sphere. In turn, the inclusion of the student's emotional sphere in the process of learning a foreign language contributes to a more successful mastering of it. The emotional sphere, along with the intellectual one, plays a crucial role in the formation of language skills and speech skills in the native and foreign languages. The rapid development of the emotional sphere of students improves the quality of teaching a foreign language at higher educational institutions.

BIBLIOGRAPHIC REFERENCES

Ashmarov I.A. (2018). Some approaches to the study of the USSR' military economy in the soviet and russian national historiography. *Historical Bulletin*, 1(2), 19 – 31.

Azatyan S. A., Romanenko O.S., Stepichev P. A. (2012). Experience in developing the creative potential of schoolchildren in a foreign language lesson. *Modern Humanitarian Studies*, (3).

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On and J.D.A. Parker (Eds.), *Handbook of emotional intelligence*: *Theory, development, assessment and application at home, school and in the workplace*. San Francisco: Jossey-Bass, 363-88.

Barrows S.Y. (2015). Child and adult in the educational dialogue/S.Y. Mounds, Moscow, Education, 422.

Belova S.S. (2004). Social intelligence: a comparative analysis of measurement methods // *Social intelligence: theory, measurement, research*. Ed. D.V. Lyusina, D.V. Ushakova. Moscow: Publishing House Institute of Psychology RAS, 109-119.

Borisova M.V., Musokhranov A.Yu., Sidorova N.A. (2018). Use of fitness directions elements on physical education classes and their psychomatic impact on students of the special medical group. *Modern Scientist*. Issue 1. P. 6 – 9.

Din Mohammad, M., Niami, M., & Fattahipoor, M. (2018). The Impact of Applying Lexical Equivalent Corpus on Iranian Translator Trainees' Achievement in the Translation of CompoundComplex Sentences. *UCT Journal of Social Sciences and Humanities Research, 6*(4), 8-12.

Dunker K. (2008). Approaches to the study of productive thinking. *Reading book on psychology: psychology of thinking / comp. Yu.B. Gippenreiter.* Moscow, AST, 319.

Gabanova I.T. (2009). The influence of language and culture on the socio-cultural development of individual. *Youth and Science: Reality and the Future. Materials of the II International scientific-practical conference.* Nevinnomyssk, 131–132.

Gadzaov A.F., Dzerzhinskaya M.R. (2018). Mathematical methods of analysis of the periodic components of economic processes. *Modern Economy Success*, 1, 14 – 18.

Gadzhieva U.B. (2018). Socialization of Personality as a Factor in the Mental, Intellectual and Spiritual-Moral Development. *International Journal of Medicine and Psychology*, 1(2), 17 – 20.

Gnatyuk S.N., Pekert N. (2018). Education as a factor of sustainable development of agriculture. *Russian Economic Bulletin*, 1(3), 18 – 27.

Guilford J. (1969). Three aspects of intelligence. Psychology of thinking. Moscow, Progress, 712.

Jani, H.M. (2013). Teaching TRIZ Problem-Solving Methodology in Higher Education: A Review. *International Journal of Science and Research* (IJSR), India Online ISSN: 2319-7064. Volume 2 Issue 9, September 2013. Available from www.ijsr.net

Kakeh Baraei, E. (2018). Administrative corruption and the challenges of entrepreneurship development. *UCT Journal of Management and Accounting Studies, 6*(4), 16-25.

Kryuchkova K.S. (2018). Modular training of future teachers with the use of information technologies in the conditions of virtual academic mobility. *Modern Humanities Success*, 4, 9 – 14.

Lasukova N. A. (2015). Use of TRIZ techniques and methods in English lessons. *Scientific and methodical electronic journal "Concept",* 38, 91–95. URL: http: //e-koncept.ru/2015/45126.htm.

Mayer, J. D., Salovey, P., & Caruso, D.R. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry, 15,* 197-215.

Narkevich L.V., Narkevich E.A. (2018). Financial condition analysis in the crisis management system. *Russian Economic Bulletin*, 1(4), 10 – 24.

Pakdel, M., & Talebbeydokhti, A. (2018). The Effect of Adjustment Announcement of Predicted Profit on Price and Trading Volume of Listed Companies in Tehran Stock Exchange. *Dutch Journal of Finance and Management, 2*(1), 49. https://doi.org/10.29333/djfm/5825

Panova N.V. (2011). Development of the components of psychological structure of the social intelligence of younger adolescents in the context of school and further education: the dissertation ... candidate of psychological sciences: 19.00.07. Nizhny Novgorod, 214.

Quezada-Sarmiento, P. A., & Enciso, L. (2016). Knowledge Representation and Ontological Model based on Software Engineering Body of Knowledge as a tool to Evaluate Professional and Occupational Profiles. *Journal of Information Systems Engineering & Management, 1*(3), 199-208. https://doi.org/10.20897/lectito.201636

Sergeev M.G., Trubakova D.I. (2017). Teacher's Reflection Formation as Factor of Effectiveness Children's Social Intelligence Forming. *Modern Scientist*, 7, 62 – 64.

Stepichev P. A. (2012). Formation of the orientation of the individual towards creativity in vocational education: socio-cultural and psychological-pedagogical aspects. *Replication of the culture of society in the context of vocational education (book 1): monograph / scientific. ed. D.V. Gulyakin.* Georgievsk: SKFU, 533.

Tsahaeva A.A., Aminov U.K., Aminova D.K. (2017). Driving forces of the development of adaptive behavior of personality: methodological considerations. *Modern Scientist*, 8, 44 – 47.

Van Zyl C. J., & de Bruin, K. (2012). The relationship between mixed model emotional intelligence and personality. *South African Journal of Psychology, 42*(4), 532-542.

Vygotsky L.S. (2011). Thinking and Speech. Moscow, AST, 637.

Yüksel M., & Geban, Ö. (2014). The relationship between emotional intelligence levels and academic achievement. *International Online Journal of Educational Sciences,* 6(1), 165–167 http://dx.doi.org/10.15345/iojes.2014.01.015.

Gamified-Learning to Teach ESL Grammar: Students' Perspective

Gamified-Learning y Enseñanza de Gramática ESL: Perspectiva de los estudiantes

Karmila Rafiqah M. Rafiq[1]
Universiti Kebangsaan Malaysia – MALAYSIA
karmilarafiqah@gmail.com

Harwati Hashim[2]
Universiti Kebangsaan Malaysia – MALAYSIA
harwati@ukm.edu.my

Melor Md Yunus[2]
Universiti Kebangsaan Malaysia – MALAYSIA
melor@ukm.edu.my

Fetylyana Nor Pazilah[2]
Universiti Kebangsaan Malaysia – MALAYSIA
fetylyananor@gmail.com

ABSTRACT

Many educationists resort to technology in assisting their teaching. Despite the integration of technology in class, the English as a second language (ESL) learners face difficulties in learning the ESL grammar. Thus, this paper aimed to find out the perceptions of students towards gamified-learning. Thirty suburban secondary school students in Malaysia answered a questionnaire in this study. The main findings showed that most students favour the usage of gamified-learning in learning grammar because it is amusing, motivating, improves learning experience and provides a better understanding of the ESL grammar concepts. This paper implied that gamified-learning can be used by teachers to teach ESL grammar. In the future, research can look into the different types of games suitable for each skill in the English language. As the revolution of technology provides a diversity of technological tools to be used in classrooms, it is hoped that all teachers will fully maximise them.

Keywords: English as a second language (ESL), gamified-learning, grammar, online games, technology-enhanced language learning.

RESUMEN

Muchos educadores recurren a la tecnología para ayudar a su enseñanza. A pesar de la integración de la tecnología en la clase, los estudiantes de inglés como segundo idioma (ESL) enfrentan dificultades para aprender la gramática de ESL. Por lo tanto, este documento tuvo como objetivo descubrir las percepciones de los estudiantes sobre el aprendizaje gamificado. Treinta estudiantes de secundaria suburbana en Malasia respondieron un cuestionario en este estudio. Los principales hallazgos mostraron que la mayoría de los estudiantes favorecen el uso del aprendizaje gamificado en el aprendizaje de la gramática porque es divertido, motivador, mejora la experiencia de aprendizaje y proporciona una mejor comprensión de los conceptos de gramática de ESL. Este documento implica que el aprendizaje gamificado puede ser utilizado por los maestros para enseñar gramática de ESL. En el futuro, la investigación puede analizar los diferentes tipos de juegos adecuados para cada habilidad en el idioma inglés. Como la revolución de la tecnología proporciona una diversidad de herramientas tecnológicas para ser utilizadas en las aulas, se espera que todos los maestros las maximicen al máximo.

Palabras clave: inglés como segundo idioma (ESL), aprendizaje gamificado, gramática, juegos en línea, aprendizaje de idiomas mejorado por la tecnología.

1. INTRODUCTION

The importance of English in the current revolution is overwhelming. Most of the industries in this fourth industrial revolution era use English as an interactive medium (Mona & Yehia, 2017). In non-native countries, the teaching of English as a second language (ESL) or English as a foreign language (EFL) has changed in nature. Initially, learning English in schools is more towards the chalk-and-talk method of instruction (Mustafa, Nordin, & Embi, 2017) but it has since changed to cater to the technological world. Technology has not only made lives easier, but also promotes the educational benefits (Ghani & Daud, 2018; Hashim, 2018), such as providing a natural learning environment for learners (Azman, 2016; Azmi, 2017).

However, with the reformation of education towards a more technological education, ESL learners still find it difficult to learn the English language, especially in grammar. This is because, ESL learners find it to be complicated (Misbah, Mohamad, Yunus, & Ya'acob, 2017) and time-consuming (Yunus, Salehi, & Amini, 2016). One of the basic components in grammar is vocabulary, whereby it is important to know the correct words to be used in English in order to convey the proper meaning. Nevertheless, the time constraint and the complex structure inhibit the proper learning of the English language (Misbah et al., 2017). Plus, most lessons on grammar are made to cater to the traditional way of teaching, which is not favoured by ESL students (Chung, 2017). Due to that, changing the way of teaching from traditional to modern seems to be appropriate in teaching the ESL grammar (Azmi, 2017). ESL learners favour learning in a fun and relaxing atmosphere in which the gamified-learning method can grant those.

Gamification and 21st-Century Learning

Gamified-learning has become a hit among educators in this 21st century era (Liu, Holden, & Zheng, 2016; Tobar-Muñoz, Baldiris, & Fabregat, 2017). A game is well-known for its competitive nature played by one or more players. In the older days, games are created as a form of entertainment, but it has now became one of the educational tools (Hashim, M. Rafiq, & Yunus, 2019; Morschheuser, Riar, Hamari, & Maedche, 2017; Ruiz-Ariza, Casuso, Suarez-Manzano, & Martínez-López, 2018; Tobar-Muñoz et al., 2017; Tobar-Muñoz, Fabregat, & Baldiris, 2015). Online games condone to the digital learning era, whereby technology helps in creating a better impartment of knowledge (Hashim, 2018). Due to that, learning can be fostered through online games (Krystalli, Arvanitis, & Panagiotidis, 2014).

In previous studies related to gamified-learning, it can be seen that games promote second language learning, whereby learners are able to gain a better understanding of the language items (Li, Chen, Lafayette, & Lafayette, 2014; Liu et al., 2016; Silva, Roberto, & Teichrieb, 2015). Additionally, games also promote 21st-century skills. The skills in the 21st-century include communication, collaboration, critical thinking and problem solving (The Partnership For 21St Century Skills "P21," 2009). These skills are vital for each individual to possess as the world is moving towards the 21st-century workforce.

Gamified-learning are able to promote communicative skills because learners are bound to communicate with other players or learners in order to complete a task (Perry, 2015). Interaction with peers is one of the benefits of gamified-learning, which contributes to the 21st-century learning (Ruiz-Ariza et al., 2018; Thorne, Hellermann, Jones, & Lester, 2015). In relation to communication skill, learners who play in a team will also be able to work well with others, which is promoting the teamwork skill. Teamwork skill is also an important skill in the 21st-century learning, known as the collaboration skill (Perry, 2015). An individual, who possesses communication and collaboration skills are more valuable.

Other than that, the critical thinking and problem-solving skills are interrelated. In order to solve a problem, it is necessary to think critically of a solution before taking any actions. Through games, students are more critical in thinking, whereby they are made to be aware and alert of their surroundings in games (Tobar-Muñoz et al., 2015). Plus, they are more determined to find the best solution to complete the tasks in the game (Liu et al., 2016; Tobar-Muñoz et al., 2017). Hence, through gamified-learning, the students' 21st-century skills will be able to develop unconsciously. There are indeed many undeniable advantages of gamified-learning in an ESL classroom. Some of the advantages include motivating and amusing, improves self-esteem and ESL learning.

Motivating and Amusing

Motivation is an important force, which could arouse the interest of ESL students in learning the English language. When a learning environment is motivating and encouraging, students will participate actively in the lesson (Liu et al., 2016). Not only that, students prefer playing to learn compared to a dull lesson, so gamified-learning will be able to provide a fun learning environment for students (Ashok, Revathi, & Saminathan, 2013; Metom, Tom, & Joe, 2013). Students, who are interested to learn the subject matter will be able to pay more attention in the classroom (Tobar-Muñoz et al., 2015). Students are more engaged in the lesson because they are able to play something fun, while learning in a relaxed environment (Thorne et al., 2015).

Additionally, motivation in second language learning has been an important factor, which contributes to the success of language learning (Krashen, 1982). In the affective filter hypothesis proposed by Stephen Krashen, it was mentioned that the affective filter of students should be retained low to ensure that students will be able to learn the second language better. This is because, the affective filter which can be caused by anxiety, acts as a barrier which could inhibit the learning of second language (Krashen, 1982). Due to that, it is important to know the suitable method of teaching,

so that learning will be a smooth sailing process for second language learners. Anxiety can be reduced when students are having fun in learning, which can be promoted through gamified-learning (Ibrahim, 2016; Yousef & Hana, 2013). With a high motivation, the students' desire to learn a second language is higher and they are more positive towards learning it.

Improves Confidence and Self-esteem

Students' self-esteem and confidence are closely related to attitude and motivation, whereby their motivated self will have higher self-esteem. Self-esteem is important in ensuring the success of second language learning (Krashen, 1982). Due to the fact that learning a second language can somewhat be terrifying for some learners (Ghasemi, Jafari, & Izadpanah, 2017), it is crucial to ensure that students are able to feel at ease when learning it. One of the reasons for lack of confidence and low self-esteem in students is afraid of committing mistakes in front of their peers (Ghasemi et al., 2017; Wichadee & Pattanapichet, 2018). Fear of making mistakes will only cause learners to feel uneasy when learning ESL. Due to that, gamified-learning is a suitable tool to overcome these problems, as games are made to be anonymous and players can even hide their own identities or create a new identity in it (Wichadee & Pattanapichet, 2018). This will not only reduce the students' fear and low self-esteem, but it will also make them feel calm, which will contribute much to the success of second language learning.

Improves ESL Learning

Apart from motivation, gamified-learning is also said to be able to improve ESL learning. Students perform better in various areas of ESL, such as phonics (Limsukhawat, Kaewyoun, Wongwatkit, & Wongta, 2016) and grammar (Hashim et al., 2019) depending on the games used in lessons. This is due to the fact that students are able to monitor their own progress through games, which could help them curb the difficulties in learning the English language (Einterz & Moon, 2017; Stojkovic & Jerotijevic, 2011). Students learn better when they are more engaged in the lesson. Their performance improves as they are able to grasp the subject matter taught for the day (Limsukhawat et al., 2016; Liu et al., 2016). This shows that gamified-learning is a good learning tool, which could affect the achievement of students.

Other than improving the students' academic achievement, games are also said to be able to improve the students' behaviour in the classroom (Ghasemi et al., 2017). Students are more inclined towards gamified-learning, which causes them to be better-behaved and indulge themselves in the lesson (Homer, Hew, & Tan, 2018). Additionally, gamified-learning is an eye-opener for students as their attention span towards a lesson will be longer, due to the incorporation of games, which are undeniably fun and amusing (Ghavifekr & Rosdy, 2015). Online language games provide a wider scope of learning experiences, which can cater for independent learning among students. When students learn by themselves, they tend to remember better. Independent learning contributes to active learning, whereby students who are active learners tend to learn and grasp the lesson better (Morschheuser et al., 2017). Due to that, fostering independent learning in class will be a step ahead in helping the students to learn ESL. Hence, the development of technology, has made it easier to monitor the effectiveness of the teaching and learning session in schools. Thus, this paper aims to identify the perceptions of ESL learners towards using gamified-learning in improving their ESL grammar.

2. METHODOLOGY

The survey design was employed, whereby data were analysed quantitatively using frequency count. The participants of this study were chosen from a Malaysian suburban secondary school, whereby 30 students answered a questionnaire. The students had moderate to low level of proficiency in the English language. There were a total of ten items in this questionnaire, which were adapted from a study by Cheong, Filippou and Cheong (2014). A five-point Likert scale, ranging from 1 to 5, followed these items with strongly disagree, disagree, neutral, agree and strongly agree respectively.

3. RESULT AND DISCUSSION

The perceptions of students towards gamified-learning was investigated in this study. The results were plotted into Table 1. Based on Table 1, it can be seen that a majority of the students agreed and strongly agreed that online language games is fun, motivating and it helps in grammar learning. Additionally, online language games are also able to enhance the confidence of learners in learning English and improve their self-esteem. Based on the responses, it can also be said that learners experienced positive learning and they prefer learning through online language games. A majority of them also mentioned that they want their teachers to use online language games more in the classroom because they believed that online language games have many benefits and they love them.

Table 1. The perceptions of learners towards gamified-learning

#	ITEMS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	Online language game is fun	1	1	6	13	8
2	Online language game motivates me in learning the English language	0	1	7	16	6

3	It is easier to understand concepts in grammar with online language games	1	2	6	16	5
4	I am more confident in learning English with the help of online language games	2	2	8	12	6
5	Online language games improve my self-esteem	0	1	9	10	10
6	Online language games provide me with a positive learning experience	0	1	6	14	7
7	I prefer learning with online language games rather than the traditional method.	0	3	11	8	8
8	Teachers should use online language games more often in teaching the English language.	0	2	7	8	13
9	Online language games have many benefits	0	0	6	9	13
10	I love learning using online language games	0	1	9	12	6

Perceptions of students towards online language games

Based on the results, the students have positive perceptions towards online language games. The benefits of online language games contribute to the 21st-century learning environment, whereby it is deemed necessary for teachers to create a fun and positive learning environment, aside from successfully departing knowledge to students.

Fun and interesting

An online language game is a popular tool among youngsters and teenagers as they are used to surfing the Internet (Yunus, 2018). They also like to play games, so with the use of online language games, their interest can be aroused in learning the English language grammar. Games are a form of stress relief option which can be used in the classroom because of its relaxing and engaging nature (Tobar-Muñoz et al., 2015). When learners like the game, they are able to grasp knowledge in a more effective way (Koksal, Çekic, & Beyhan, 2014). The online language game is favoured by many because it is fun and amusing. The nature of games is to provide a fun experience for players. Due to that, employing games in the classroom shows that learners are able to have fun while learning.

Additionally, games are no longer an alienated tool for the younger generations as they grow up with technology (M. Rafiq & Hashim, 2018). Even without reading the rules and regulations, they are able to complete the game by the trial-and-error method. When a lesson is fun, there is a high possibility that the students will be more focused in the classroom. The most important element in learning is to ensure that learning is made fun and interesting. Classes which are fun will attract the students to pay more attention to the lesson (Singh & Harun, 2016)

Motivating and encouraging

There are various reasons that hinder learners from learning ESL grammar. One of them is due to demotivation. As it is well-known, grammar in ESL is difficult to learn and not to mention, it is boring. However, using online language games, it can be seen that many learners have a positive perspective towards ESL grammar. Using games, learners are more motivated and they managed to have fun while learning something difficult. Games increase motivation of learners, which makes it a valuable tool to be used in the classroom (Tobar-Muñoz et al., 2017). Apart from increasing motivation, it also increases learners' self-esteem in learning the English language. This is because, in second language acquisition, there is the theory of affective filter, whereby if the motivation is high, a learner will be more confident and have higher self-esteem in learning (Krashen, 1982).

Plus, games caused students to be engrossed and engaged in completing the tasks in the game. Gamified-learning undeniably reinforce the motivation of students, aside from fostering independent learning, whereby they are able to learn at their own pace (Hashim et al., 2019; Tan, Lee, Ganapathy, & Kasuma, 2019). The students are more motivated to complete the games, especially if there is a reward towards the end of the game. Due to being motivated, students will be able to learn better and they will independently master a subject matter in order to complete the game (Licorish, George, Owen, & Daniel, 2017). Not only that, when students are motivated, they will monitor their own learning (Einterz & Moon, 2017), which will bring benefits to them as an independent learner.

Improves learning experience

With the usage of technology, such as online language games, students feel excited and eager to learn at the same time. For them, as long as they are able to play, they will feel happier. Teachers who introduce games in the classroom would not have to worry about the students' learning achievement as gamified-learning improves the learning experience of students. Students are able to gain a better understanding of grammar concepts and the English language with the aid of gamified-learning (Hashim et al., 2019). With the aid of games, students' learning behaviour and their overall performance improved (Ghasemi et al., 2017; Homer et al., 2018). Additionally, students' performance in English language learning also improved as gamified-learning enhanced the vocabulary acquisition of learners because their interest is aroused and sustained throughout the learning sessions (Ghavifekr & Rosdy, 2015; Hashim et al., 2019).

Students will also condone to active learning (Morschheuser et al., 2017), whereby they take the initiative to understand the concepts of the English language through games. This active learning is also due to the fact that games are engaging and motivating, which contribute to the willingness to learn by themselves in order to win the

game (Poondej & Lerdpornkulrat, 2016). Online language games such as Kahoot! is a good game to test students' knowledge in a particular area of grammar. It helps build a better way of understanding something complicated (Hashim et al., 2019). One of the ways to help learners increase their vocabulary is by using games, which is a good strategy in the classroom (Perveen, Asif, Mehmood, Khan, & Iqbal, 2016). Thus, learning grammar should be done in a fun way to motivate ESL learners in achieving better results.

Improves students' self-esteem

Apart from that, gamified-learning is also able to improve the students' self-esteem and confidence. Students who learn through games will be able to gain more confidence in learning the English language. This is because, learning through games means that students can take their time to complete the game. In games, students do not need to put their real name, which brings the meaning that their identity is anonymous. With this, the low self-esteem students can participate at ease and they will not be afraid to make mistakes (Ghasemi et al., 2017). Most students lack of confidence in learning the English language because they are embarrassed if they make mistakes in front of their peers. However, with games, students' identities are not known, so they will be more confident in learning the English language (Wichadee & Pattanapichet, 2018). Low self-esteem and lack of confidence are some of the factors which inhibit the success in learning the English language. Hence, gamified-learning is one the best solutions to curb these problems in learning ESL grammar.

4. CONCLUSION

Overall, this paper aimed at looking into the perceptions of ESL learners towards gamified-learning in learning grammar. The interesting and amusing features of games have implanted positive views on ESL learners towards gamified-learning. However, it is not only vital to look into fun learning, but also to ensure that learning does take place, which will improve the learners' grammar as a whole. This paper implied that the teaching and learning of grammar can be improved with the aid of games, which teachers can take the initiative to explore the various types of games suited to the classroom context. Integrating the gamification element into books and lessons will surely capture the students' attention. Future studies can look into the different types of games which are suitable for each skill in the English language. With proper preparation and guidance, ESL learners will benefit massively using online language games. It is hoped that with the developing era of technology and gadgets, ESL learners will learn better and more effective to cater to the demands of the 21st-century world.

BIBLIOGRAPHIC REFERENCES

Ashok, M. L., Revathi, P. S., & Saminathan, P. B. (2013). Effectiveness of Language Games in Learning English Grammar. *Shanlax International Journal of Education*, *1*(3), 16–23.

Azman, H. (2016). Implementation and Challenges of English Language Education Reform in Malaysian Primary Schools. *3L: The Southeast Asian Journal of English Language Studies*, *22*(3), 65–78.

Azmi, N. (2017). The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges. *Journal of Educational and Social Research*, *7*(1), 111–118. https://doi.org/10.5901/jesr.2017.v7n1p111

Cheong, C., Filippou, J., & Cheong, F. (2014). Towards the gamification of learning: Investigating student perceptions of game elements. *Journal of Information Systems Education*, *25*(3), 233–244.

Chung, S. (2017). A Communicative Approach to Teaching Grammar: Theory and Practice. *The English Teacher*, *34*, 33–50.

Einterz, N., & Moon, R. (2017). The Gamification of Student Learning Outcomes. In *Teaching English Reflectivity with Technology* (pp. 136–150). Retrieved from https://members.iatefl.org/downloads/sigs/LTSIG_ebook.pdf#page=21

Ghani, M. T. A., & Daud, W. A. A. W. (2018). Adaptation of Addie Instructional Model in Developing Educational Website for Language. *Global Journal of Al-Thafaqaf*, *8*(2), 7–16. Retrieved from www.gjat.my

Ghasemi, M., Jafari, S., & Izadpanah, S. (2017). The Effect of Gamified Program Strategy on the Learners ' Motivation. *Journal of Applied Linguistics and Language Research*, *4*(8), 292–299.

Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IRJES)*, *1*(2), 175–191.

Hashim, H. (2018). Application of Technology in the Digital Era Education. *International Journal of Research in Counseling and Education*, *1*(2), 1–5. https://doi.org/10.24036/002za0002

Hashim, H., M. Rafiq, K. R., & Yunus, M. M. (2019). Improving ESL Learners' Grammar with Gamified-Learning. *Arab World English Journal*, (5), 41–50. https://doi.org/10.24093/awej/call5.4

Homer, R., Hew, K. F., & Tan, C. Y. (2018). Comparing digital badges-and-points with classroom token systems: Effects on elementary school ESL students' classroom behavior and English learning. *Journal of Educational Technology and Society*, *21*(1), 137–151.

Ibrahim, N. (2016). Games For Teaching Grammar To Young Learners, *2*(1).

Koksal, O., Çekic, A., & Beyhan, Ö. (2014). Views of Turkish efl students with regard to learning grammar with games. *International Journal on New Trends in Education and Their Implications*, *5*(1), 82–92.

Krashen, S. (1982). The Affective Filter Hypothesis. In *Principles and Practice in Second Language Acquisition* (pp. 30–32).

California: Pergamon Press Inc.

Krystalli, P., Arvanitis, P., & Panagiotidis, P. (2014). Evaluating Serious Games for Foreign Language Learning: An Online Grading and Visualization Tool. *International Journal for Cross-Disciplinary Subjects in Education*, *5*(1), 1564–1570. https://doi.org/10.20533/ijcdse.2042.6364.2014.0219

Li, S., Chen, Y., Lafayette, W., & Lafayette, W. (2014). A Pilot Study Exploring Augmented Reality to Increase Motivation of Chi- nese College Students Learning English. In *121st ASEE Annual Conference & Exposition*. Indianapolis.

Licorish, S. A., George, J. L., Owen, H. E., & Daniel, B. (2017). "Go kahoot!" Enriching classroom engagement, motivation and learning experience with games. In *Proceedings of the 25th International Conference on Computers in Education, ICCE 2017* (pp. 755–764).

Limsukhawat, S., Kaewyoun, S., Wongwatkit, C., & Wongta, J. (2016). A Development of Augmented Reality- supported Mobile Game Application based on Jolly Phonics Approach to Enhancing English Phonics Learning Performance of ESL Learners. In *Proceedings of the 24th International Conference on Computers in Education*. India: Asia-Pacific Society for Computers in Education.

Liu, Y., Holden, D., & Zheng, D. (2016). Analyzing students' Language Learning Experience in an Augmented Reality Mobile Game: An Exploration of an Emergent Learning Environment. *Procedia - Social and Behavioral Sciences*, *228*(June), 369–374. https://doi.org/10.1016/j.susc.2004.06.186

M. Rafiq, K. R., & Hashim, H. (2018). Augmented Reality Game (ARG), 21st century skills and ESL classroom. *Journal of Educational and Learning Studies*, *1*(1), 29–34. https://doi.org/10.32698/0232

Metom, L., Tom, A. A., & Joe, S. (2013). Mind Your Grammar! - Learning English Grammar the Fun Way. *Journal of Educational and Social Research*, *3*(7), 402–407. https://doi.org/10.5901/jesr.2013.v3n7p402

Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the Factors Contributing to Students' Difficulties in the English Language Learning. *Creative Education*, *8*, 1999–2008. https://doi.org/10.4236/ce.2017.813136

Mona, K. I., & Yehia, A. I. (2017). Communicative English language teaching in Egypt: Classroom practice and challenges. *Issues in Educational Research*, *27*(2), 285–313.

Morschheuser, B., Riar, M., Hamari, J., & Maedche, A. (2017). How games induce cooperation? A study on the relationship between game features and we-intentions in an augmented reality game. *Computers in Human Behavior*, *77*, 169–183. https://doi.org/10.1016/j.chb.2017.08.026

Mustafa, N., Nordin, N., & Embi, M. A. (2017). A Need Analysis for a Communicative English Mobile Learning Module for Healthcare Professionals. *International Journal on E-Learning and Higher Education*, *6*, 13–24.

Perry, B. (2015). Gamifying French Language Learning: A Case Study Examining a Quest-based, Augmented Reality Mobile Learning-tool. *Procedia - Social and Behavioral Sciences*, *174*, 2308–2315. https://doi.org/10.1016/j.sbspro.2015.01.892

Perveen, A., Asif, M., Mehmood, S., Khan, M. K., & Iqbal, Z. (2016). Efectiveness of Language Games in Second Language. *Science International (Lahore)*, *28*(1), 633–637.

Poondej, C., & Lerdpornkulrat, T. (2016). The development of gamified learning activities to increase student engagement in learning. *Australian Educational Computing*, *31*(2), 1–16.

Ruiz-Ariza, A., Casuso, R. A., Suarez-Manzano, S., & Martínez-López, E. J. (2018). Effect of augmented reality game Pokémon GO on cognitive performance and emotional intelligence in adolescent young. *Computers and Education*, *116*, 49–63. https://doi.org/10.1016/j.compedu.2017.09.002

Silva, M., Roberto, R., & Teichrieb, V. (2015). Evaluation of Augmented Reality Technology in the English Language Field, (Sbie), 577–586. https://doi.org/10.5753/cbie.sbie.2015.577

Singh, A. K. J., & Harun, R. N. S. R. (2016). Students' Experiences and Challenges of Learning English Grammar through Flipped Classroom and Gamification. In *Proceedings of the 1st English Education International Conference (EEIC)* (pp. 146–152).

Stojkovic, M. K., & Jerotijevic, D. M. (2011). Reasons for Using or Avoiding Games in an EFL Classroom. In *1st International Conference on Foreign Language Teaching and Applied Linguistics* (pp. 940–947).

Tan, D. A. L., Lee, B. C., Ganapathy, M., & Kasuma, S. A. A. (2019). Language Learning in the 21st Century: Malaysian ESL Students' Perceptions of Kahoot! *International Journal of Virtual and Personal Learning Environments*, *9*(2), 55–71. https://doi.org/10.4018/IJVPLE.2019070104

The Partnership For 21St Century Skills "P21." (2009). 21st Century Student Outcomes. https://doi.org/10.1016/S0006-291X(02)00578-8

Thorne, S. L., Hellermann, J., Jones, A., & Lester, D. (2015). Interactional practices and artifact orientation in mobile augmented reality game play. *PsychNology Journal*, *13*(2–3), 259–286.

Tobar-Muñoz, H., Baldiris, S., & Fabregat, R. (2017). Augmented Reality Game-Based Learning: Enriching Students' Experience During Reading Comprehension Activities. *Journal of Educational Computing Research*, *55*(7), 901–936. https://doi.org/10.1177/0735633116689789

Tobar-Muñoz, H., Fabregat, R., & Baldiris, S. (2015). Augmented Reality Game-Based Learning for Mathematics Skills Training in Inclusive Contexts. *Informática Educativa Comunicaciones*, *21*(June), 39–51.

Wichadee, S., & Pattanapichet, F. (2018). Enhancement of Performance and Motivation through Application of Digital Games. *Teaching English with Technology*, *18*(1), 77–92.

Yousef, T., & Hana, D. (2013). Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context. *International Review of Social Sciences and Humanities*, *4*(2), 159–180.

Yunus, M. M. (2018). Innovation in Education and Language Learning in 21st Century. *Journal of Sustainable Development Education and Research*, *2*(1), 33–34.

Yunus, M. M., Salehi, H., & Amini, M. (2016). Impact of Using CALL on Iranian EFL Learners' Vocabulary Knowledge. *English Language Teaching*, *9*(1), 173–187. https://doi.org/10.5539/elt.v9n1p173

Modern system of taxation of real estate objects

El moderno sistema de tributación de los bienes inmuebles

A. V. Osennyaya*
Kuban State Technological University - Russia
avosen2910@yandex.ru

B. A. Hahuk*
Kuban State Technological University - Russia
set@id-yug.com

D. A. Gura**
Kuban State Agrarian University - Russia
gda-kuban@mail.ru

N. I. Khusht*
Kuban State Technological University - Russia

E. Ch. Kuadze*
Kuban State Technological University - Russia

V. A. Shishkina*
Kuban State Technological University - Russia

ABSTRACT

Taxation has long been an integral part of the functioning of the state, and if earlier the so-called "taxes" were used exclusively for the ruling elite and the bureaucratic apparatus, today taxes, forming the state budget revenue item, are subsequently redistributed to support programs various spheres of society, be it medicine, education, science, etc. The article is devoted to the study of the modern system of taxation of real estate, in particular, the specific features of real estate as objects of taxation, the main types of property taxes, regulatory legal acts in the field of taxation, as well as the advantages and disadvantages of the tax structure of the Russian Federation.

Keywords: taxes, tax system, proportional system, real estate, the base rate

RESUMEN

Los impuestos han sido durante mucho tiempo una parte integral del funcionamiento del estado, y si antes los llamados «impuestos» se usaban exclusivamente para la élite gobernante y el aparato burocrático, hoy los impuestos, que forman la partida de ingresos del presupuesto estatal, se redistribuyen posteriormente a programas de apoyo en diversas esferas de la sociedad, ya sea medicina, educación, ciencia, etc. El artículo está dedicado al estudio del sistema moderno de tributación de bienes inmuebles, en particular, las características específicas de los bienes inmuebles como objetos impositivos, los principales tipos de impuestos a la propiedad, actos legales regulatorios en el campo de los impuestos, así como las ventajas y desventajas de la estructura tributaria de la Federación de Rusia.

Palabras clave: impuestos, sistema tributario, sistema proporcional, bienes inmuebles, tasa base

*Corresponding author. Kuban State Technological University, Department of Cadastre and Geoengineering, Krasnodar, 2 Moscovskaya Str.
**Kuban State Agrarian University, city Krasnodar, st. Kalinina, 13

1. Introduction.

Taxation as a means of generating the main income of the state is an integral part of the functioning of any country, and, speaking of a particular tax structure, the term "taxation system" is used, which is understood as a certain set of relations and relations arising between the state and citizens (taxpayers) in about the size of accrual and payment of taxes (Budagov et al, 2016). Due to the construction of the tax system, there is a further redistribution of withdrawn funds both for the needs and maintenance of the administrative apparatus and power structures, and for the development of the industrial and agricultural sectors, medicine, science, education, culture and other integral parts of a "normally" functioning state. Based on this, it becomes obvious that the well-being and stable development of the country will largely depend on the flexibility and rationality of building a tax system (Real Estate Taxation, 2011: Osennyaya et al, 2017).

2. Specific features of real estate and taxes related to them

From the theory of taxation, it is known that real estate taxes occupy a special place among taxes, as the most stable source of their revenue in the state budget. Researchers in the field of tax systems identify a number of specific features inherent in immovable objects, in particular (Romanova et al, 2017: Federal Land Cadastre Service of Russia Land (Real Estate), 2001: Woltier et al, 2015):

- immobility, that is, the impossibility of moving an object without harming its shape or structure (immobility, fixed location);

- preservation by an object of its natural - material form throughout its entire existence;

- the need to register material rights (use, possession, disposal) for such objects, as well as the registration of some of them with state cadastral records.

It is due to such "special" features of real estate that taxes associated with it are always characterized as:

- direct, that is, levied directly from income or, in this case, from the value of the property of the taxpayer;

- theoretically defined as real taxes;

- levied according to the proportional system, characterized by the presence of a constant fixed rate.

As the main taxes on real estate, possessing all of the above characteristics, in our country there are property tax on individuals, property tax on organizations and land tax (Osennyaya et al, 2012: Osennyaya et al, 2011).

3. Value of tax rates for components of real estate tax

Returning directly to the systems of taxation, it is worthwhile to note that as the legislative basis for their formation come out the tax and civil codes of the Russian Federation, and also other normatively – lawful reports of federal and regional levels, including the separate decision of the subjects of the Russian Federation. The Civil Code gives a general idea of real estate, its features, and also legislates a list of objects that can be attributed to it (Civil Code of the Russian Federation, 2010). The Tax Code of the Russian Federation acts as the main legal act on the construction of the tax structure, according to which the following basic tax rates are established for all previously listed types of real estate taxes (Tax Code of the Russian Federation, 2011):

- or property taxes of organizations-the base rate is set by the subjects of the Russian Federation and may not exceed 2% in respect of objects with cadastral value, and 2.2 % - in respect of other objects (article 380 of the tax code);

- for taxes on property of physical persons (article 406 of the tax code) - the base rate established by the constituent entities of the Russian Federation and cannot exceed 0.1 % (apartments, houses, unfinished construction sites, garages, Parking lots, etc.), 2% (objects determined in the tax code cadastral value exceeding 300 million rubles) and 0.5% (other subjects of taxation) ;

- or land tax (article 394 of the tax code) - the base rate is also set by the subjects of the Russian Federation and may not exceed 0.3 % (agricultural land, housing land, personal subsidiary, horticulture, horticulture, etc.) and 1.5% (another land) (Osennyaya et al, 2017: Osennyaya et al, 2016).

4. Dynamics of change of the amount of taxes on property (including real estate objects) entering the consolidated budget of the Russian federation

Property tax statistics are publicly available on the website of the Federal Tax Service of the Russian Federation. So, based on the information presented in the form of a report on the accrual and receipt of taxes, fees, insurance premiums and other obligatory payments to the budget system of the Russian Federation in form 1 - NM for the period from 2015 - 2019, table 1 is constructed.

Table 1.

Information on the composition and value of property tax accrued to the consolidated budget of the Russian Federation in the period from 2015 - 2019.

	For 2015 (as of 01/01/2016)	For the year 2016 (as of 01/01/2017)	For 2017 (as of 01/01/2018)	For the year 2018 (as of 01/01/2019)	For 2017 (as of 01/01/2018)
Corporate property tax	714 693 398	772 783 890	859,705,540	994 838 467	68 346 275
Share, %	65.0	65.0	66.7	68.7	75.3
Individual property tax:	31 949 092	47 886 590	56952491	69515270	180545
Share, %	2.9	4.0	4.4	4.8	0.2
Land tax	194 703 556	194 137 672	198 866 377	198 559 533	17 132 096
Share, %	17.7	16.3	15.4	13.7	18.9
Transport tax	156777842	173554921	172513538	182337565	4928223
Share, %	14.3	14.6	13.4	12.6	5.4
Gambling Tax	642509	846597	997820	1975878	151434
Share, %	0.1	0.1	0.1	0.1	0.2
Total (property taxes)	1098766397	1189209670	1289035766	1447226713	90738573

Based on table 1, a graph of the change in the value of the tax on property and its components in the period from 2015 to 2018 is built.

1 - Corporate property tax
2 - Personal property tax
3 - Land tax
4 - Transport tax
5 - Gambling tax

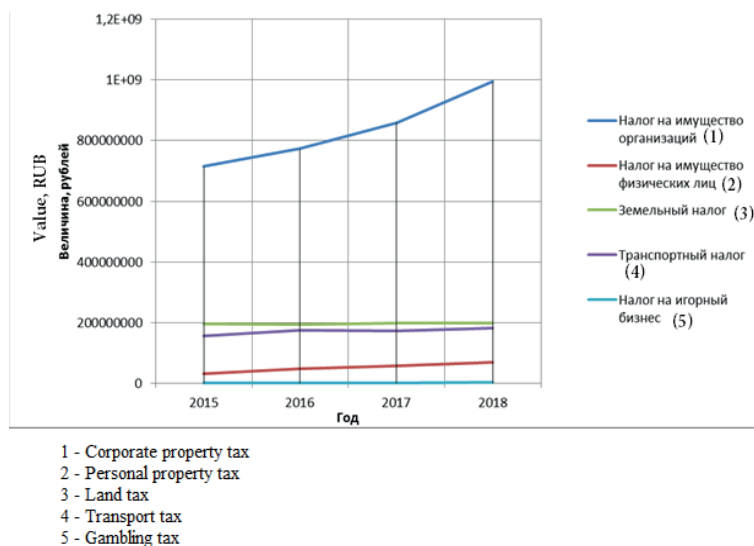Fig. 1. Based on table 1, a graph of the change in the value of the tax on property and its components in the period from 2015 to 2018 is built.

Based on Table 1 and Figure 1, an increase in the property tax and its components (corporate property tax, personal property tax, land tax, transport tax, and gambling tax) becomes evident - which indicates an increase in the tax burden on the population (Osennyaya et al, 2017).

5. Summary

It is obvious that the tax system of the Russian Federation (including real estate taxes) is not perfect, and has both many advantages and a number of disadvantages highlighted by various researchers and analysts in the field of tax sphere, and often what some experts consider the "plus" of taxation, is perceived by others as a significant "minus", and thus, certain contradictions arise.

As mentioned earlier, taxes in the Russian Federation are levied on the principle of proportionality and are based on a base rate. Proponents of the proportional system refer to the constant nature of rates, which facilitates their calculation, and the formation of equality of all citizens before the state, regardless of their standard of living and income. In particular, there are cases when many well-known representatives of other states preferred to obtain Russian citizenship and pay taxes in accordance with the proportional system of our country, since the progressive taxation operating in their states (Europe, etc.) imposed a more substantial tax burden on them than to other segments of the population (Osennyaya et al, 2011).

Opponents of the proportional system, on the contrary, argue that such a system, not taking into account the income level of each stratum of society, on the contrary, strengthens social stratification, charging "too much" from the poor and "too few" from the rich. The situation, in their opinion, is also aggravated by the fact that taxes in the Russian Federation are levied for the sole purpose of eliminating the state budget deficit. This leads to an increase in rates every year and an increase in the amount of unpaid taxes, the bankruptcy of certain organizations and attempts to circumvent the need to pay them illegally and due to loopholes in tax legislation. Manufacturers often resort to shifting the tax burden on buyers by increasing prices, which leads to the predominance of indirect taxes over direct taxes and the formation of inflated prices for certain types of products.

6. Conclusion.

The solution of problems associated with imperfections in the tax system can be carried out in various ways highlighted by individual experts, such as, for example, the formation of additional preferential conditions for the poor; reduction of tax rates to alleviate the tax burden of individual organizations, in particular small and medium-sized businesses, and social strata; the formation of a "transparent" and flexible tax structure (Osennyaya et al, 2017: Osennyaya et al, 2017: Osennyaya et al, 2016: Osennyaya et al, 2013).

Conflict of interests

The author confirms that the materials presented do not contain a conflict of interest.

BIBLIOGRAPHIC REFERENCES

Budagov, I.V., Khakhuk, B.A., Kushu, A.A. (2016). The evolution of research approaches to the assessment and taxation of real estate // Bulletin of the Adygea State University. Ser. Economics. 3(185), pp. 201–216.

Civil Code of the Russian Federation (2011). Consultant Plus URL: http://www.consultant.ru/document/cons_doc_LAW_19671.

Federal Land Cadastre Service of Russia Land (Real Estate), (2001). Mass Valuation Systems for Taxation Purposes in Europe. - Moscow: Federal Land Cadastre Service of Russia, 143 p.

Osennyaya, A.V., Budagov, I.V., Khakhuk, B.A. (2017). The taxation of real estate: the experience of foreign countries, Bulletin of the Adygea State University. Ser. Economics. 2(200), pp. 153-162.

Osennyaya, A.V., Budagov, I.V., Khakhuk. B.A. (2016). The evolution of research approaches to the assessment and taxation of real estate, Bulletin of the Adygea State University. Series 5: Economics. 3 (185). pp. 201–206.

Osennyaya, A.V., Budagov, I.V., Khakhuk. B.A. (2017). The ratio of cadastral and market values in urban areas, Economics of construction and urban economy. 13(4). pp. 303–313.

Osennyaya, A.V., Budagov, I.V., Kravchenko, E.V. Analysis of land rent taxation methods /// Bulletin of the Adygea State University. Ser. Economics. 2016. Issue (3,185) pp. 218-224.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A., Gura, D.A, Kolomytsev, A.A. (2013). Improving the institutional and economic mechanism of land valuation in modern conditions, Krasnodar.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A., Gura, D.A. (2011). The theoretical basis of the system of technical accounting and inventory of capital construction projects: a training manual. – Krasnodar.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A., Gura, D.A. (2012). Technical accounting and inventory of capital construction projects, Analysis of the current system of technical accounting and inventory of capital construction projects, Kuban State Technological University. Krasnodar, Part 1.

Osennyaya, A.V., Osennyaya, E.D., Khakhuk, B.A., Gura. D.A. (2011). Technical accounting and inventory of capital construction projects, Krasnodar, The theoretical basis of the system of technical accounting and inventory of capital construction projects: a training manual. – Krasnodar.

Osennyaya, A.V., Seredin, A.M., Budagov, I.V., Khakhuk, B.A, Anisimova, L.K, Kushu, A.A, Gura, D.A., Pastukhov, M.A. (2017). Cadastral valuation as a basis for real estate taxation, Krasnodar.

Osennyaya, A.V., Seredin, A.M., Budagov, I.V., Khakhuk, B.A., Anisimova, L.K. Kushu, A.A., Gura, D.A., Pastukhov, M.A. (2016). Cadastral valuation as a basis for real estate taxation, Research report No. 16-12-23016 of 05/27/2016 (RHF (Russian Humanitarian Scientific Foundation)).

Osennyaya, A.V., Seredin, A.M., Khakhuk, B.A., Gura, D.A., Anisimova, L.K. (2017). Formation of the Russian system of taxation of real estate in urban areas // Economics of construction and urban economy. 13(3). pp. 195–204.

Osennyaya, A.V., Zarovnaya, L.S., B.A. Khakhuk, A.A. Kushu, D.A. Gura. (2017). Classification of types of permitted use of real estate in urban areas, Modern Industrial and Civil Engineering, 13(4). pp. 189–196.

Real Estate Taxation (2011). Studme.org URL: https://studme.org/44623 (accessed: 11/08/18).

Romanova, T.A., Turov, D.I., Gora, D.A., Shevchenko, G.G. (2017). Review of foreign and domestic experience in maintaining a three-dimensional cadaster, Electronic Network Political Journal "Scientific Works of KubSTU". 4. pp. 297-308.

Tax Code of the Russian Federation (2011). ConsultantPlus URL: http://www.consultant.ru/document/cons_doc_LAW_19671/ (date of access: 11/08/18).

Woltier, J., Alexander, E., Ruth. M. (2015). Place-Based Evaluation for Integrated Land-Use Management. - Maryland: Routledge, 424 p.

The expectation of retirement as a psychological stress that affects the biological age in the person of the Russian Federation

La expectativa de jubilación como un estrés psicológico que afecta la edad biológica en las persona de la Federación de Rusa

Berezina T.N*
Moscow State University of Psychology and Education - Russia
Buzanov K.E**
Moscow State University of Psychology and Education - Russia
Zinatullina A. M.***
Moscow State University of Psychology and Education - Russia
Kalaeva A. A.****
Moscow State University of Psychology and Education - Russia
Melnik V. P.*****
Moscow State University of Psychology and Education - Russia

ABSTRACT

The method of age-related samples is used. Biological age is estimated using a formula including indicators of metabolism, cardiovascular, respiratory, equilibrium systems, and psychological health questionnaire data. The biological age, proper biological age, and relative aging index have been researched. Examinees were adults of 26 - 88 years old, divided into 9 age groups. We've founded two types of psychological stress affecting a person's biological age: stress caused by the expectation of retirement and stress on the retirement. Upon the results of the study, it's stated that in Russia the biological age of a person is associated with a calendar inverted U-shaped dependence. The peak of relative aging happens on the pre-retirement and post-retirement ages. In women, biological aging begins to intensify in the period of 51-60 years, in men in 46-50 years, in women it stops in the period of 66-70 years, and in men only after 71 years. The maximum of biological consenescence in women occurs immediately after retirement (56-60 years), and in men at the age of the expectation of retirement (56-60 years). Based on the achieved data, it can be concluded that psychological stress caused by the expectation of retirement exists, it's more severe in men than in women.

Keywords: Psychological stress, biological age, retirement, pension/retirement stress, pre-retirement stress.

RESUMEN

Se utiliza el método de muestras relacionadas con la edad. La edad biológica se estima utilizando una fórmula que incluye indicadores de metabolismo, cardiovasculares, respiratorios, sistemas de equilibrio y datos de cuestionarios de salud psicológica. Se ha investigado la edad biológica, la edad biológica adecuada y el índice de envejecimiento relativo. Los examinados eran adultos de 26 a 88 años, divididos en 9 grupos de edad. Hemos fundado dos tipos de estrés psicológico que afectan la edad biológica de una persona: el estrés causado por la expectativa de jubilación y el estrés en la jubilación. Sobre los resultados del estudio, se afirma que en Rusia la edad biológica de una persona está asociada con una dependencia de calendario en forma de U invertida. El pico del envejecimiento relativo ocurre en las edades previas y posteriores a la jubilación. En las mujeres, el envejecimiento biológico comienza a intensificarse en el período de 51-60 años, en los hombres en 46-50 años, en las mujeres se detiene en el período de 66-70 años, y en los hombres solo después de 71 años. El máximo de consenso biológico en las mujeres ocurre inmediatamente después de la jubilación (56-60 años) y en los hombres a la edad de la expectativa de jubilación (56-60 años). Con base en los datos obtenidos, se puede concluir que el estrés psicológico causado por la expectativa de jubilación existe, es más severo en los hombres que en las mujeres.

Palabras clave: estrés psicológico, edad biológica, jubilación, estrés de pensiones / jubilación, estrés previo a la jubilación.

*Doctor of Psychology, Professor, Department of Scientific Basis of Extreme Psychology, Faculty of Extreme Psychology, Moscow State University of Psychology and Education.
** Research Assistant, Department of Scientific Basis of Extreme Psychology, Faculty of Extreme Psychology, Moscow State University of Psychology and Education
*** Undergraduate, Department of Scientific Basis of Extreme Psychology, Faculty of Extreme Psychology, Moscow State University of Psychology and Education
**** Master of Psychology, Department of Scientific Basis of Extreme Psychology, Faculty of Extreme Psychology, Moscow State University of Psychology and Education
***** Graduate student, Department of Scientific Basis of Extreme Psychology, Faculty of Extreme Psychology, Moscow State University of Psychology and Education

INTRODUCTION

Biological age is an indicator that is determined by a combination of metabolic, structural, functional, regulatory features and adaptive capabilities of the body. Among peers by chronological age, there are usually significant differences in the rate of age-related changes. The discrepancy between chronological and biological age allows us to evaluate the intensity of aging and the functional capabilities of the individual in different periods of his life. The period of the life path, which includes the person's retirement and the expectation of this exit, is under the influence of strong psychological stressors that affect both the well-being of the person and the functioning of his body. However, the effect of stress on the expectation of retirement and subsequent release on a person's biological age remains poorly understood.

LITERATURE REVIEW

Retirement is the strongest stressor. As studies conducted in many countries show, retirement affects somatic and mental health and increases the likelihood of premature death. Many researchers have come to the conclusion that there is an increased risk of premature death after retirement, regardless of the country where the survey was conducted: Greece (Bamia et al., 2008), Germany (Brockmann et al., 2009); Sweden (Karlsson et al., 2007); United States (Tsai et al., 2005). Psychological factors also affect life expectancy in Russia (Berezina, 2017).

According to a study by A. Kuhn (Kuhn et al., 2010), in Austria, male blue-collar workers who retire one year ahead of schedule have a higher probability of dying compared to those who continue to work (by 13%). Moreover, with mandatory dismissal, the probability of premature death in men increases significantly, especially for men with high professional status (Haynes et al., 1978). However, among women, the mortality rate remains virtually unchanged, which is explained by the involvement of women in family affairs and the household, while men after retirement lose their role as the bread earner of the family not gaining a different status in return.

If we analyze specific diseases, then the effect of premature death is even higher, including from diseases of the cardiovascular system. This is all more important because the evaluation of the cardiovascular system is included in almost all methods of assessing biological age. A study of English older men (Morris et al., 1994) showed that mortality due to cardiovascular (and cancer) diseases is significantly higher among retired people, compared to those who continued to work (86%).

Many researches have been devoted to the health deterioration after retirement, with most authors showing that the health deterioration is observed in both men and women (Tretyakova & Khasanova, 2018). According to a representative post-retirement health survey (HRS) in the United States, the dismissal of workers after they reach retirement age leads to the increase of myocardial infarction by 2.48 percentage points and stroke by 2.43 p.p. (Gallo et al., 2006) These data were confirmed by another study, also conducted on the basis of HRS. Analysis of statistical data showed that for a 6-year period after retirement, difficulties in moving increase by 5–16%, and the overall incidence by 5–6%. The greatest negative effect is manifested among people who did not experience health problems before retirement: among them, difficulties in moving increase by 17–22%, and the general incidence by 6%. At the same time, with part-time employment after reaching retirement age, the incidence increases by only 4.2%, and difficulties in performing daily activities - 10% (Dave et al., 2008). Upon that, the psychological components of pension stress (for example, anxiety) affect not only the health, but also the effectiveness of the treatment of cardiovascular disorders (Chumakova et al., 2014). Age-related changes are also a stressor; a person's lifestyle changes with age, the daily routine, his social role changes, all of which can affect the indicators of biological age (Neupert et al., 2019; Asadi Bidmeshki & Taheri, 2018).

Biological age is an integral indicator of somatic and psychological health. There are a large number of methods for measuring biological age used in interdisciplinary research related to psychology: from classical methods for assessing telomerase activity and telomere length (Werner et al., 2019) to methods for evaluating age-related measurements of the brain, in this case clinically act as biomarkers significant neurological syndromes that appear at the end of life (Liem et al., 2017), there is even the concept of "brain age" (Rudolph et al., 2017). It is stated that human behavior, his daily routine, his attitude to life, his lifestyle influence his biological age, even determined at the chromosomal level (Boutari et al. 2017; Werner et al. 2019; Stellos et al., 2019; Farooq & Hussain, 2017; Kord et al., 2017). As known, telomeres and telomere-related proteins play an important role in cell aging, which is important for global health. A recent study by C Werner et al. showed that changes in the normal behavior of healthy people, in particular the inclusion of endurance training in the normal routine of the day, affect telomerase activity and telomere length (TL) (Werner et al., 2019).

MATERIALS AND METHODS

The aim of the study is to study the dynamics of biological age in the Russian Federation before and after retirement and its relationship with the dynamics of due biological and calendar ages.

To study the dynamics of biological age, the method of age samples was used. To assess the indicators of biological age, we used the following methods.

     1. Methodology "Determination of biological age according to V.P. Voitenko. " This technique consists of a questionnaire "Health self-esteem determination" and a formula for determining biological age (the formula includes indicators: blood pressure, breath holding after inhalation, static balancing, and body weight). An integral indicator is B - biological age.

     2. Methodology for determining the proper biological age for different age groups - PBA. The indicator characterizes

the average biological age for a specific age group currently in the Russian Federation. This indicator is considered the statistical norm of biological age for a given year of birth.

3. BA - PBA Index (biological age - proper biological age), this is an indicator of relative aging. Negative values indicate individual youth of a person, and positive values indicate individual aging relative to statistical norms.

These techniques (the methodology for determining biological age, proper biological age, individual aging index) are described in more detail in a manual published in Russian (Markina, 2001). These are the options for measuring biological age that we have chosen, because they are considered the most valid for diagnosing age-related changes precisely in the pre-retirement and post-retirement age, which we were most interested in.

4. Questionnaire. On the basis of which the sex and age of a person was determined.

5. Methods of mathematical statistics (Statistica 12 software package). To assess the influence of factors of gender and calendar age (age group) on indicators of biological age, we used the analysis of variance Anova. Factorial. To compare the groups with each other, we used the Fisher LSD test, which is part of the analysis of variance (Fisher LSD).

Subjects 1546 people were examined, of which 809 were women and 737 were men. More detailed age and gender composition is presented in table 1.

Gender	Age group	25-35	36-45	46-50	51-55	56-60	61-65	66-70	71-80	Above 81
women	Mean age	28,5	41,0	47,8	53,0	57,8	62,9	67,9	75,3	84,1
	p	97	80	60	44	98	126	118	150	36
men	Mean age	31,3	40,3	48,1	52,0	58,7	63,2	67,9	74,3	83,8
	p	132	66	111	41	50	97	122	92	26

Table 1. Age and gender composition of the sample.

The sample was formed on a territorial basis. Several territorial entities were surveyed (sites belonging to a particular medical or educational institution). The districts were taken in Moscow, Ufa, the Moscow region, the Republic of Bashkortostan, the Republic of North Ossetia. All adults from the age of 25 years and above related to this institution (a clinic, or a school) were examined. The sample obtained by sex and age characteristics is a representative of the general population of Russian residents (in accordance with the data of the Federal State Statistics Service).

RESULTS

We have researched the dynamics of biological age in adults using the method of age samples.

The results are presented in table 2.

Gender	Age group	25-35	36-45	46-50	51-55	56-60	61-65	66-70	71-80	Above 81
women	Average calendar age	28,5	41,0	47,8	53,0	57,8	62,9	67,9	75,3	84,1
	Average biol. age	33,6	38,1	42,7	47,4	53,3	55,8	56,8	57,6	60,3
	St. dev.	0,84	0,93	1,07	1,25	0,84	0,74	0,77	0,68	1,39
men	Average calendar age	31,3	40,3	48,1	52,0	58,7	63,2	67,9	74,3	83,8
	Average biol. age	37,4	43,3	51,0	55,4	60,1	62,3	66,0	66,0	66,2
	St. dev.	0,72	1,02	0,79	1,30	1,18	0,84	0,75	0,87	1,63

Table 2. Dynamics of biological age in men and women over the course of their life.

As follows from the table, the biological age naturally grows with increasing the calendar age of a person, this effect persists for both men and women. Moreover, in women, the biological age is below the calendar in all groups. In men, the biological age in most groups exceeds the calendar one, it becomes equal to the calendar age only at an older age, after 61 years, and subsequently decreases relative to the calendar age.

We performed a variance analysis of the effect of gender and age factors on the biological age and evaluated the effect of the interaction of factors. The influence of the gender and age factors was significant with $p < 0,000$, the interaction of factors exists at the level of a good trend: $F_{(8, 1528)} = 1.8093$, $p =, 07112$.

We also studied the dynamics of Proper Biological Age by groups. The results are presented in table 3.

Gender	Age group	25-35	36-45	46-50	51-55	56-60	61-65	66-70	71-80	Above 81
women	Average calendar age	28,5	41,0	47,8	53,0	57,8	62,9	67,9	75,3	84,1
	Av. Proper biol. age	33,8	41,1	45,1	48,1	51,3	54,2	57,2	61,4	66,9
	St. dev.	0,18	0,20	0,23	0,27	0,18	0,16	0,17	0,15	0,30
men	Average calendar age	31,3	40,3	48,1	52,0	58,7	63,2	67,9	74,3	83,8
	Av. Proper biol. age	38,5	44,3	48,8	51,3	55,5	58,3	61,1	64,9	70,5
	St. dev.	0,16	0,23	0,17	0,28	0,26	0,18	0,16	0,19	0,37

Table 3. The dynamics of the proper biological age in men and women throughout the life.

As follows from the table, indicators of proper biological age also naturally increase with increasing calendar age in both men and women. Proper biological age is a statistical norm, i.e. our average subjects should have such average bio-ages. We see that for young groups the proper biological age must exceed the calendar. In women, it must exceed the calendar up to 45 years, and then it becomes smaller than the calendar. In men, it must exceed the calendar to 50 years, and then it also becomes smaller than the calendar. These are the norms for our sample.

We performed a variance analysis of the influence of gender and age factors on the proper biological age and evaluated the effect of the interaction of factors. The influence of the factors of the carrion and age is significant with p <0,000, the interaction of factors is also significant: $F_{(8, 1528)} = 3.2661$, p =, 00107. The interaction of factors suggests that in men and women in different age groups, the patterns of dynamics of a proper biological age are different

Next, we looked at the dynamics of the relative aging BA- PBA index - our most informative indicator. It shows how old men or women are older than their statistical norm. The results in table 4.

	Age groups								
	25-35	36-45	46-50	51-55	56-60	61-65	66-70	71-80	Above 81
	1	2	3	4	5	6	7	8	9
women	-0,23[2,3,8,9]	-3,00[1,5,6,7]	-3,85[1,5,6,7]	-0,74[8,9]	2,03[2,3,7,8,9]	1,53[2,3,8,9]	-0,43[2,3,5,8,9]	-3,93[1,4,5,6,7,9]	-6,56[1,2,4,5,6,7,8]
men	-1,10[3,4,5,6,7]	-1,023[3,4,5,6,7]	2,20[1,2,9]	4,08[1,2,9]	4,63[1,2,8,9]	3,99[1,2,8,9]	3,87[1,2,8,9]	1,09[5,6,7,9]	-4,26[3,4,5,6,7,8]

1,2,3,4,5,6,7,8,9 - the differences are significant with the groups under these numbers to Fisher LSD with p <0.05.

Table 4. The dynamics of the relative aging index (BV - DBV) in men and women from different age groups. Analysis of variance also showed a significant effect of gender and calendar age on the dynamics of the relative aging index (p <0,000). The interaction of indicators is also significant: $F_{(8, 1528)} = 2.9485$, p =, 00283

The effect of age on the relative aging index is inverted U shaped with a peak in the middle of the scale. In women, consenescence begins to intensify sharply at the age of 51-55 years, reaches a maximum at the age of 56-60 years (at this age it becomes positive, that is, the biological age begins to exceed its statistical norm). This persists throughout the following age period: 61-65 years. And in subsequent years it decreases, starting from 66-70 years, the biological age falls below the proper biological age, i.e., women begin to grow old more slowly than the statistical norm. In men, an inverted U-shaped relationship is also observed between relative aging and the age group. Enhanced aging begins at the age of 46-50 years, already at this period, the biological age begins to exceed PBA. The maximum relative aging occurs at the age of 56-60 years, after which the index begins to decrease and becomes negative at the age of over 81 years.

DISCUSSIONS

The problem of retirement and its impact on human health is highly significant in connection with the ongoing pension reform in many countries and the postponement of the retirement age. In the twentieth and twenty-first centuries, many countries underwent pension reform, the essence of which is to increase the person's retirement age and expand his working period. In most countries, the retirement age is 65-67 years for both men and women.

The retirement age in Russia in 2019 is 55.5 years for women and 60.5 years for men. Until last year, that is, at the time when our subjects of retirement age lived and retired, it was 55 years old for women and 60 years for men. Now in

Russia there is a pension reform, according to which, men will retire at the age of 65, and women at 60.

According to the results of our study, we can argue that the phenomenon of pension stress, described for many countries, exists in Russia, and that pension stress affects the biological age of a person. Studies in Germany, Greece, the United States, Sweden, and other countries have previously shown the effects of retirement stress on the likelihood of premature death (Haynes et al., 1978)., On the occurrence of health problems (Tretyakova & Khasanova, 2018); retirement leads to an increase in diseases of the cardiovascular system (Morris et al., 1994.), a risk of myocardial infarction (Gallo et al., 2006), and deterioration of the musculoskeletal system (Dave et al., 2008). and other issues.

As our study showed, retirement stress exists in both men and women. For women, it manifests itself as an increase in biological age relatively due immediately after retirement, in the period 56-60 years. In this period, the relative aging index in women becomes positive (equal to +2.03 years) and it significantly exceeds that in very young and very elderly groups. High relative aging also persists between 61-65 years - an age that will become post-retirement after the completion of the pension reform.

In men, pension stress is even more pronounced than in women, it becomes almost maximum in the period 61-60 years (the relative aging index is positive and equal to + 3.99 years), and this index is significantly higher than the youngest and subsequent older age groups.

However, our study also showed that there is no less pronounced pre-retirement stress - stress from the expectation of retirement. In men, it has maximum level, it is even higher than retirement stress itself. In the period before men retire, the relative aging index is maximum and reaches +4.08 years, which is significantly higher than the youngest and oldest age groups. In women, pre-retention stress is less pronounced. The relative aging index is close to zero (-0.74) and is significantly different only from the oldest groups: the difference with the younger groups is only at the level of the trend.

In psychology, a lot of data has been collected suggesting that in many cases, the stress of anticipation is a stronger irritant than the stressful event itself. For example, this is shown for Russian cosmonauts, the stress of waiting for a flight (especially unrealized) affects health and life expectancy more than space flight itself (Berezina, Mansurov, 2017).

Perhaps in other countries, pre-retirement stress will not be so pronounced. Why is the expectation of retirement causing so much stress that affects the biological age of people near retirement age in Russia? First, the ongoing pension reform in Russia has caused a huge social resonance, incomparable with many other countries, including post-Soviet countries, for example, Kazakhstan (Zhumanova, 2018). This is due to mass discussions on the problem, with an increased representation of this topic in the media. In other words, the problem is presented in the mass consciousness of Russians, and it was shown that in Russia, sociocultural factors, especially those presented in the media, have a strong influence on the behavior and psychophysiology of age groups (Litvinova, 2014; Gutiérrez-Artacho & Olvera-Lobo, 2017). Secondly, it is an unexpectedness of a pension reform in Russia. In psychology, there is such a term as an attitude: if people know and expect that they will retire at the age of 55-60, and suddenly it turns out that they are not, then they are in a state of collapse of nervous processes, destruction of the attitude, which effects painfully on the adaptation of the Russian to the environment (Koteneva, Kobzarev, 2019) and negatively affects his mind and the body. This causes especially severe stress among people of pre-retirement age, since they are who expect the retirement very soon and the burden of the reform lays precisely on them. Thirdly, the attitude to the pension reform, it is negative for most Russians. Fourth, there is the likelihood of the cancelation of the pension reform, in Russia it began recently, unexpectedly, and public discontent has already led to a reduction in the retirement age for women from 63 to 60. All this leads to the fact that Russians worry about this problem, focus on it, especially at pre-retirement age, which leads to the occurrence of pre-retirement stress. There may be other psychological reasons of pre-retirement stress common for people from different countries, but this requires additional research.

It should be noted that in Russia there is an inverted U - shaped relationship between the calendar age and biological one. At a younger age (long before the retirement) for men and women, the biological age is lower than the calendar and statistical norms, that is, they are younger than they should be. At the pre-retirement and retirement ages, the sharp consenescence is observed among them, and then at later age, a few five years after retiring, their biological age decreases again, and they become younger than it is assumed by statistical norms and calendar age.

BIBLIOGRAPHIC REFERENCES

Asadi Bidmeshki, Gh., & Taheri, F. (2018). Investigating the Effect of Emotional Intelligence on Job Performance (Case Study: Employees of Islamic Azad University, Qaemshahr Branch) . *UCT Journal of Management and Accounting Studies, 6*(1), 7-12.

Bamia, C., Trichopoulou, A., Trichopoulos, D. (2008). Age at retirement and mortality in a general population sample: the Greek EPIC study // American Journal of Epidemiology, 167(5), 561–569.

Berezina, T.I. (2017). Individual life expectancy as a psychogenetic feature // Voprosy Psikhologii, 2, 79-88. (In rus).

Berezina, T.N., Mansurov, E.I. (2015). Influence of stress factors on life expectancy of cosmonauts // Voprosy Psikhologii, 3, 73-83. (In rus).

Boutari, C., Mantzoros, C.S. (2017). Decreasing Lean Body Mass with Age: Challenges and Opportunities for Novel Therapies *// Endocrinology and Metabolism*, 32(4), 422 http://dx.doi.org/10.3803/EnM.2017.32.4.422.

Brockmann, H., Muller, R., Helmert, U. (2009). Time to retire – Time to die? A prospective cohort study of the effects of early retirement on long-term survival // Social Science & Medicine, 69, 160–164.

Chumakova, E.A., Gaponova, N.I., Berezina, T.N. (2014). Afobazole effectiveness in the complex treatment of patients with arterial hypertension// Russian Journal of Cardiology, 19(2), 89-95. (in rus).

Dave, D., Rashad, R.I., Spasojevic, J. (2008). The effects of retirement on physical and mental health outcomes // Southern Economic Journal, 75, 761–782.

Farooq, M. A., & Hussain, M. (2017). A Brief Survey of Muslim Education in Pre-Colonial India (1206-1857) . *UCT Journal of Social Sciences and Humanities Research, 5*(2), 13-17.

Gallo, W.T., Teng, H.M., Falba, T.A., Kasl, S.V., Krumholz H.M., Bradley E.H. The impact of late career job loss on myocardial infarction and stroke: a 10 year follow up using the health and retirement survey // Occup Environ Med, 63, 683–687.

Gutiérrez-Artacho, J., & Olvera-Lobo, M. (2017). Web Localization of Spanish SMEs: The Case of Study in Chemical Sector. *Journal of Information Systems Engineering & Management, 2*(3), 15. https://doi.org/10.20897/jisem.201715

Haynes, S.G., McMichael, A.J., Tyroler, H.A. (1978). Survival after early and normal retirement // Journal of Gerontology, 33, 269–278.

Karlsson, N.E., Carstensen, J.M., Gjesdal, S., Alexanderson, K.A. (2007). Mortality in relation to disability pension: findings from a 12-year prospective population-based cohort study in Sweden // Scandinavian Journal of Public Health, 35, 341–347.

Kord, H., Noushiravani, Y., Bahadori, M. D., & Jahantigh, M. (2017). Review and Analysis of Telework Perspective in the Administrative Systems. *Dutch Journal of Finance and Management, 1*(2), 44. https://doi.org/10.29333/djfm/5820

Koteneva, A.V., Kobzarev, S.A. (2019). Features of the value-semantic sphere of rescuers with different levels of professional socio-psychological adaptation. Sotsial'naia psikhologiia i obshchestvo [Social Psychology and Society], 10(1), 35–52. doi:10.17759/sps.2019100103. (in rus).

Kuhn, A., Wuellrich, J.P., Zweimuller, J. Fatal attraction? Access to early retirement and mortality. IZA Discussion Paper 5160. Institute for the Study of Labor, Bonn, Germany. 2010.

Liem F., Varoquaux G., Kynast J., Beyer F., Kharabian Masouleh S., Huntenburg JM, et al. (2017). Predicting brain-age from multimodal imaging data captures cognitive impairment . Neuroimage 148, 179–188. 10.1016/j.neuroimage.2016.11.005 [PubMed] [CrossRef] [Google Scholar]

Litvinova A.V. (2014). Sociocultural determinants of subculture orientation in adolescents// Psychological Science and Education psyedu.ru, 6(1), 37–46. doi:10.17759/psyedu.2014060106 (in rus)

Markina L.D. (2001). Determination of the biological age of a person by V.P. Voitenko method. Vladivostok, (in rus) // http://window.edu.ru/resource/700/61700/files/phsihology016.pdf (access date 16.08.2019).

Morris J.K., Cook D.G., Shaper A.G. (1994). Loss of employment and mortality // British Medical Journal, 308, 1135–1139.

Neupert S.D, Neubauer A. B, Scott S.B., Hyun J., Sliwinski M., J. (2019). Back to the Future: Examining Age Differences in Processes Before Stressor Exposure // *The Journals of Gerontology: Series B* , 74(1), 1–6,https://doi.org/10.1093/geronb/gby074

Rudolph MD, Miranda-Domínguez O., Cohen AO, Breiner K., Steinberg L., Bonnie RJ, et al. (2017). At risk of being risky: the relationship between "brain age" under emotional states and risk preference . Dev. Cogn. Neurosci. 24 , 93–106. 10.1016/j.dcn.2017.01.010 [PMC free article] [PubMed] [CrossRef] [Google Scholar]

Stellos K., Spyridopoulos I. (2019). Exercise, telomerase activity, and cardiovascular disease prevention // *European Heart Journal*, 40(1), 47–49,https://doi.org/10.1093/eurheartj/ehy707.

Tretyakova E.A., Khasanova R.R. (2018). Influence of Retirement on State of Health of Seniors: Review of Foreign Studies. Vestnik NSUEM, 1, 168-185. (In Russ.).

Tsai S.P., Wendt J.K., Donnelly R.P., Geert de Jong, Farah S.A. Age at Retirement and Long Term Survival of an Industrial Population: Prospective Cohort Study // British Medical Journal. 2005

Werner C.M, Hecksteden ., Morsch ., Zundler J, Wegmann M., Kratzsch J., Thiery J., Hohl M. , Thomas Bittenbring J.T., Neumann F., Böhm M., Meyer T., Laufs U.   (2018). Differential effects of endurance, interval, and resistance training on telomerase activity and telomere length in a randomized, controlled study. / European Heart Journal, Volume 40, Issue 1, 01 January 2019, P. 34–46,https://doi.org/10.1093/eurheartj/ehy585 *DOI:* 10.1093/eurheartj/ehy585.

Zhumanova B. (2018). Old people have a place. // Esquire Electronic Journal. April 19, (in rus) / https://esquire.kz/starikam-tut-mesto.

Social media, sexual harassment and rape discourse in Nigeria: an exploratory study

Redes sociales, acoso sexual y discurso de violación en Nigeria: un estudio exploratorio

Ayodeji Awobamise, O[*]
Kampala International University - Uganda
ayodeji.awobamise@gmail.com

Yosra Jarrar[*]
American University in Dubai - United Arab Emirates
yjarrar@aud.edu

Sheila Nnauuife[*]
Girne American University - Cyprus
sheila.ogy@gmail.com

ABSTRACT

According to the findings of this study, Instagram users generally sympathize with rape victims, but are more likely to victim-blame when the victim is older than 18 and when the alleged rapist is a popular person or celebrity. The findings also show that social media have helped facilitate rape discourse in Nigeria, by providing a platform where survivors can share their story and create awareness about the problem of sexual abuse.

Keywords: Social media, Rape discourse, sexual harassment, #metoo

RESUMEN

Según los hallazgos de este estudio, los usuarios de Instagram generalmente simpatizan con las víctimas de violación, pero tienen más probabilidades de culpar a la víctima cuando la víctima es mayor de 18 años y cuando el presunto violador es una persona popular o una celebridad. Los resultados también muestran que las redes sociales han ayudado a facilitar el discurso de violación en Nigeria, al proporcionar una plataforma donde las sobrevivientes pueden compartir su historia y crear conciencia sobre el problema del abuso sexual.

Palabras clave: redes sociales, discurso de violación, acoso sexual, #metoo

INTRODUCTION

Since the emergence of social media platforms, they have been used in raising awareness and mobilizing for social causes around the world (Nwabueze & Oduah, 2014). Several cases of such social media use abound: the Egyptian revolution that ousted Hosni Mubarak from power in 2010, the occupy Nigeria protest that took place in Lagos, Abuja and other parts of the country in January 2012 following the announcement by federal government that fuel subsidy had been removed are all cases in point where social media were used as means of creating awareness and securing public mobilization for an action. In another development, social media cannot be perfectly adjudged as completely good for societal development given that they sometimes serve as means of inciting violence and perpetrating some negative behaviors especially among the youths. The Cynthia Onukogu incidence of 2012 is a case in point where social media were used as a means of perpetrating crime punishable by law in Nigeria (Agaba, 2013). Whether we accept it or not, social media are powerful socialization agents that may rely on simplification, distortions of realities, dramatic symbols and stereotypes to communicate messages from which consumers learn and model many of their behaviors (Potter, 2001; Sparks, 2002; Armakan, 2017).

Undoubtedly, the proliferation of social networking sites in the 21st century has changed the way media content is produced and distributed. Not only had the medium encouraged users to get full control of posting material without care of copyright laws of infringement or libel/obscenity regulations, it had also equipped individuals with the freedom and ability to create and distribute sexual contents (Boyd, 2007; Sohrabi, 2017), featuring either themselves or others. Not only is gate-keeping in standby mode in this arena, but traditional media facilitate the spread of this content, and in ceratin cases help reinforce a rape culture within society (Armstrong & Mahone, 2016; Hasani Hossienabadi, 2016).

Although there are many ways to define sexual assault, it is ultimately society's attitudes and attributions that determine how it is labeled (Burt, 1980). This is to say that the meaning of sexual assault or rape is relative from one country or society to another. This accounts for the differences in the views of experts on the concept.

However, cases of rape or rape related offence incidences abound in Nigeria and one of the most tear eliciting factor about such cases is that most of these incidences are perpetrated by the people who are expected to protect the rights and lives of the violated person or persons. According to Amnesty International, police forces in Nigeria are reported to have perpetrated acts of rape and other sexual abuse against women in different places and locations usually while carrying out their duty of protecting the lives of the people (Amnesty international, 2014). Some of these acts occur in public, or while some women are transferred to police stations, or while they visit male detainees in police custody; and sometimes police used sexual violence in order to extract confessions and other information.

With no way to run and with no one to speak to, rape victims and their supporters are now turning to social media to tell their stories, share their experiences and call out their victimizers. This study therefore seeks to find out why victims of rape and sexual assault choose to share their stories online, the feedback they get and the role social media play in bringing attention to the prevalence of sexual harassment in Nigeria.

The purpose of this qualitative study is to understand why people share their experiences online, what they hope to achieve, the responses they get from their online audiences and finally how social media can help in expanding the discourse on rape prevention in Nigeria.

LITERATURE REVIEW

RAPE: A MYTH OR REALITY IN NIGERIA

A study of polytechnic students in Ibadan revealed that 1.7 percent of 2.5% of males and 1.1% of females) had raped and 2.7% (5.3% of males and 0.9% of females) had attempted rape in their lifetime (Olaleye & Ajuwon, 2012).

Out of a sample of 295 female students from Ebonyi State University Abakaliki, Southeast Nigeria, 36.7% had experienced sexual harassment/victimization at least once on campus. Of this, 32.4% had been raped which is 10.8% of the sample (Emma-Echiegu, Ogbonnaya, & Ogbonnaya, 2013). Similarly, a study comparing the sexual practices of 12- to 19-year-old students with and without mild/moderate intellectual disabilities from schools across Oyo State, Nigeria revealed that 68.3% of the intellectually disabled females reported a history of rape victimization compared to 2.9% of the non-disabled females (Aderemi, Pillay, & Esterhuizen, 2013).

More revealing is the finding from a study conducted in Ile-Ife between 2007-2011 which analyzed hospital records of 76 sexual assault victims and demonstrated that the majority (76.1%) of the victims that sought help at a hospital did so within 24 hours of their sexual assault (Badejoko, et al., 2014). According to studies conducted by the CLEEN Foundation (2013), only about 28% of rape cases are reported to the relevant authorities and that about 1 in 3 Nigerians personally know a rape victim. The implication is that the vast majority of rape incidents go unreported. However, this study is premised on the belief that there is an uptick in the number of rape survivors sharing their stories via social media and it is against this backdrop that the study seeks to understand if social media are challenging the prevalent understanding of rape and encouraging anti-rape discourse in the Nigerian society.

RAPE COVERAGE AND THE RE-VICTIMIZATION OF VICTIMS

There is ample empirical evidence to support the fact that media influence audiences' response to and perception of certain events or issues. Studies by Ardovini-Brooker and Caringella-MacDonald, Reynolds and Kenyon and Marjoribanks all focus on how media have the capacity to influence audience perception of certain issues and thus advocated for responsible

journalism when reporting news (Ardovini-Brooker & Caringella-MacDonald, 2002; Reynolds, 2002; Kenyon & Marjoribanks, 2008; Varela et al., 2017). These studies mainly examined rape coverage from a framing perspective and considered the media as a tool that can be used to advocate for social and behavioral change when wielded properly.

While considering how mainstream media cover rape cases and related incidence in Nigeria, Nwabueze and Oduah, revealed that the media re-victimize rape victims in their coverage. The study which adopted the content analysis research method concluded that the nature of newspapers coverage of rape incidences in the country leaves the victims re-victimized in the social realm after suffering from psychological traumas and physical pains and assaults (Nwabueze & Oduah, 2014). The reason for this was blamed on the position of the law which places high onus on the rape victim to provide concrete evidence of forceful penetration before a court of law. The contemporary African society in this way suffers from the culture of rape which had placed every victim far away from taking her case to the police for appropriate sanction to be taken. All these and many more function as "cautionary tales" that act to fuel doubts and disbelief about women's narratives generally and prevent women from speaking out about their experiences of violence when molested (Larcombe, 2002).

The stigmatization of the rape victims also account for more reasons why rape incidences are mostly silenced by victims and their family members who consider the impact of such reports on their daughter and family reputation. The primary debates in relation to media and sexual abuse center on questions of moral panic and debates about the ways in which the act is or is not misrepresented and the causes of that misrepresentation. As some authors argue that feminists and survivor-activists have contributed to a "witch-hunt" atmosphere, others are of the opinion that this agenda has been appropriated and depoliticized by media sources that have displaced the critique of power within the family onto the figure of the stranger pedophile (Furedi, 2013; Jewkes & Wykes, 2012).

Often times, re-victimization of victims of rape or sexual assault often comes in the form of victim blaming. Victim blaming according to Eigenberg and Garland refers to the tendency to hold the victims of sexual abuse or assault responsible for the assault (Eigenberg & Garland, 2008). Victim blaming while present in practically every crime – people can be blamed for not locking their house doors when they get robbed- but is more rampant when evaluating or judging sexual assaults (Bieneck & Krahe, 2010). Why victims are blamed for assaults against them requires more research as there is no consensus on the predictors of victim blaming (Grubb & Turner, 2012). Studies on victim blaming agree on the fact that victims of acquaintance rape are more likely to be blamed than victims of stranger rape (Bieneck & Krahe, 2011; Suarez & Gadalla, 2010; Moor, 2010). With regards to the role the media play in victim blaming, studies have shown that the portrayal by the media can in fact influence audience perception and affect how they react to events around them. Studies by Gilens showed that media portrayal of blacks as "poor Americans" further reinforces stereotypical perceptions concerning black Americans, even when such portrayals are not accurate (Gilens, 1996). Same thing applies to victim blaming, Anastasio and Costa in their study on victim blaming found that failure to personalize the victim of a crime might communicate that the victim does not deserve attention or is someone at fault (Anastasio & Costa, 2004).

This study, while not directly focused on the role of the media in victim blaming or the re-victimization of the victims, seeks to understand how the new media (specifically, social media) can help in controlling or mediating the national discourse around rape and sexual assault in Nigeria.

NEW MEDIA AND RAPE DISCOURSE

Literature had revealed that several media scholars have affirmed that the advent of social media in the 21st century had changed the nature of life of virtually every facet of the society (Nwabueze and Ikegbunam, 2016) as people now shift their activities online given the enamors advantage of that (Agba, 2001). Moroever, the changing nature of sexual violence due to the rise of online technologies is an emerging area of scholarship. Debates center on whether Internet culture is particularly misogynist or reflects, and makes more visible, the high levels of sexual abuse and violence confronted by women and girls more broadly (Yamawaki, Darby & Queiroz, 2007). Social media platforms have been believed to control enormous power and instrument of social change in the society. Cottle supports this assertion in his study on the media and Arab uprising of 2011, the findings of his study showed that social media indeed played a significant role in rallying people together and was very instrumental in the success of the revolution across the Arab world during this period (Cottle, 2011). Based on these studies, the researchers therefore posit that social media can be used to champion strong public agitation against rape incidences in Nigeria. In all these things, the social media have a better advantage in that the victim can comfortably disseminate her experiences online without exposing her identity. Doing this may not help the security agencies to get the perpetrator of the act but it may help others who had not had such experiences to relate to and/or avoid similar experiences. How well social media have been used in curbing or increasing the rate of rape in Nigeria is the gap this study is set to fill. If it has been that the mainstream media had encouraged it through re-victimization as argued by Nwabueze and Oduah, can the social media play some significant role in managing the ugly situation? This cannot be ascertained without an empirical study of this nature conducted in this part of the world (Nwabueze & Oduah, 2014).

The #metoo movement that kicked off in 2017 with a single tweet from Alyssa Milano- a Hollywood actress- who asked that anyone that had been sexually assaulted or harassed should respond with "me too"- is perhaps the best example of social media encouraging national and international discourse on rape culture. That single tweet by Milano started perhaps the greatest social justice movement of post 2010. The #metoo movement is notable for the fact that it brought to the forefront an issue that has been discussed well, but discussed in hush tones. Victims prior to the #metoo era often times did not tell their stories, perpetrators of rape crimes seemed almost untouchable. The

#metoo movement also helped birth the #Believeher movement which sought to make it easier for women to report rape and encouraged the public to believe women when they make a complaint. Since 2017, some of the most powerful men in Hollywood have been called out and some of them were prosecuted. Most of the identified perpetrators lost their positions and were shamed out of the limelight.

OBJECTIVES OF STUDY

This study seeks to find out the following:

1. Why rape victims choose to share their stories online and the feedback they receive on and offline.

2. The response of social media users to reports on rape

3. How social media have impacted the national discourse about rape in Nigeria.

THE METHOD OF STUDY

This study adopts a mixed research method. It examines available social media content on rape and how the online community reacts to incidences of rape. To achieve the research objectives, this study has made use of Twitter data mapping, content analysis and in-depth interviews.

To carry out Twitter data mapping, the researchers made use of NodeXL basic which allowed us to collect Twitter data, see the connections between Twitter users and their interactions on certain issues. Since this study focused on the conversations surrounding rape and sexual harassment, the following hashtags/keywords were used as our search criteria:

1. Rape in Nigeria

2. #Arewametoo

3. Consent in Nigeria

4. Sexual violence

5. Sexual harassment in Nigeria

The reason for using these search terms was because the researchers wanted only tweets relating specifically to Nigeria and that is why the more popular #metoo was not used, because it was difficult to streamline down to Nigeria. After collecting this data, the software presented it in a graph. The graph shows how twitter users interacted on the subject matter at a specific period and it also shows who the major influencers on this issue were as at the time of collecting data. Because of space, the researchers opted to only show the graph showing the highest number of interactions over a period of one month on the two top search terms.

To find out the response of Nigerians to incidences of rape, content analysis of the comments sections of rape reports on Instagram were analyzed. The most popular news blogs on Instagram (Nigeria) are; Instablog9ja, Yabaleft and Naijainfo. Therefore, the researchers chose a period of 1 year (June 2018-May 2019) and collected all news that is related to rape or sexual harassment from these blogs. During the period under review, a total of 243 posts related to rape or sexual harassment were shared on these pages and a total of 311,234 thousand comments were posted in response to these posts. These comments were analyzed to find out the response and general attitude of Nigerians to reports of rape against women and girls. The table below shows the coding of the comments based on the identified themes in the analyzed comments:

Primary Theme	Sub-theme
Rationalizing the act of rape	Indecent dressing, going out at night, going out without a male escort, talking rudely, going clubbing alone, going to a guy's house, sleeping over at a guy's house, flirting with a guy, not locking your doors at night, living alone.
Indifference to the act of rape	We have more pressing issues to discuss, can we hear from the second party, facts only
Support for rape	Husband cannot rape his wife, a guy playfully touching you is not rape, rape is bad, but,
Against rape	Rapist should be killed, rapists should be castrated, only in Nigeria, why women do not speak up
Calling for authorities to step in	Nigerian police force should look into this, laws need to be passed that punishes rape severely

The table above was developed from the 311,234 rape related comments on Instagram and then they were categorized into 4 broad themes- Rationalization, indifference, support and call for help. These themes were looked out for throughout the comments and the frequency of their occurrence was noted down and presented in order to be able to ascertain the general sentiments of Nigerians on social media to reports of rape. The comments were curated using the 4kstogram application which allows users collect pictures and comments using hashtags.

Out of the 243 posts related to rape or sexual harassment, 52 were against children rape (below the age of 18) while the remaining ones were against university students and adults. In 185 out of the 243 identified cases; the perpetrators were identified while they were not in the remaining cases. The table below shows the breakdown.

Item	Frequency	No of comments
Reported rape against children	52	125,235
Reported rape or sexual assault against adults (and university students)	191	185,999
Rape cases where the perpetrators were identified	185	202,003
Rape cases where the perpetrators were not identified	58	109,231

Finally, in-depth interviews were conducted with victims of rape to find out how social media have impacted their lives and whether social media make it easier to come forward or more difficult. Also the researchers sort to find out how telling their stories on social media has helped them heal or move on from the trauma. The sampling strategy adopted was the snowball sampling method. Getting victims of sexual assault to come forward is challenging and hence the reason for adopting the snowball approach. The interviews were conducted through WhatsApp, the questions were sent to the first respondent (referred to as Champ 1) who responded to each of the questions via WhatsApp voice notes. Champ 1 also referred the researchers to other survivors of rape who agreed to be interviewed through WhatsApp messaging (mostly voice notes). The interviews were transcribed and then analyzed. 17 rape survivors were interviewed.

PRESENTATION OF DATA AND ANALYSIS

To achieve these objectives, the researchers opted to make use of Social Networking Analysis (SNA). SNA is becoming a popular means of accessing and analyzing online sentiments and identifying influencers that push the conversation on certain issues. There are numerous tools used to analyze social networks, but for this study, the researchers have made use of NodeXL basic. This tool allows users to collect Twitter and Facebook data and present this data in a graph form (directed, undirected and mixed) to allow for easy understanding of the magnitude of the interactions taking place concerning certain issues and also identify the key players and influencers in pushing or directing the discourse.

Twitter data was analyzed because Twitter is one of the most popular social networks in Nigeria and it is by far the most popular for mobilizing people to take action and to discuss important issues in Nigeria.

Sharing and the feedback: why share and how does the family respond?

To ascertain whether or not rape incidents are being shared online (Twitter) and the frequency of such stories, a deep search of Twitter using NodeXL was carried out. This search involved making use of the following keywords or hashtags; 'rape in Nigeria', 'consent in Nigeria', '#Arewametoo', 'sexual harassment in Nigeria' and 'Sexual violence'. The results showed that while a lot of discussions were being had on social media, not a lot of people were discussing their experiences online. Majority of the discussions were being pushed by other people or groups.

Created with NodeXL Basic (http://nodexl.codeplex.com) from the Social Media Research Foundation (http://www.smrfoundation.org)
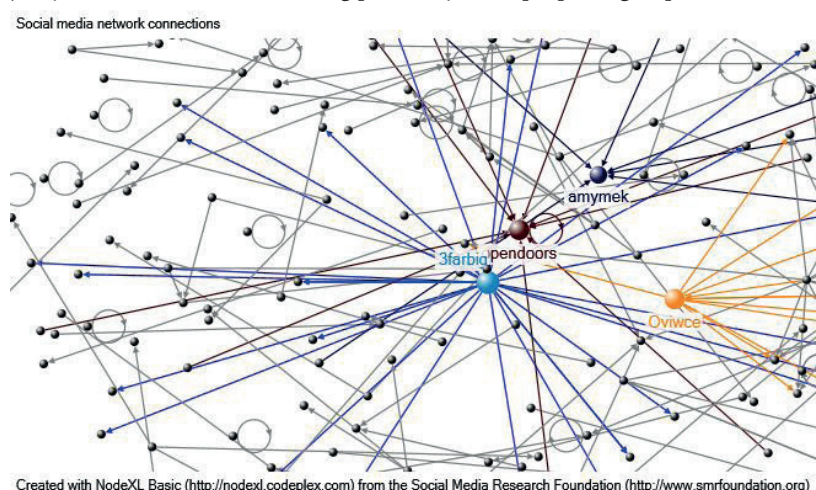
Fig 1: Rape in Nigeria

Figure 1 above shows sparse discussions with the key words 'rape in Nigeria' included. The researchers opted to make use of 'rape in Nigeria' as against using just 'rape' to get tweets from or related to Nigeria. The figure above shows that there are 4 major influencers – people that get a lot of retweets or a lot of followers on Twitter. The influencers are Opendoors, amymek, amymek and oviwce. On closer inspection of these users, it was found out that only Oviwce is actually an active advocate for women's right and emancipation. The remaining 'Tweeters' are not even based in Nigeria and do not regularly tweet about rape or women's right in the country.

#Arewametoo is a Nigerian version of the global #metoo movement that swept through America and parts of Europe in 2018. So it was the assumption of the researchers that this will be one of the most popular hashtags that sexual

harassment/rape victims will use to share their stories. Therefore, a deep search using NodeXL was carried out using #Arewametoo as the hashtag and below is the graph that resulted from the query.

Fig2: #Arewametoo Twitter graph showing interactions using the hashtag

From the graph, it can be deduced that a lot more discussions took place using the arewametoo hashtag. Six (6) major influencers were identified using this arewametoo hashtag and they are; Vanessaoffiong, jishaq1, amiraysalisu, ice131queen, mr_frank, Fakhuushashia, and Yobeyouthforum. Amongst the tweets shared or sent out by these influencers or users, some included videos of rape victi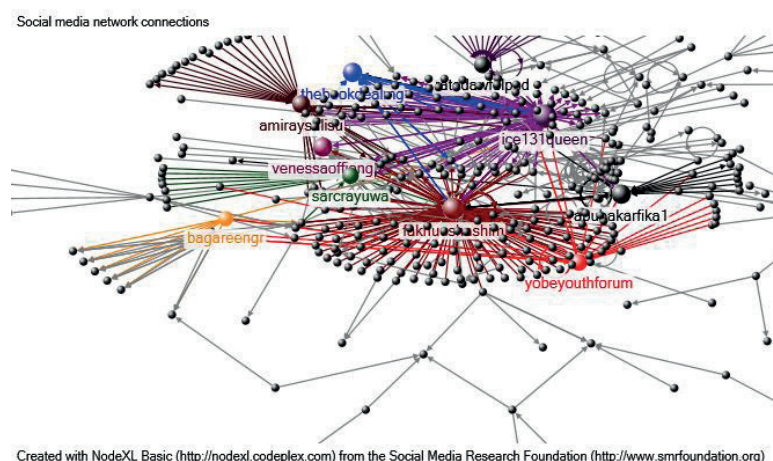ms or victims of sexual abuse speaking out against their victimizers or crying out for help. This showed that some victims of sexual violence actually speak up.

When asked about who narrates the rape experience or abuse events, the table below shows the respondents responses

Table 1: Narrators of sexual abuse

Narrator	Frequency	Percent	Cumulative percent
Victim	26	13.1	13.1
relatives of the victim	38	19.1	32.2
police/security agencies	42	21.1	53.3
NGOs	66	33.2	86.4
government ministry/Judiciary	15	7.5	94.0
other	12	6.0	100.0
Total	**199**	**100.0**	

SOURCE: AUTHORS (2019)

From the table above, it can be seen that NGOs are the primary mobiliser and narrators of rape stories. They are the ones that try to create awareness about rape and not the victims. Although a decent number of victims (13.1%) also try to bring attention to the horrors of sexual harassment and rape by telling their stories. But from the findings of this study, it is clear that NGOs and not the victims are the primary narrators when it comes to rape and sexual abuse. This further supports the findings of the social network analysis (Twitter) which found out that very few victims of sexual abuse and rape actually tell their stories publicly (on social media).

This study also sought the opinions of victims of rape on how they share their stories and why. Interviews were conducted with a popular blogger in Nigeria who had gone viral for sharing her rape story from childhood. Apart from being a rape survivor, she is also a champion for women's rights and unequivocally in support of harsher punishments for rapists. However, she was interviewed in her capacity as a blogger who has had the opportunity to interact with a lot of rape survivors and also as the owner of a platform where rape victims can share their stories under the hashtag #haveyosae

To protect her anonymity, she would be referred to in this article as Respondent 1. When asked when she was first raped and who she first reported, she responded by stating:

I was first raped at the age of 5 and I told my mum about it. I was raped by a close family member and reported to my parents who told me to keep quiet about the incident, that the case will be settled within the family…it was not until 2016, when I first published the rape incident on social media. I felt social media was a place where I could name and shame my oppressors without any fears. (August, 6, 2019 [WhatsApp]).

Of the 17 people interviewed, 12 confirmed they were raped or sexually molested before the age of 12 and in all the cases, nothing was done to the perpetrators because they were close friends to the family or even family members. To move beyond the actions, the victims all alluded to the fact that they all chose to go to boarding houses or move to

relatives houses instead of being close to their rapists or molesters.

When asked why they chose to tell their stories, most times years after the incident took place, Respondent 1 (August, 6, 2019 [WhatsApp]) explained that,

I was just 5 when I was raped by an uncle, I did not even fully understand what had happened and it was not until I got older that I began to understand the damage the incident had caused. The man that raped me threatened to kill me if I told anyone, I was just 5 and of course I believed him. So I did not bother tell anybody. I could not trust anyone, and I had grown to hate my parents for protecting my rapist. I left home when I was 15 and in 2016, I felt it was time to tall my story. I just wasn't raped when I was 5, I was also raped by my mum's friend (who was a police officer at the time) and a cousin when I was 12. And my parents did nothing! I decided to tall my story and show how far I had gone in the healing process, so other girls going currently going through this pain will understand that there is yet hope and that things can still change. Although, we live in a country were the police deals with these issues as a sort of family matter that should be settled within the family, but by calling out the names of my victims on social media, I felt like I have taken back my dignity and respect. I felt by telling my story, I might inspire other victims to speak up and tell theirs and hopefully will lead to a country where rapists can no longer hide.

Respondent 5 (August, 22, 2019 [WhatsApp]) in here response stated that:

In my case, I was raped by a church member when I was 12, I told my mum about it, who in turn reported to the head pastor of the church. The pastor told my mum point blank that I was the cause, that I had a marine spirit that needs to be destroyed. That the spirit operates by seducing strong men of God in order to destroy the house of God. My mum, in her naivety believed him and even offered to bring me to church for deliverance. On the day she wanted to take me to church, I shouted and cried until my dad told her to leave me alone. But since that time, she looked at me like I was possessed. At age 16, immediately after completing my SS3, I left home and went to live with a friend in Lagos, since I no longer felt welcomed at home. I regretted informing my mum about the rape and sometimes think that maybe if I hadn't told her, things might have been different for me. In 2018, I told my boyfriend what happened and he decided to anonymously share it on social media, the feedback and support I received from social media pages encouraged me and I decided to reveal my identity in a post on social media that quickly went viral. My mum has since apologized but my molester is still very prominent and I just fear what he is doing to other ladies, in the name of being their spiritual father.

The general idea from the interview of the 17 respondents was that they mostly felt that by exposing the actions of rapist or by naming and shaming rapist and sexual molesters, they are empowering themselves and more importantly they are showing other victims that they are not alone in their struggle.

To summarize, it is clear that a lot of rape incidences go unreported, either because they know they would not be believed, or because of being threatened by the perpetrators. When the victims eventually summon courage to report to family, a lot of people prefer to 'handle' the problem within the family, often times blaming the victim for the actions.

RESPONSES OF SOCIAL MEDIA USERS TO INCIDENCES OF RAPE REPORTED ONLINE

To find out the response of Nigerians to incidences of rape, content analysis of comments sections of rape reports on Instagram were analyzed. A total of 311,234 thousand comments were posted during the period under review. These comments were analyzed to find out the response and general attitude of Nigerians to reports of rape against women and girls. The table below shows the frequency of perceptions among social media users based on predetermined themes.

Table 2: Perception of social media users about rape

Primary Theme	Frequency	Percentage frequency (%)
Rationalising the act of rape	50,215	16.13
Indifference to the act of rape	32,235	10.4
Support for rape	15,025	4.83
Against rape	152,024	48.8
Calling for authorities to step in	61735	19.84
TOTAL	311,234	100

From the table above, it is clear that the majority of social media users are against rape or calling for authorities to step in. The findings show that when the perpetrator is not known or named, people generally tag the Nigerian police force, the PRO of the police, the president, vice-president or other notable Nigerians. The general sentiment is that the police should not allow such actions to go unpunished and that the perpetrators should be brought to book.

Although 16.13% might seem like a low figure, but considering the population of Nigeria and the prevalence of rape in the country, as well as the consequences of rape to the victims, there is no gainsaying the fact that, it is quite alarming, that over 16% of social media users (mostly youths) think there is an excuse to rape anyone.

The findings show that in situations where the victim is a child (i.e. below 18), comments more and mostly condemned the action and called for the relevant authorities to step in. Although some comments bemoaned the situation in Nigeria,

"where no one is safe and the authority turns a blind eye". Very few comments blamed the parents for negligence. However, the general sentiment was that of outrage against the perpetrators and comments like, "why is he still breathing?" (Instagram user 2, September 15, 2019 [Instagram]) "I don't support jungle justice, but in this case, I make an exception" (Instagram user 3,September 15, 2019 [Instagram]), "Until one person is being picked up, set as a scapegoat by firing squad or death by hanging this nonsense will not stop" (Instagram user 4,September 15, 2019 [Instagram]) etc. were very rampant. In this situations, disbelieve was also rampant and people thankful for the family they come from were sentiments that generally flooded the comments section. Some examples of these comments include; "father raping his own daughter???? What kind of thing is that, I just thank God for my family" (Instagram user 1, "I don't believe a father will do this to his own child, maybe he is not the real father", "are these men cursed? What is with these little kids?" (Instagram user 6,September 15, 2019 [Instagram])

When the victim is above 18, the comments generally made excuses for the rapists. Social media users asked why ladies go out alone at night, why did they dress the way they did etc. The comment below is typical of the comments to these kinds of rape reports which typically blame the victims:

"When a hardworking, young man with prospects asks you out, you say no, because he is not driving a Benz, you run after yahoo boys and so called fine boys. Well, this is the result, slay mamas can do anything for money"

"Don't think you can change anybody, the signs were there before you accepted to go out with him, but money and Benz will not make you see road. Now he has 'panelbeated' your face and raped you, what do you now want us to do for you?"

"Stop going out at night, you will not hear word, no see yasef" (Instagram user 8, September 17, 2018 [Instagram])

"Girls will be dressing provocatively at night, exposing themselves anyhow and think men no go touch? Body no be firewood joor" (Instagram user 9, December 15, 2018 [Instagram])

All these comments show a total disregard for the pain the victim is going through and seem to be an endorsement of the rape culture prevalent in Nigeria. Excuses are made and the victims are usually blamed for 'encouraging' the rapists.

Some comments even show compassion for the accused, one Instagram comment reads, "Why do I feel so sorry for this young man? Why do I feel he just allowed the devil to cheat on him at a very vital stage of life! Kaaaaiii! God plssss intervene" (Instagram user 7, August 28, 2019 [Instagram])

The findings also showed that, when the identities of the perpetrators are known, then the comments usually call for the punishment of the rapists, some call for jungle justice, but there is usually strong condemnation of the action. For instance, if the news is that father rapes daughter, or man rapes neighbor's daughter or pastor caught defiling a young girl, then the response is usually very harsh and against the accused rapist. However, when the perpetrator is unknown, then the news is usually taken with some level of skepticism, as comments usually allude to the fact that the victim might be trying to frame an innocent person or that maybe they should hear from the alleged rapist before passing a judgment. Posts that says, "a girl raped in hostel by unknown assailant", "a girl says she was raped on her way home", "a university student claims she was raped at a friend's party", are mostly taken with a pinch of salt. Skepticism, doubt and some victim blaming are usually on full display in the comments section of such stories. Comments like, "wetin you sef dey find for late night party" (Meaning = what were you looking for late at night?), "he raped you and nobody in your entire compound heard you shout", "a full grown woman is raped, and she could not even scream out" etc.

Victim blaming or even victim shaming is one of the most prominent responses on social media; especially the suspected rapist is a revered member of the society. A very recent example is the case of the wife of a popular musician in Nigeria, who claimed in an interview that a Senior Pastor of one of the biggest new generation Pentecostal churches in the country raped her when she was 17 years old. Celebrities came out in support of the victim, but an analysis of comments on social media, showed that most social media users that commented on the story felt the lady was just trying to cash in on the fame of the pastor to make some money. Other comments asked why she waited for close to 20 years before making the allegations. Some comments asked that, "if it was not this fine, handsome rich man that raped her, would she have spoken out".

The general sentiment the researchers got from analyzing these comments was that social media users generally believe most women that allege rape against a prominent personality are only doing it to make money or embarrass the person or even become more famous by coat-tailing on the person's name or brand.

This finding supports the work of Wellman, Reddington and Rose who in their study on social media coverage of teen sexual assaults, found out that victim blaming was the most prominent theme observed in the cases analyzed in their study (Wellman et al, 2017). They found out that the majority of social media users blamed the victim's behavior – drunkenness, promiscuity – for the assault.

SOCIAL MEDIA AND RAPE DISCOURSE IN NIGERIA

Research shows that the media can and have influenced national and international discourse on rape and sexual harassment. The #metoo movement in the United States of America is a case in point, the #Arewametoo movement in Nigeria – an offshoot of the #metoo movement- is another example of how social media have helped in calling attention to issues of rape and sexual harassment.

A study by Nwabueze and Oduah on media re-victimization of rape victims, using 3 major Nigerian newspapers as their case study, showed that in one year (between June 2013 and May 2014), 57 rape cases combined were reported in these newspapers (Nwabueze & Oduah, 2014). While this shows that attention was being given to issues of rape, their findings when looked at in context of the prevalence of rape in Nigeria show that only a small fraction of rape are reported in the newspapers.

In this study which looks at 3 major Nigerian blogs on Instagram alone (Instablog9ja, Yabaleft and Naijainfo), a total of 243 posts related to rape and sexual harassment were identified. This is a sharp increment, representing a 326% increment over that period. It is clear from the results that the media (especially social media) are reporting more on rape and sexual assault, but does this increase in news reporting on the subject of rape and sexual assault lead to more discussions of the issue of rape and how to prevent and punish it?

The results from the interviews conducted with survivors of rape showed that victims of rape are more willing to share their story on social media, because they can tell the full story. Respondent 3 succinctly explains why she feels telling her story and the increased attention rape stories are getting on social media and even on traditional media helps in encouraging national discourse on the matter;

I was raped about 5 years ago and I was just 17 years old…my lesson teacher was the person that raped me. Social media was not as popular then as it is now, we did not have these many influencer platforms to share our stories, so it was left to the major print and media houses to share our stories. I remember reading the rape report and thinking to myself, but this people are not saying the whole story, with the way the story was written, it would appear I was asking for it…I can't remember now, but the reporter said girls should not leave their houses to go to any man's house alone. But he was my lesson teacher! I felt betrayed and since then never shared my experience again, until when (name redacted) shared hers online and it gave me strength to re-share my experience.

Since then I have had a lot of opportunities to interact with a lot of young girls going through what I went through and through social media, a lot of local and International NGOs have reached out to me to support my initiative to educate young girls on reading the signs and what to do when sexually harassed or raped. (August, 15, 2019 [WhatsApp]).

The general consensus amongst those interviewed was that social media have helped shed light on the issue of rape and brought it to the forefront of national discourse. Some of the respondents said they did not know rape was so rampant, especially against young children until they started seeing the stories on social media.

Offender blaming while present in a lot of cases involving obviously vulnerable people (mostly children, house maids, mentally challenged amongst others), victim blaming was more rampant among adult women who claimed to have been sexually molested by a close friend, trusted confidant, spiritual leader and so on. This has led to heated debates on social media with opposing views trying their best to get their points across.

A recent case in point is the rape case against Pastor Biodun Fatoyinbo, a prominent pastor that was accused of rape by a wife of celebrity in Nigeria. This case divided the nation and got a lot of people talking. The first lady of Nigeria waded into the case, asking for the Inspector General of Police to take action and not allow it be swept under the carpet, a lot of Nigerian celebrities took a public stand against the pastor, with the hash tag #IstandwithBusola trending on Twitter. However, it was not long after, that the push backs began with supports of the pastor also using the hash tag #IstandwithpastorB which also trended. The case showed how social media helped in encouraging discourse around rape and abuse by men in positions of power.

From the foregoing, it is clear that social media in some way is helping to bring much needed attention to rape and sexual harassment in Nigeria, but how these stories are framed and whether they affect government policies and actions is worthy of further studies. Social media while being a powerful tool to promote a course or challenge a status quo, it is a tool that can be too easily hijacked for propaganda purposes. The 'influencers' are not many and they are the ones with the social media clout and might to influence perceptions on a large scale, and if not properly managed, these influencers can be easily bought or paid off in order to promote a certain perspective. It is against this background that the researchers suggest for further studies, a critical look at the role of social media influencers in promoting or destroying the status quo and how they can be properly managed.

CONCLUSION

Social media has become quite ubiquitous in our everyday lives. So it is not surprising that there is an overload of information regarding serious issues in society, such as rape, gender inequalities, racism, sexism etc. The anonymity the internet provides has also made it possible for survivors of rape and sexual assault to tell their stories without fear of exposure (if they do not want to) through blogs and support pages on social media. Therefore, in the last few years, a lot of women have come out to share their stories and encourage other women to keep strong and if possible, name and shame their oppressors.

This study therefore sought to find out why rape survivors choose to share their stories online and the responses they get. It further sought to understand from the perspective of the survivors, how social media is influencing rape discourse in Nigeria. While the results are not necessarily generalizable because of the limited sample size, the findings offer significant understanding into the role of social media in rape discourse in Nigeria and would be a spring board for further studies into the phenomenon.

The results show that a lot of discussions around rape is being shared and had on social media and that the survivors of rape and sexual harassment share their stories to empower themselves and encourage other people to come out of the shells and tell theirs too. The majority of respondents interviewed alluded to the fact that sharing their stories online helped them on their healing journey and further strengthened their resolve to stand against rape and sexual harassment. The findings also show that while victims of rape get a lot of support online, there are still a lot of victim-blaming happening on social media that might deter other victims from coming forward to seek justice and heal.

BIBLIOGRAPHIC REFERENCES

X

Emotions in Learning Mathematics and Its relationship to Memory: Insight from Neuroscience to Classroom findings

Las emociones en el aprendizaje de las matemáticas y su relación con la memoria: una visión desde la neurociencia hasta los hallazgos del aula

Muhammad Syawal Amran[1]
Universiti Kebangsaan Malaysia – MALAYSIA
syawal@gmail.com

Shahlan Surat[2]
Universiti Kebangsaan Malaysia – MALAYSIA
drshahlanukm.edu.my

Saemah Rahman[2]
Universiti Kebangsaan Malaysia – MALAYSIA
saemah@ukm.edu.my

ABSTRACT

Neuroscientific research has revealed that brain and emotion processing are closely interwined. This is important because emotional response modulete and guide cognitive to enable adaptive responses to the classroom enviroment. This study aims to identify negative emotions in learning mathematics and its relationship to memory. The questionnaire was used to collect data to identify negative emotion consist of anger, anxiety, boredom and shame and students memory in learning mathematics. The sample of the study consisted of 644 secondary school students in learning mathematics. The statictical analysis of the data showed a negative correlation between students negative emotions and their memory in learning mathematics. This indicates that negative emotions can be negative attributed to the students' memory. We also demonstrate that integrating perspectives from education, psychology and neuroscience contributes to a greater understanding of negative emotions in learning mathematics. Research from neuroscience and psychology illustrates the effect of negative emotion in learning mathematics and memory can be used to conceptualise the negative emotions and its impact on avoidant behaviour and students wellbeing. Therefore, using this transdisciplinary framework to consider emotions make it possible to identify strategies to reduce negative emotions in mathematics learning. Implementation of these strategies among teachers and policy makers could be beneficial to improve learning environment that emphasizes positive emotions and minimizes negative emotions that can enhance students' memory.

Keywords: Emotions, Memory, Learning Mathematics, Neuroscience.

RESUMEN

La investigación neurocientífica ha revelado que el procesamiento del cerebro y las emociones están estrechamente entrelazados. Esto es importante porque el módulo de respuesta emocional y la guía cognitiva permiten respuestas adaptativas al entorno del aula. Este estudio tiene como objetivo identificar las emociones negativas en el aprendizaje de las matemáticas y su relación con la memoria. El cuestionario se usó para recopilar datos para identificar emociones negativas que consisten en ira, ansiedad, aburrimiento y vergüenza y memoria de los estudiantes en el aprendizaje de las matemáticas. La muestra del estudio consistió en 644 estudiantes de secundaria en el aprendizaje de las matemáticas. El análisis estadístico de los datos mostró una correlación negativa entre las emociones negativas de los estudiantes y su memoria en el aprendizaje de las matemáticas. Esto indica que las emociones negativas pueden atribuirse negativamente a la memoria de los estudiantes. También demostramos que la integración de las perspectivas de la educación, la psicología y la neurociencia contribuye a una mayor comprensión de las emociones negativas en el aprendizaje de las matemáticas. La investigación de la neurociencia y la psicología ilustra el efecto de las emociones negativas en el aprendizaje de las matemáticas y la memoria puede usarse para conceptualizar las emociones negativas y su impacto en el comportamiento evitativo y el bienestar de los estudiantes. Por lo tanto, el uso de este marco transdisciplinario para considerar las emociones hace posible identificar estrategias para reducir las emociones negativas en el aprendizaje de las matemáticas. La implementación de estas estrategias entre maestros y formuladores de políticas podría ser beneficiosa para mejorar el ambiente de aprendizaje que enfatiza las emociones positivas y minimiza las emociones negativas que pueden mejorar la memoria de los estudiantes.

Palabras clave: emociones, memoria, aprendizaje de las matemáticas, neurociencia.

1.   INTRODUCTION

Neuroscience and education is one of fields that are growing rapidly in dealing with teaching and learning issue especially in the classroom (Janet, 2015; Howard Jones, 2014). These developments have helped researchers particularly in education field to understand students from the biological perspective of brain function and students' psychology (Elsbeth Stern et al., 2016; Howard Jones, 2014). One of the main issues in teaching and learning is the student's emotional problem in teaching and learning process of mathematics (Puteh & Khalin, 2016; Gustavo Martínez-Sierra, 2016). Neuroscientists believe that understanding the role of emotions in the classroom can stimulate students' cognitive learning (Immardino- Yang 2015; Daniel Ansari, 2011). This is because, the emotional aspect of this student is very significant in affecting the function of the brain such as enhancing the prefrontal lobe function that serves to process and convey information (Susanne Vogel & Lars Schwabe, 2016; Howard Jones, 2010). This information portrays that inputs from neuroscience studies are one of the alternatives that can help in understanding students' emotional problems in mathematics learning (Daniel B Berch, 2016; Sarah Buckley et al. 2016).

Previous studies have shown that mathematics achievement problems are linked to students' emotions in learning (Arsaythamby Vello et al., 2011; Effandi Zakaria et al., 2012; Suppiah, Kanmani et al. 2016). Student's emotional issues in classroom can be seen when they are under pressure from learning mathematics because they are afraid of dealing with teachers who are too fierce and too serious when delivering lessons (Peixoto et al. 2017; Penkrun et al. 2011). This problem is further exacerbated when there are teachers who practice autocracy in teaching that cause students to fear of learning. Autocratic approaches used such as critiquing, cursing and speaking profane language with the aim of disciplining students in the classroom and ensuring teaching can be delivered has gave negative impact on students' emotions. This can trigger students' interest in learning mathematics in the classroom. Students with high negative emotions are difficult to provide and remember information they learned otherwise they remember negative events that occurred during the teaching process. (Suárez-Pellicioni et al., 2016; Elsbeth Stern et al., 2016)

Besides that, unattractive and boring teacher teaching practice has cause students to be uninterested in learning mathematics (Shaffe Daud et al. 2011). This problem has unable them to concentrate on understanding the lesson delivered instead will lead them to problematic behaviours such as disturbing peers, play truant and so on. Moreover, non-interactive teacher teaching and only using one-way approach has triggered student's negative emotional problems Arsaythamby Vello et al., 2011; Effandi Zakaria et al., 2012). This is because, students unable to express knowledge and understanding through their involvement in the classroom. In other words, students have no opportunity to express their emotion and knowledge of mathematics classes since teachers only focus on delivering content of the teaching. This problem causes teachers to lose access of the ability of remembering and procedural memory in solving mathematical problems.

Difficulty of students to remember the theory, formula, logic and facts about numbers cause them to have negative perceptions in learning mathematics. This is because; students cannot relate the importance of mathematics in their context of life. Abstract learning that is less associated with students' life influences the role of working memory to help them store information for long term and short term memory. Gustavo Martínez-Sierra (2016) and Puteh dan Khalin (2016) studies explained that students' perceptions have direct connection with working memory for thinking and solving mathematical problems. This poses a threat to the effectiveness of teaching process that affects student's academics achievement. This causes students to refrain themselves from learning mathematics, to enter science stream classes or even to further career that involves applying mathematics.

The above discussion shows that emotional issues in learning mathematics affect student's memory to learn the subject. From these discussions, students' emotions are the main aspect that must be concerned especially in teaching and learning process. Ignoring the emotional aspects in the classroom affects memory ability and students' achievement in learning mathematics. Thus, this study identifies students' emotional relationships in learning mathematics and memory. This study also utilises educational neuroscience research inputs that can explain and support the role of emotion and memory from a biological and psychological perspective. The findings of this research show that teachers play an important role in understanding student development from the perspective of neuroscience, psychology and education in learning mathematics.

2.   LITERATURE REVIEW

Human's emotions play a vital role in influencing life development of individuals. Emotions are the result of external stimulation that interacts with subjective feelings, physiological reactions and behaviors (Dettweiler et al. 2017; Carmen Sandi dan József Haller 2015). Recent development of technologies have helped neuroscientists to clearly understand the role of emotions using neuroimaging techniques that work to detect and recognise human emotional states that can contribute to the cognitive, affective neuroscience and educational psychology that can optimize memory that influences learning outcomes Benno, Bruce and Sumantra,2009; Baixauli 2017). There are several perspectives to understand mood and emotional change (Dettweiler et al. 2017; Baixauli 2017) (1) a subjective approach that can evaluate feelings and experiences that have been experienced (2) understanding through behaviour, facial expressions shown as well as voice expressions and gestural changes. In educational context, both approaches are widely used to measure students' emotions in understanding the role of emotion in the teaching and learning process. This is because many previous studies have revealed that emotions influence students' cognitive processing in learning mathematics (Suárez-Pellicioni et al., 2016; Elsbeth Stern et al., 2016)

Whereas in the context of neuroscience (3) the objective approach through physiological response consists of electrical and hemodynamic central nervous system (CNS) activities in addition to autonomic nervous system

(ANS) responses such as heart rate, body temperature, high blood pressure are used to understand the emotions and functions of the human brain (Susanne Vogel dan Lars Schwabe, 2016; Immordino-Yang, M. H. 2015). There are many neuroscientific studies that highlight the role of emotion in affecting the brain region of the amygdala and prefrontal cortex of students. These parts of the brain can influence students' cognitive processing in the classroom (Lyons and Beilock, 2012; Susanne Vogel dan Lars Schwabe, 2016; Immordino-Yang, M. H. 2015). The prefrontal cortex is the part of the brain that processes information for a high level of reasoning while the amygdala records emotions or situations in life. From the findings of the neuroscience research, the researchers will discuss in more detail the results of this study that can be applied in the context of learning.

In the classroom context, emotional stress and tension affect the physiological and biological of the brain. There are two main parts, the Autonomic Nervous System (ANS) and the 'hypothalamus - pituitary - adrenal' that will stimulate biochemistry in response to physiological and biological human brain. Autonomic Nervous System' (ANS) plays a role in secreting the Catecholamine hormone. Catecholamine hormones that secreted from the brain regions of Locus Coeruleus and Adrenal Medulla act as 'Flight or Fight' or 'fight' or 'abandon' in determining an environmentally responsible response. In other words, these responses will impact the students' behaviour in learning such as skipping class, disturbing classes and so on. Stimulation of these hormones affects concentration, working memory and long-term memory (Susanne Vogel dan Lars Schwabe, 2016; Carmen Sandi dan József Haller 2015).Therefore, it can be understood that high levels of negative emotions produce catecholamine that disrupt human biology and physiology.

Moreover, stressful learning environments will stimulate the amygdala to record emotions such as fear and anxiety in the classroom. The amygdala's focus on negative emotions can distract students from learning mathematics. Stress in the classroom affects modulation of the hypothalamus-pituitary-adrenal that secretes the Corticotrophin hormone (ACTH). Breedlove, Watson dan Rosezweig (2010) and Vanesa Hidalgo et al. (2018) stated that hypothalamus stimulates the pituitary's anterior brain to secrete hormone Corticotrophin (ACTH). The secretion of this hormone produces cortisol to be released into the blood's vessels. The concentration of cortisol that lasts between 20 and 30 minutes will affect neurons that can reduce the plasticity of the brain, which is a change for forming cell and connecting with other cells. Besides that, this hormone can slow down the production of dendrites by receiving and transmitting stimuli to other body cells. Furthermore, it also affects the formation of myelin (myelination) which is an insulator that protects the flow of neurons and can affect memory. This can inhibit the development of specific neurons in the prefrontal cortex and amygdala in the brain to function effectively.

Meanwhile, in the classroom context, when students are not interested in paying attention to understand and concentrate on teacher's teaching, it will give an impact on the prefrontal cortex especially involving aspects of reasoning, decision making and so on in mathematics. Susanne Vogel dan Lars Schwabe (2016) argued that emotional stress would prevent students from processing the information presented but recording negative emotions while learning mathematics. As a result, the negative emotions recorded by students in the classroom will give students a negative experience in learning mathematics. In other words, such experiences influence students' perceptions, interests and motivations for learning (Swanson, 2011; Storm, 2011). This problem will have an impact on students' academic achievement in mathematics. Researchers have found that learning environment is related to memory performance in learning mathematics. Thus, negative emotional problems affect the students' teaching and learning processes in learning mathematics.

The results of neuroscience studies on emotion and brain can be used to understand and support the results of this study. These inputs can close the gap between teachers' knowledge related to the brain aspect and emotions as well as students' cognitive. This is because most teachers have no background in neuroscience or courses related to neuroscience in education. In other words, teachers cannot understand how emotions affect the biological functioning of the brain and bio-chemistry, terms related to it including data from significant neuroscience studies. These constraints make most teachers misunderstand the contribution of neuroscience studies in teaching that can improve student learning in the classroom (Immordino-Yang, M. H. 2015; Janet, 2015; Howard Jones, 2014).

Additionally, neuroscientific studies connecting the role of emotion in teaching have implications for biological brain functioning, physiological functioning and cognitive processing (Amran, M et al. 2019; Vanesa Hidalgo et al. 2018; ; Storm, 2011; Carmen Sandi dan József Haller 2015). However, lack of previous research that interprets neuroscience perspectives in addressing students' emotional problems is discussed and described from an educational perspective (Immordino-Yang, M. H. 2015; Janet Zanida, 2015). This is because; most of the previous studies linked to neuroscience and education are discussed separately. These separate discussions have left teachers unable to relate the results of neuroscience studies to be translated into teaching and learning contexts. This study is an attempt to show the importance of emotion in learning mathematics and its relationship to learning memory. The findings of this study use neuroscience persgectves to support and highlight the importance of emotion in learning mathematics and its relationship to memory.

3.   METHODOLOGY

This study uses a quantitative design which is survey method to collect data. The sample in this study involved 644 students that are 16 years. The selection of these respondents is important to provide feedback on the aspect of the study that will be conducted. The research instrument used was a questionnaire to measure

students' emotions when learning mathematics. The instruments of this study are adapted and modified from *Achievement Emotions Questionnaire (AEQ)*, Penkrun, Goetz and Perry (2005) and *Questionnaire of Memory'* (Q-MEM) Guerten et al. (2016). In this study negative emotions were consist of components of anger, anxiety, shame and boredom. The questionnaire was a Likert scale. A pilot study showed that the Cronbach's alpha for negative emotions and memory exceeds 0.70. This value indicates that the instrument of this study has high reliability.

Table 1 Reliability Cronbach Alpha

EMOTIONS	Construct	Cronbach Alpha
	Shame	0.877
	Anger	0.840
	Boredom	0.817
	Anxiety	0.876
	TOTAL	0.852
COGNITIVE	Memory	0.878
	Total	0.878

4. RESULT AND DISCUSSION

 Emotions in learning mathematics and its relations to memory. Table 2 shows the relation of shame component (r= -.513, N = 644, p =.000), anger (r=-.466, p =.000), boredom (r=- .488, N = 644, p =.000) and anxiety (r = -.493, p =.000) with memory. Relationship gradients were negative and this indicated that correlations were inversely proportional. Meanwhile significant value of (p) obtained is 0.000**. This value was smaller than the alpha value (0.01). Therefore, the results indicated that there was a significant negative relationship between anger, shame, anxiety and boredom with students' memory in learning mathematics. This means that students who have negative emotions in learning mathematics can reduce memory performance.

The result showed that there was a strong negative correlation between shame and memory in learning mathematics (r= -.513, p< 0.05) and anxiety (r= .-523, p < .005) compared to angry and boredom. These shy and anxious emotions affect students' psychological well-being because they are afraid of a scary learning environment, panic to answer questions and shy to respond and engage in teacher's teaching. Gustavo Martinez –Sierra (2016) and Penkrun et al (2011) Susanne Vogel and Lars Schawabe (2016) supports the results of this study which explaining that anxiety and shame provide negative experiences for students to learn. These negative experiences influence students 'memory of the teaching delivered by teachers and affect students' ability to solve mathematical problems. Therefore, those results strongly support our hypothesis that there is correlation between negative emotion and memory in learning mathematics. Besides that, this result also supported by literature from neuroscience research based on Vanesa Hidalgo et al. (2018) Storm, 2011, Carmen Sandi dan József Haller (2015) that negative emotions can influence memory in learning process.

Table 2 Pearson Correlation Of Negative Emotional Components With Memory

COMPONENT	SHAME	ANGRY	BOREDOM	ANXIETY
SHAME	1.00			.
ANGER	.485*	1.00	.	
BOREDOM	.454*	.760*	1.00	
ANXIETY	.429	.662*	.375*	1.00
MEMORY	**-.513**	**-.466**	**-.488**	**-.523**

Significant Values p<0.05

Emotions play a significant role in determining memory in learning. In this study, researchers have to identify the components of negative emotions and their relationship to memory in learning mathematics. The negative emotional components consists of angry, shame, bored and anxious. Correlation analysis showed that there was a significant negative relationship between the components of negative emotions and memory in learning mathematics. The findings also showed that students with high negative emotions will have a negative relationship with learning memory. From a psychological perspective, students with negative emotional states indicate that students are not interested in learning and have a negative perception of learning mathematics.

The results of this study showed that students who were bored with teacher teaching lack of concentration in the

classroom. If boredom is not addressed properly, students will react angrily to the teaching process of the teacher. This view is in line with another findings Penkrun et al., (2011) that explaining about this anger reaction was the result of students' suppressed feelings towards uninteresting way of teachers' teaching. In addition the teaching is not student-centered causing them to express emotions in the classroom during the lesson. This can lead to problematic behaviours such as absent in mathematics classes and neglects of learning mathematics. Moreover, this study also showed that students with anxiety in the classroom utilise less memory while learning mathematics. In fact, the anxiety problems that students face in the classroom are aspects that teachers need to pay attention too.

There are various number of factors that influence students' concerns in the classroom, such as mastery of mathematics knowledge, autocratic teacher attitudes and negative perceptions of mathematics teacher teaching. If the problem is not addressed, it can affect the motivation of the student to learn and thus contribute to the percentage of failure in learning mathematics. Furthermore, the results of this study showed that the relationship between students 'emotions with their concentration had a significant impact on students' behavioural problems in the classroom. Students with high levels of negative emotions in the classroom can lead to behavioural problems during learning such as students skipping classes, bothering their peers or interrupting teacher in teaching. This can further affect students' involvement in the classroom as they do not respond to teacher's teaching, do not complete assignments, and so on. Student engagement in the classroom is very important because it shows one of the indicators of teacher success in delivering a lesson.

On top of that, negative emotions can also create a gap between teachers and students (Mistima et al. (2009). Peixoto et al. 2017; Penkrun et al. 2011). These interactions will help students to easily ask questions about what they do not understand during or after the teaching and learning process. This process is one of the methods that can help to improve students' memory. This is because students can interact with teachers about mathematics lessons and check their understanding and internalize the information they have learned. As a result, students are able to compile the information learned and thus stimulate working memory to store information in both long and short term memory.

From a neuroscience perspective, negative emotions also have a direct connection to memory. The resulting negative emotions such as fear, anxiety and worry will secrete the cortisol hormone in the blood. Activated cortisol hormone in the body that can destroy the dendrites in the brain of the prefrontal lobe consequently causes mental blocking to process information in the brain. The prefrontal lobe is the part that processes higher order thinking skills and it is very important for an organism to plan and make decisions (Vanesa Hidalgo et al. 2018; Storm, 2011). If mental block occurs in the mind then all information will not be processed in the prefrontal lobe. Therefore, high negative emotions influence the concentration of cortisol hormone in the body to reduce the plasticity of the brain, slow down the production of dendrites and the formation of myelin (myelination). The secretion of these cortisol hormones can affect memory to store information and improve functionality working memory (Breedlove, Watson dan Rosezweig, 2010; Baixauli E (2017).

In fact, the secretion of this cortisol hormone also affects the physiological reaction of the students' body. In the classroom context, teachers who practice autocratic teaching cause students to feel anxious and afraid to learn. Students who are too scared and worried about the teacher not only affecting the secretion of cortisol hormone but also influencing physiological reactions such as sweating, muscle tension, trembling and so on. This would be worst if the student already had previous negative experiences or perceptions.

In general, the combination of neuroscience research and education is one of the efforts used to improve delivery sytem in education thus enhancing students' emotions for learning. Although the network of disciplines between neuroscience and education is very complex, a comprehensive effort is required as the results of this channel of knowledge can have a significant impact on improving teaching and learning practices in the classroom especially in developing student's emotions. Research showed that emotions play a vital role in influencing students' memory in learning mathematics. In other words, this study emphasised that negative emotions when learning mathematics can affect students' low levels of memory performance. Therefore, teachers play an important role in emphasizing students' emotional aspects in order to enhance their memory performance.

5. CONCLUSION

In conclusion, this study reveals that emotions in learning mathematics must be taken into account in order to enhance students' memory in learning mathematics. This study supports the study of Neuroscientific research that has revealed that brain and emotion processing are closely interwined. This is important because emotional response modulete and guide cognitive to enable adaptive responses to the classroom enviroment. Discussion of the findings from a neuroscience and psychology perspective definitely can benefit teachers in improving their teaching. This is because this study provides input to teachers, especially mathematicians whereby emotional roles should be given attention so that the lessons learned and the classroom environment can generate positive emotions among students thus improving their achievement in mathematics. The boring, worrying and unpleasant learning atmosphere should be avoided in order for students to be happy to learn and engage in teacher teaching. It can be concluded that emotion to mathematics is one of the factors that play a role in determining the level of mathematical achievement of students whether they are excellent, satisfying or failing. This understanding can encourage teachers to create an attractive environment that is compatible with the biological functioning of the students' brain. Thus, a fun learning environment reduces students 'negative emotions and improves students' memory performance.

BIBLIOGRAPHIC REFERENCES

Amran, M, Rahman, S, Surat, S, Abu Bakar, A. (2019). Connecting Neuroscience and Education: Insight from Neuroscience Findings for Better Instructional Learning. Journal for the Education of Gifted Young Scientists, 7 (2), 341-352. DOI: 10.17478/jegys.559933

Arsaythamby Vello & Shamsuddin Muhammad 2011 Hubungan Sikap, Kebimbangan dan Tabiat Pembelajaran dengan Pencapaian Matematik Tambahan. Asia Pacific Journal of Educators and Education. Vol, 26. (1), 15-32.

Baixauli E (2017) Happiness: Role of Dopamine and Serotonin on Mood and Negative Emotions. Emerg Med (Los Angel) 7: 350. doi: 10.4172/2165-7548.1000350

Benno, Bruce and Sumantra (2009) Stress, memory and the amygdala. *Nature Reviews Neuroscience.* Vol (10), 423- 433.

Breedlove, Watson dan Rosezweig (2010) Biological Psychological; An Introduction to Behavioral, Cognitive and Clinical Neuroscience. *Sinauer Associatesm Inc. Publisher.*

Carmen Sandi dan József Haller (2015) Stress and the social brain: behavioural effects and neurobiological mechanisms *Nature Reviews Neuroscience* volume16, 290–304.

Daniel B. Berch (2016) Disciplinary Differences Between Cognitive Psychology and Mathematics Education: A Developmental Disconnection Syndrome Reflections on 'Challenges in Mathematical Cognition'. *Journal of Numerical Cognition*, (2) 2363

Dettweiler, U.; Becker, C.; Auestad, B.H.; Simon, P.; Kirsch (2017) Stress in School. Some Empirical Hints on the Circadian Cortisol Rhythm of Children in Outdoor and Indoor Classes. *Int. J. Environ. Res. Public Health 14*, 475

Effandi, Normalizam Mohd Zain, Nur Amalina Ahmad & Ayu Erlina (2012). Mathematics anxiety and achievement among secondary school students. American Journal of Applied Sciences 9 (11), 1828-1832.

Elsbeth Stern, Roland H. Grabner dan Ralph Schumacher (2016) Neuroscience and Education Added Value of Combining Brain Imaging and Behavioral Research. *Zeitschrift für Psychologie*, 224(4)

Gustavo Martínez-Sierra (2016) Students' emotional experiences in high school mathematics classroom. Konrad Krainer; Naďa Vondrová. CERME 9, *Proceedings of the Ninth Congress of the European Society for Research in Mathematics Education*, Prague, Czech Republic, pp.1181-1187.

Howard – Jones (2010) *Introducing Neuroeducational research* (Neuroscience, education and the brain from the context to practice), Routledge, United States

Howard-Jones (2014). Neuroscience and education: Myths and messages. Nature reviews. Neuroscience. 15. 10.1038/nrn3817.

Immordino-Yang, M. H. (2015). *Emotions, Learning and the Brain: Exploring the Educational Implications of Affective Neuroscience.* New York, NY: WW Norton and Company

Janet N. Zadina (2015). *The emerging role of educational neuroscience in education reform* Psicologia Educativa 21, 71-77.

Lyons, I. M., & Beilock, S. L. (2012). Mathematics anxiety: Separating the math from the anxiety. *Cerebral Cortex, 22*(9), 2102-2110.

Mistima, Siti & Zakaria, Effandi. (2009). Mathematics Beliefs and Achievement among Engineering Technology Students. International Journal of Learning. 16. 39-48. 10.18848/1447-9494/CGP/v16i07/46415.

Peixoto, Francisco & Sanches, Cristina & Mata, Lourdes & Monteiro, Vera. (2017). "How do you feel about math?": Relationships between competence and value appraisals, achievement emotions and academic achievement. *European Journal of Psychology of Education*. 32. 385-405.

Pekrun, R., (2014) Emotions and Learning. Handbook of research on Educational Practices. UNESCO International Bureau of Education

Puteh dan Khalin (2016) Mathematics Anxiety and Its Relationship with the Achievement of Secondary Students in Malaysia. *International Journal of Social Science and Humanity*, Vol. 6, No. 2.

Sarah Buckley (2016) Gender and sex differences in student participation, achievement and engagement in mathematics Changing Minds: Discussions in neuroscience, psychology and education. Published by Australian Council for Educational Research ABN 19 004 398 145

Shafie Mohd Daud, Ramli Basri, Roslan Baki dan Shahandri Ghani 2011. Pengaruh Amalan Jenaka Terhadap Pengajaran dan Pembelajaran Murid. *Asia Pasific Journal of Educators.* Vol, 26. No 1, 125-144.

Storm, (2011). The Benefit of Forgetting in Thinking and Remembering. *Current Directions in Psychological Science*, *20* (5), 291 295. https://doi.org/10.1177/0963721411418469

Suárez-Pellicioni, Núñez-Peña, & Colomé, À. (2016). Math anxiety: A review of its cognitive consequences, psychophysiological correlates, and brain bases.

Suppiah, Kanmani Rengasamy, Vishananthini, Charles (2016) Analisis Pengajaran Guru dalam Mata Pelajaran Matematik ke Arah Aplikasi Kognisi dalam Kurikulum Standard Sekolah Rendah Melalui Kaedah Hermeneutik, *Journal of Social Science* ISSN 2289-9391 Vol 2, 31-4.

Susanne Vogel dan Lars Schwabe (2016) Learning and memory under stress: implications for the classroom. *npj Science of Learning*. Vol (1), 16011 https://doi.org/10.1038/npjscilearn.2016.11

Swanson, H. L. (2011). Working memory, attention, and mathematical problem solving: A longitudinal study of elementary school children. Journal of Educational Psychology, 103(4), 821-837. doi:10.1037/a0025114

Vanesa Hidalgo, Matias M. Pulopulos, Alicia Salvador (2018) Acute psychosocial stress effects on memory performance: Relevance of age and sex. *Neurobiology of Learning and Memory Journal. (*157), 48-60.

Key success factors of high-tech enterprises in innovative activity

Factores clave de éxito de las empresas de alta tecnología en actividades innovadoras

Budovich Lidia Sergeevna[*]
Russia Technological University - Russia
budovich@mail.ru

ABSTRACT

The task of development of the Russian industry is not only to ensure the transition of the economy to the trajectory of sustainable development, but also to change the quality of economic growth. Here, an important role belongs to the state scientific and industrial policy which determines the overall economic strategy and the most promising basis for development. Experience shows that the priority development of the resource-based industries that have become the leading sectors of the Russian economy to date is unable to solve the problem of economic upsurge fundamentally and for the long haul.

Keywords: factors, high-tech, innovative activity

RESUMEN

La tarea del desarrollo de la industria rusa no es solo garantizar la transición de la economía a la trayectoria del desarrollo sostenible, sino también cambiar la calidad del crecimiento económico. Aquí, un papel importante pertenece a la política estatal científica e industrial que determina la estrategia económica general y la base más prometedora para el desarrollo. La experiencia muestra que el desarrollo prioritario de las industrias basadas en recursos que se han convertido en los principales sectores de la economía rusa hasta la fecha no puede resolver el problema del repunte económico fundamentalmente y a largo plazo.

Palabras clave: factores, alta tecnología, actividad innovadora.

*Corresponding author. Candidate of Economic Science, Associate Professor of the Department of Economics and Innovative Entrepreneurship, Faculty of Economics and Law, MIREA – Russia Technological University (RTU MIREA), Moscow, Russian

Economic growth should be based on the priority development of the group of export-oriented industries capable of being a stable, long-term driving force of development, the most promising basis for the growth of the Russian economy due to intensive factors. High-tech enterprises of the defense industry being part of the High-Tech Complex (HTC) of Russia basically form the backbone of such industries. Creating new high-tech products is a complex and multifaceted process that includes scientific, technical, production, economic and social aspects, and the functioning in the market conditions requires improving the organization and management of production in the lower tier of the national economy, i.e. at the enterprise level. In the process of development of new products, certain production and management relations are established between the business units of the enterprise and between related firms, which relations reflect the links between the direct manufacturers of products, management staff, as well the organization of joint activities of participants in the production of new products.

New goals and objectives of knowledge-intensive enterprises to create high-tech products can be achieved only through new approaches to management. In this regard, the task of comprehensive research of theoretical and practical problems of the knowledge-intensive enterprise management in systematic development of new products takes on particular significance. The concepts of development management that could include all modern developments in this area are required.

The following factors can be considered as special aspects of management of the Russian knowledge-intensive enterprises in the market conditions:

- Modernization of knowledge-intensive productions in the context of a large-scale reform of the defense industrial complex;

- Continuous improvement of the enterprise management system in the process of developing new products;

- Preservation of the business profile of knowledge-intensive enterprises (technological area, scientific and technical issues);

- Use of the large science and technology reserve of the enterprise (transfer of documentation, inventions, know-how to the civil sphere) to manufacture knowledge-intensive products that are not typical for such enterprise (diversification of production);

- Use of the development and production potential of the enterprise to manufacture high-tech civilian products at available production facilities (conversion of production);

- Use of dual-use technologies to manufacture civil and military products of similar functions and complexity;

- Disposal of the part of military equipment that is subject to liquidation as a result of international agreements, and modernization of the basic types of core products;

- Restructuring of knowledge-intensive productions (establishment of integration structures).

- Pursuing an employee-focused personnel policy to maintain a highly skilled workforce at the enterprise.

At the present time, the HTC is the largest supplier of machine-building products in the domestic market. Knowledge-intensive enterprises form the backbone of the HTC, in which the share of R&D expenditures in total sales is at least 3.5%, and the share of employees engaged in research and development in the total number of employees is at least 2.5%.

A knowledge-intensive business is a social and economic system that develops and creates innovative technologies, products and services, using its development and production potential and scientific and technological reserve to introduce high-tech products to the market, and in which R&D expenses represent a significant part of the production prime cost.

Sustainable development of knowledge-intensive businesses and launching of production of high-tech products that are competitive in the domestic and foreign markets are the main modernization tasks set to the HTC by the Government of the Russian Federation. Industrial modernization involves bringing the production system of enterprises and industrial complexes to state-of-the-art, and first of all this concerns the technical and technological base of production (Budovich Lidia, 2019). The management system is a purposeful, really functioning interrelation between the object and the subject of management (Krizhanovskiy, 2018). The system of management of a knowledge-intensive business in the development of new products should reflect the necessity to manage the two types of processes such as the processes of production of military products and the processes of production of civilian products. All these contribute to the adaptation of the process of development of new products of the knowledge-intensive enterprises to the modern conditions for creating new types of products for the national economy. Therefore, two subsystems of management can be clearly identified as part of the management system of a knowledge-intensive business. Each of these subsystems has its own management object in combination with which it acts as a single organizational system. According to this approach, the new product development management system of knowledge-intensive enterprises can be presented as a set of the following basic elements. Under the action of control commands the state of the controlled object changes. The management system ensures, firstly, collection, accounting and analytical processing of information about the state of the controlled object, and secondly, communication of managerial decisions to the controlled object. A new product development process is the initial stage of the product manufacturing process and is characterized by great complexity in the planning and organization of production. At the HTC enterprises in which, as a rule, the major part of the product range include the products intended for the needs of the country's defense capability, the development of new, high-tech civilian industry products should be performed in

the conditions of maintaining the necessary volume of production of core defense products. The content of the development of high-tech products can be represented in the form of a logical chain of interdependent actions in which all types of resources of a knowledge-intensive business are used for the production of a product (for a certain period of time) with consumer properties clearly defined by customer (Rasooli & Abedini, 2017; Rocha et al., 2017; Shaker Mehdi Rahimi & Zare, 2016; shafiezad Abkenar, B., & Negahdari, 2017).

Development of high-tech products is a manufacturing process during which the technological process of organization and planning of high-tech production is adjusted and optimized in order to produce new products (that were not previously produced by the enterprise) for the national economy in specified quantities, using dual-use technologies while achieving the planned economic performances and maintaining the required volume of production of defense products. In contemporary research studies, the following characteristic features of development can be pointed out: dynamism of production; uncertainty of results; adaptability to innovations; and excessive consumed resources.

The following features are characteristic for the process of development of new products of knowledge-intensive enterprises in addition to the above-mentioned ones:

- High knowledge intensity of newly created products (entails an increase in the development and production costs due to tougher regulatory requirements to the knowledge-intensive products and complication of products as such);

- Shortened exclusivity period (general availability of new technologies leads to a quick product removability);

- Mainly a long period of product use (this implies that a service system should be established).

The role and specifics of knowledge-intensive businesses in the innovative development of the economy are as follows:

- Knowledge-intensive technologies and the HTC are the main driving force of economic development both within a single country and globally;

- Knowledge-intensive industries are 3÷4 times higher than other sectors of the economy in terms of economic growth rates;

- Knowledge-intensive industries are characterized by a large share of value added in final products, by high wages of employees, large export volumes and high innovation potential;

- Knowledge-intensive industries are a priority line of business for small and medium-sized firms, as well as the main object of venture capital investments;

- Knowledge-intensive technologies are the basis for scientific and technological progress.

Foreign experience shows that the management of the HTC in the industrialized countries (USA, Germany, France, England, Japan, Sweden, and China) is performed through market mechanisms where the main objectives are: to prevent the growth of unemployment and to prevent the decline in economic growth rates. Financial assistance to businesses is not considered as a prerequisite for modernization. Even if such aid does take place, it is short-term and takes the form of tax breaks. The probability of bankruptcy acts as an incentive for enterprise management to search for competitive products. It is obvious that all products manufactured in the knowledge-intensive industries should be high-tech and knowledge-intensive. High-tech products are the products that are manufactured by knowledge-intensive enterprises, created using their scientific and technological reserve and scientific and technical potential and that have high social and economic efficiency. Knowledge-intensive products are the products with qualitatively new characteristics created through the use of technologies developed on the basis of modern scientific achievements. The category of knowledge-intensive products usually includes the products in which the share of research and development costs in the total cost of production is not less than from 3.5 to 5.0% (Krizhanovskiy, 2018).

The theory and practice of modern corporate governance suggest a number of reasons to justify the necessity of restructuring the knowledge-intensive industries in the form of integration structures. The restructuring focuses on improving the competitiveness of companies. Analysis of the experience of U.S. and Western European aerospace companies in managing their products to increase their competitiveness by reducing their cost shows that the reduction of the final cost of products is achieved due to:

- Reduction of marginal production facilities (10%);

- Improvement of the production process, introduction of efficient technologies and enhancement of professional training of personnel (20%);

- Use of information technologies in the management of the programs of development, manufacturing, testing and delivery of products to consumers while monitoring costs incurred at each stage of the program implementation (24%);

- Use of new, efficient resource-saving materials and saving thereof in the production process (16%);

- Improvement of information technologies, borrowing of existing technological developments mainly in the commercial production sector in order to save funds on own developments (30%). The integration

processes in the HTC, as well as in the entire Russian economy, contribute to an increase in the total potential (scientific and technical, technological, production, investment and human resources).

Labor productivity has been increasing, the structure and competitiveness of production has been improving being increasingly in line with market requirements. The potential is utilized more and more efficiently due to many factors, the main of which are as follows:

- Concentration of financial and material resources in the most critical or profitable areas;

- Increase of funding and material resources, hence, increase of the scale of investment projects;

- Increased mobility of use of all types of resources;

- Mitigation of technical and investment risks.

Concentration of high technologies and highly qualified human resources at the leading HTC enterprises is one of the important factors ensuring the strong development of scientific schools and the development of world class high-tech products.

The modernization of knowledge-intensive industries has set out a number of tasks to the management of such enterprises, which tasks are the core of the implementation of the human resource management policy. Among them are:

- Definitive training of young specialists as an element of human resources recruitment;

- Economic incentive tool improvement;

- Introduction of the fundamentals of the contract system;

- Assignment of responsibilities to managers for ensuring contract volumes, payroll and product quality;

- Improvement of the employee social security system;

- Provision of resources to human resource management policies.

Practical experience has shown that a comprehensive approach to the motivation policy at a knowledge-intensive enterprise enables to achieve high performances in the professional growth of employees, real income increase, ensuring occupational safety and social guarantees. For this purpose, the following tasks have been set and accomplished:

- Wage growth supported by the stable growth of the economic position of the enterprise;

- Differentiated individual salaries based on results (fixed salary + bonus + personal allowance);

- Reasonable preservation of some social and cultural facilities (health care center, children's camp, recreation center, sports complex);

- Partial compensation for the cost of the purchased housing.

Thus, it can be concluded that the innovative product management at the knowledge-intensive enterprises is an important management tool which not only reduces unproductive costs, but also increases the product quality due to the use of all resources of the enterprise, i.e. primarily scientific and technological reserve and development and production potential. This is a tool that enables to obtain full information about the current process of development and business as a whole, as well as to make timely and strategically correct decisions.

BIBLIOGRAPHIC REFERENCES

Budovich Lidia, S. (2019). Experiential Marketing as a Basis for Modern Communications with Consumers. Espacios, 40(6), 16.

Krizhanovskiy, I. N. (2018). Postmodernism: A step in an «inexact direction». Electronic network journal "Russian Technological Journal", 6(6). https://rtj.mirea.ru/upload/medialibrary/372/RTZH_6_2018_101_116.pdf

Rasooli, M., & Abedini, M. (2017). The Relationship between Organizational Support and Job Satisfaction of Experts and Managers of Islamic Azad University of Qeshm and Subsidiaries (International Units, Medical, Sama, Hormuz and Khamir). Dutch Journal of Finance and Management, 1(2), 42. https://doi.org/10.29333/djfm/5818

Rocha, T., Martins, J., Branco, F., & Gonçalves, R. (2017). Evaluating Youtube Platform Usability by People with Intellectual Disabilities (A User Experience Case Study Performed in a Six-Month Period). Journal of Information Systems Engineering & Management, 2(1), 5. https://doi.org/10.20897/jisem.201705

shafiezad Abkenar, B., & Negahdari, E. (2017). Reviewing the Effect of Infrastructural Investment on Economic Growth in Iran from 1983 to 2013. UCT Journal of Management and Accounting Studies, 5(2), 13-19.

Shaker Mehdi Rahimi, M., & Zare, M. (2016). The effectiveness of therapy based on acceptance and commitment social anxiety and general self-efficacy on divorced women under welfare organization in Yazd. UCT Journal of Social Sciences and Humanities Research, 4(4), 10-16.

Peculiarities of intercultural competence in teaching foreign languages

Peculiaridades de la competencia intercultural en la enseñanza de lenguas extranjeras

Bakhronova Dilrabo Keldiyorovnat*
Tashkent State Institute of Oriental Studies - Uzbekistan
akaduz@umail.ru
Muminova Dilshodakhon Abduvakhitovna
Tashkent Chemical technological institute - Uzbekistan
Khodjakulova Feruza Rustamovna
International Islamic academy of Uzbekistan - Uzbekistan
Hashimova Sabohat
International Islamic academy of Uzbekistan - Uzbekistan
sabohat15@mail.ru
Musaeva Shahzoda Ibrohimovna
Military-technical Institute - Uzbekistan
shahzoda.musayeva.85@mail.ru

ABSTRACT

The article deals with the issues related to intercultural competence in teaching foreign languages. The modern world and society are increasingly in need of people who can think creatively, analyze and understand others. And a foreign language is one of the best tools to develop these skills. Comparison of countries, people, customs, traditions, cultural heritage stimulates and motivates the desire to increase and deepen the knowledge about other countries and their own country. At the center of the modern personality-oriented concept is the personality of the student, his needs and interests. The main goal of teaching a foreign language is seen in the formation of communicative and intercultural competencies among pupils. In the process of teaching foreign languages, both competencies are formed interconnected intercultural competence is formed on the basis of communicative and in the process of its development. Each lesson of a foreign language is a crossroads of cultures this is the practice of intercultural communication, because each word reflects a foreign world and a foreign culture.

Key words: intercultural communication, communication, culture, knowledge, intercultural competence, country

RESUMEN

El artículo aborda los temas relacionados con la competencia intercultural en la enseñanza de lenguas extranjeras. El mundo y la sociedad modernos necesitan cada vez más personas que puedan pensar creativamente, analizar y comprender a los demás. Y un idioma extranjero es una de las mejores herramientas para desarrollar estas habilidades. La comparación de países, personas, costumbres, tradiciones, patrimonio cultural estimula y motiva el deseo de aumentar y profundizar el conocimiento sobre otros países y su propio país. En el centro del concepto moderno orientado a la personalidad está la personalidad del estudiante, sus necesidades e intereses. El objetivo principal de la enseñanza de una lengua extranjera se ve en la formación de competencias comunicativas e interculturales entre los alumnos. En el proceso de enseñanza de lenguas extranjeras, ambas competencias se forman interconectadas, la competencia intercultural se forma sobre la base de la comunicación y en el proceso de su desarrollo. Cada lección de un idioma extranjero es una encrucijada de culturas, esta es la práctica de la comunicación intercultural, porque cada palabra refleja un mundo extranjero y una cultura extranjera.

Palabras clave: comunicación intercultural, comunicación, cultura, conocimiento, competencia intercultural, país.

* Corresponding author.

The problem of intercultural communication in the study of foreign languages is that between the teaching of foreign languages and intercultural communication there is a single, complementary relationship. Every lesson of a foreign language, wherever it takes place, at school or within the walls of a university is a practical encounter with a different culture, primarily through its main carrier - language.

The maximum development of communicative abilities is the main, promising, but very difficult task facing foreign language teachers. To solve it, it is necessary to master new teaching methods aimed at developing all four types of language proficiency, and fundamentally new materials with which you can teach people to communicate effectively. In this case, of course, it would be wrong to rush from one extreme to the other and abandon all the old methods: you must carefully select all the best, useful, and tested by teaching practice.

Each foreign word reflects a foreign culture, behind each word there is a subjective, due only to this linguistic culture, a peculiar impression of the world. Foreign languages in Uzbekistan, and their teaching are very much in demand today, as there is an urgent need to use such knowledge in everyday life. This, of course, has an impact on teaching methods. The increasing demand for teaching foreign languages, in turn, dictates its own conditions.

Now, nobody is interested in grammar rules, and even more so, the history itself and the theory of language. Modern living conditions require learning a foreign language, primarily functionality. Now they want to not know the language, but use it as a means of real communication with native speakers of other cultures. In this regard, it was necessary to radically change the view on the teaching of a foreign language, taking into account more attention and a bias on linguistics and intercultural communication.

The solution to this pragmatic problem is possible only under one condition - that a rather solid fundamental theoretical base will be created. To create it, it is necessary, first of all: 1) to apply the results of theoretical works in philology to the practice of teaching foreign languages; 2) theoretically comprehend and summarize the vast practical experience of teachers of foreign languages. With the traditional approach to learning foreign languages, the main teaching methodology was reading texts in a foreign language. And this concerned not only the school level of education, but also higher, university. The topic of everyday communication was represented by the same texts, only relating to everyday subjects, however, few of such specialists, having read such texts, could adequately behave in a real situation that would require the application of knowledge of a practical foreign language, rather than its large-scale literary side.

Now, teachers are striving to teach how to practically use the available linguistic material. Now, on the basis of higher education, teaching a foreign language is perceived precisely as a means of everyday communication with native speakers of a different culture. The task of higher education is to form a well-educated person who has in his arsenal fundamental training not only in narrow specializations, but also in a broad sense, for example, as learning a foreign language without reference to the chosen profession, that is, technical specialists should be proficient not only and not so much technical English, or another foreign language, but also be able to apply it, first of all, with similar specialists who only speak another foreign language.

The very concept of intercultural communication is based on an equal cultural interaction between representatives of various linguistic and cultural communities, taking into account their originality and originality, which leads to the need to identify the universal based on a comparison of foreign and own cultures. Modern teaching of a foreign language is impossible without instilling in students a foreign language culture. Most methodologists focus on the current state of the theory and practice of teaching a foreign language with a pronounced communicative orientation, which contributes to the comprehensive development of personality, the development of spiritual values of students. Intercultural communication training cannot exist without the inclusion of a linguistic and regional aspect in the learning process.

The purpose of education is not just knowledge, skills, but the formation of "key competencies" (Gudkov D. B. 2003), which must be mastered for the socialization of a person, for his "productive adaptation" to this world.

In the modern dictionary of foreign words we read: "Competence translated from Latin *competentia* means a range of issues in which a person is knowledgeable, has knowledge and experience" (Bulyko A.N. (2005). The Linguodidactic Encyclopedic Dictionary interprets this concept as "a combination of knowledge, skills, abilities, formed in the process of learning a particular discipline, as well as the ability to perform any activity on the basis of acquired knowledge, skills, abilities".(Gudkov D. B. 2003) Khutorskoy A.V. writes that "competence is an alienated, predetermined social demand (norm) for the student's educational preparation, which is necessary for his high-quality productive activity in a certain field (Khutorsky A.V. 2003). An analysis of the work on the problem of competence is presented by Zimnaya The author notes that the founder of competencies G. Khalazh believes that competencies are "An answer to the challenges facing Europe (maintaining a democratic open society, multilingualism, multiculture, new labor market requirements, the development of integrated organizations...)". A.I. Surygin divides the two concepts of competence and competence and concludes that competence is a "phenomenon, a range of issues," and competence is "Property, quality of personality." (Surygin A.I. 2001)

 Based on these findings, the author proposes the following definition: "competence is the content of education, which, when acquired by students, forms its competence in any field of activity".

As you can see, there is no single interpretation of this concept, therefore we will assume that the acquired knowledge is necessary for a person to show his abilities in a particular situation.

The issue of types of competencies is also controversial. According to the list of five key competencies adopted by the Council of Europe, a personality standard should include the following: 1) political and social competencies related to the ability to take responsibility in decision-making and participate in non-violent conflict resolution; 2) competencies that allow living in a multicultural society, promoting understanding and willingness to live in a good neighborhood with other cultures, "education should" equip "young people with intercultural competencies, such as accepting differences, respect for others and the ability to live with people of other cultures, languages and religions "; 3) competencies involving oral and written communication, knowledge of several foreign languages; 4) competencies associated with the informatization of society, involving the possession of new technologies, an understanding of their application, and a critical attitude to the information disseminated; 5) the ability to lifelong learning both professionally and socially (Bobkova V.N. 2006).

Possession of intercultural competence is one of the basic competencies of a modern specialist. What is meant by intercultural competence? S.E. Tsvetkova, analyzing this concept, writes that in "domestic studies on the problem of intercultural competence, the latter is defined as the ability of members of a certain cultural community to seek understanding in the process of interacting with representatives of another culture using compensatory strategies to prevent conflicts of "one's "and another's and create during the course of the interaction, a new intercultural communicative community." G.V. Elizarova considers intercultural competence as an integral part of foreign language communicative competence, but with some "additional components based on taking into account the projection of culture on the sphere of communication". This means that it is impossible to achieve mutual understanding in the process of communication without taking into account ethical standards and rules adopted by native speakers. Intercultural competence, according to M.G. Evdokimova, "consists in the ability to take into account intercultural differences in the process of foreign language communication" and is formed by "the totality of intercultural aspects of the content of foreign language communicative competence".

The purpose of the formation of intercultural competence is indicated by G.V. Elizarova as "achieving such a quality of a linguistic personality that will allow her to go beyond her own culture and acquire the qualities of a mediator of cultures without losing her own cultural identity".

An analysis of pedagogical research on the problem of the formation of intercultural competence allows us to conclude that this problem is in the spotlight. The formation of intercultural competence of foreign students in the process of teaching foreign language will become possible and effective if texts of a national theme are one of the main components of the content of the training. The purpose of these texts is not only to get acquainted with a foreign sociocultural environment, its customs, traditions, rules of conduct, but, above all, to recognize and accept the values of another culture in comparison with the values of one's own culture, to form the ability to see differences, understand and accept them try to find common ground. A foreign student, falling into a foreign environment, encountering foreign speakers, representatives of a different culture, is himself a native speaker of a language and culture, his native, close and beloved. When we get into a foreign city, country, in other words, into a non-native sociocultural environment, we sharply perceive "our own", our native, and we show special interest in this, enthusiastically sharing this with "strangers".

In our case, texts of a national theme (not regional geographic), already placed in the study guide, will become part of the model for the formation of intercultural competence of foreign students. The developed system of exercises will help to master the lexical, grammatical, speech material of texts. The material will be fixed by going out into the environment of the language being studied for direct contact with native speakers. The developed test system (listening, reading, speaking, vocabulary and grammar) will become control.

Despite all the differences in methodological approaches and aspects of intercultural communication research in different sciences, most scholars are of the opinion that the main objectives of research in the field of intercultural communication are:

- definition of the subject, methodology and conceptual apparatus of the theory of intercultural communication;

- identification of the place of the theory of intercultural communication among other sciences;

- the formation and development among participants of intercultural competence and competence, cultural sensitivity, the ability to correctly interpret specific manifestations of communicative behavior and a tolerant attitude towards it;

- development of a methodology for teaching practical skills in communicating with representatives of other cultures.

So, during the development of intercultural communication as an independent discipline, three main areas of research have developed: descriptive, cultural, anthropological and systemic; Three approaches have been formed on the basis of communication: functionalistic, interpretative and critical. And also recently, in connection with globalization, the development of social sciences and the increasing penetration of information technology into the field of communication, new areas of research have been outlined.

BIBLIOGRAPHIC REFERENCES

Bobkova V.N. (2006) Regional geography as a form of inculcating interest in the study of foreign languages. IYASH. No. 5.

Bulyko A.N. (2005) Modern dictionary of foreign words. Over 25 thousand words and phrases. Ed. 2nd, rev. And additional. "Martin".

Gudkov D. B. (2003) Theory and practice of intercultural communication. ITDGK "Gnosis".

Khutorsky A.V. (2003) Didactic heuristics. Theory and technology of creative learning. Publishing House of Moscow State University.

Leontovich O.A. (2003) Russia and the USA: An Introduction to Intercultural Communication. - Volgograd: Change.

Surygin A. I. (2001) Pedagogical design of the system of pre-university training of foreign students. St. Petersburg: Zlatoust

Vedenina L.G. (2000) The theory of intercultural communication and the meaning of the word. Foreign languages at school. - No. 5.

Tsvetkova S.E. (2010) Formation of intercultural communicative competence among students of economic specialties: monograph. S.E. Tsvetkova. N.Novgorod.

The Confirmatory Factor and Measurement Model Analyses of Perceived Restorativeness Scale (PRS) in Malaysian Context

El factor confirmatorio y los análisis del modelo de medición de la escala de restauración percibida (ERP) en el contexto de Malasia

Noorlila Ahmad[1]
Universiti Kebangsaan Malaysia – MALAYSIA
noorlila_ahmad@yahoo.com

Abu Yazid Abu Bakar[2]
Universiti Kebangsaan Malaysia – MALAYSIA
yazid3338@ukm.edu.my

Dharatun Nissa Fuad Mohd Karim[3]
Universiti Kebangsaan Malaysia – MALAYSIA
nisafuad@ukm.edu.my

ABSTRACT

There is a significant association between students' lower psychological well-being and their academic performance. Therefore, in order to discover the ways of relieving students' emotional disturbance and negative health condition, more research is needed for the improvement of their psychological well-being especially through exposure to nature as a restoration method upon facing negative emotions. This paper aims to validate and gain access to the reliability of Perceived Restorativeness Scale (PRS) among students. A cross-sectional study was conducted in this research on a sample taken from undergraduate students (N = 390). For explanatory factor analysis (EFA) with SPSS, respondents participated in an online survey. As for confirmatory factor analysis (CFA), AMOS programme was used for the measurement of model. A total of 26 items had been separated into four sub-constructs of PRS were used. Subsequently, an excellent structure was displayed by the revised PRS, with good factor loadings and sufficient convergent validity. Ultimately, the cut off requirements were fulfilled. Overall, it was revealed that the internal consistency of the alpha values was = 0.967, with the values of individual sub-constructs reliability are as follows: compatibility (0.927), coherence (0.883), fascination (0.950), and being away (0.895). It was found that PRS possessed an acceptable level of internal consistency. Besides, validity and reliability were discovered in the items for measurement of the intention instrument according to the selected pooled sample.

Keywords: Confirmatory Factor Analysis, Emotional Disturbance, Perceived Restorativeness Scale, Undergraduate Students.

RESUMEN

Existe una asociación significativa entre el bajo bienestar psicológico de los estudiantes y su rendimiento académico. Por lo tanto, para descubrir las formas de aliviar el trastorno emocional y el estado de salud negativo de los estudiantes, se necesita más investigación para mejorar su bienestar psicológico, especialmente a través de la exposición a la naturaleza como método de restauración al enfrentar emociones negativas. Este documento tiene como objetivo validar y obtener acceso a la confiabilidad de la Escala de Restauración Percibida (PRS) entre los estudiantes. Se realizó un estudio transversal en esta investigación en una muestra tomada de estudiantes de pregrado (N = 390). Para el análisis factorial explicativo (EPT) con SPSS, los encuestados participaron en una encuesta en línea. En cuanto al análisis factorial confirmatorio (CFA), se utilizó el programa AMOS para la medición del modelo. Se utilizó un total de 26 ítems separados en cuatro subconstrucciones de PRS. Posteriormente, el PRS revisado mostró una estructura excelente, con buenas cargas de factores y suficiente validez convergente. Finalmente, se cumplieron los requisitos de corte. En general, se reveló que la consistencia interna de los valores alfa era = 0.967, con los valores de confiabilidad de subconstrucciones individuales que son los siguientes: compatibilidad (0.927), coherencia (0.883), fascinación (0.950) y estar lejos (0.895). Se encontró que PRS poseía un nivel aceptable de consistencia interna. Además, se descubrió la validez y la confiabilidad en los ítems para la medición del instrumento de intención de acuerdo con la muestra agrupada seleccionada.

Palabras clave: Análisis factorial confirmatorio, alteración emocional, escala de restauración percibida, estudiantes de pregrado.

1 Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia.
2 Corresponding author. Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia.
3 Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia.

1. INTRODUCTION

Positive psychological well-being is described as positive well-being in the physical, mental, and social aspect, besides being free from disease (WHO, 2013). However, there have been reports on the significant increase of issues associated with mental health, which is by 15% by 2020. Furthermore, young people are the group who has been facing the highest risk to this problem (WHO, 2008). Therefore, a number of methods of relieving negative emotions were recommended by studies from the past. Examples of such methods are identity group intervention (Eichas et al., 2017), well-being therapy (Fava et al., 2017), mindfulness-based group interventions (Josefsson, 2014), instilling spiritual values (Huguelet et al., 2016), and yoga (Rani et al., 2012). Continuous emphasis is put on these types of activities in the field of research for the improvement of one's psychological well-being. However, in the literature's point of view, appeared that exposure to nature is described as an element of emotional disturbance reduction and psychological restoration. For the improvement of health, this form of relief is studied in further detail and suggested (Eko, 2015; Berto, 2014; Bakar & Ishak, 2014; Beyer et al., 2014; Maller et al., 2009; Mitchell & Popham, 2007).

Perceived Restorativeness Scale (PRS) instrument, which consists of 26 items included into four dimensions which are compatibility, coherence, fascination, and being away, can be used for measurement of the dimension of restoration (Hartig et al., 1997). Originated from the theory-based introduced by Kaplan & Kaplan (1989), upon the expectation that an individual obtains their restorativeness during exposure to nature, those four features fall under Attention Restoration Theory. Studies from the past have found that fascination is a dominant factor which influences the quality of perceived restorativeness. For that reason, the main objectives of this study are to conduct an overall overview of the used variables, and to investigate the reliability and validity through measurement model and confirmatory factor analysis of perceived restorativeness scale.

Perceived Restorativeness in Nature

It has been reported that students' daily lives are heavily affected by high-demand activities, namely spending time on studying, having assignment and presentations done, attending classes, sitting for examinations, final year project, financial issues, social life and communication problems. These activities have negatively impacted the students' emotional disturbance and mental health in their academic journey (Song & Lindquist, 2015; Regehr, Glancy & Pitts, 2013; Byrd & McKinney, 2012; Elias et al., 2011). This disorder starts with stress, which occurs in our daily lives. However, when this condition becomes worse, it can lead to anxiety and depression. Due to low cognitive and psychological ability, this extent of emotional disturbance may be detrimental to students' mental health (Bakar & Zakaria, 2018; Kaplan, 1989). To put this differently, student's learning process, focus, and task performance will be negatively affected by poor psychological well-being and unstable mental state.

Therefore, restoration approach can be implemented in maintaining positive mental health and psychological well-being. The purpose of this method is so that students are able to manage the psychological challenges which are present in their surroundings through the replenishment of "psychological resources" (Hartig, Kaiser & Bowler, 2001). Various factors and environmental settings can contribute to this replenishment, as they function as the psychological resources which would aid with psychological well-being and relieve negative emotions. Moreover, the availability of the resources is more than enough to aid individuals in countering more problems. It has been found by studies from the past that physical activities (Hug et al., 2008; Ussher et al., 2007; Biddle, Fox & Boutcher, 2003), participation in social events (Sandstrom & Dunn, 2014; Lakey & Orehek, 2011; Rosenbaum, Sweeney & Windhorst, 2009), and nature viewing (Howell et al., 2011; Nisbet, Zelenski & Murphy, 2011; Matsuoka, 2010; Ulrich, 1984) can aid with psychological restoration. Even so, it has also been found that more positive outcomes can be obtained through nature viewing and exposure to nature as a restoration method, on both psychological and physiological functioning of a human's body (Gatersleben & Andrews, 2013; Karmanov & Hamel, 2008). These also enhance the mental performance of humans (Berman et al., 2008) and contribute to more positive feelings. More positive feedback has been reported regarding the students' overall learning experiences (Benfield et al., 2015).

The idea of exposure to nature for perceived restorativeness is in accordance to the Attention Restorative Theory (ART). In this theory, it is claimed that the concentration ability of humans improves after the time spent being exposed to nature, or just observing nature (Kaplan & Kaplan, 1989). Therefore, frequent mental fatigue which is experienced by most people especially students can be relieved through exposure to nature or green space. Besides, interaction with nature enhances cognitive performance which revolves around attention recovery is the primary idea of this theory (Kaplan, 2001). In addition, there are four features proposed by ART, which add up to as restorative element in the environment namely being away, extent, fascination, and compatibility.

The first feature is being away, which describes on individuals' desire for a getaway from typical environments such as the academic, domestic, and office environment. However, only by being away from such demanding and tiring environment would not guarantee restorative effects on individuals. Therefore, consideration should be placed on the second feature, which is extent. In order to obtain a restorative environment, this feature is necessary. Extent describes how individuals are associated with the environment of their liking, which adds to more positive outcomes on them. This is followed by the third feature, which is fascination. It is defined by the need to look at something where, instead of the typical

demanding attention, effortless attention is given. Next, the fourth and last feature is compatibility. This describes the compatibility of individuals in "the environmental patterns, individual's tendency and the actions needed for the environment" (Kaplan, 1992). It is important that all of these features of a restorative environment are emphasized when a place to relax and revitalize mental performance is being decided, especially in natural setting.

2. METHODOLOGY

Participants and procedure

In the current study, a cross-sectional study was adopted in order to examine the Perceived Restorativeness Scale (PRS), in the aspect of its validity and reliability. This was followed by collection of empirical data from undergraduate students from 16 different faculties in the university. Names and email addresses of the students were provided by the university's Academic Centre. From that information, participants of this study were selected by random. Then, the self-administrated questionnaire of this study, which consisted of 26 questions from the undergraduate students' in Universiti Putra Malaysia, were distributed online through google drive link. This link was sent to those email addresses. As a result, out of the 1500 names and emails who received the questionnaires, 390 of them responded. Specifically, they consisted of females (n = 306, 78.5%) and males (n = 84, 21.5%) who aged from 21 to 25 years old.

Instruments

The instruments used in this study were separated into four dimensions or sub-constructs of Perceived Restorativeness Scale (PRS) (Hartig et al., 1997). These four sub-constructs consist of compatibility (9 items), coherence (4 items), fascination (8 items), and being away (5 items). Reversing and recording of the negative instruments were conducted before data analysis. 7-point Likert response scales, which ranged from 0 (strongly disagree) to 6 (strongly agree). Two phrases were used in the questionnaires, which are: 1) "This place has fascinating qualities", and 2) "Being here helps me with my focus on getting things done". The Cronbach's alpha values for the subscale of being away, fascination, coherence, and compatibility were 0.895, 0.950, 0.883, and 0.927 respectively. Subsequently, the overall value for Cronbach's alpha coefficient in this study was 0.834. There was an alignment between this study and several previous studies in terms of the values of reliability, where they amounted higher than 0.78 (Hartig et al., 1997), 0.94 and 0.95 (Pasini et al., 2009; Berto; 2007) for the being away, fascination, coherence, and compatibility subscale respectively.

Data Analysis

In computing the descriptive analysis, the statistical tool of SPPS version 23 was used. Meanwhile, for the reliability and validity analysis, confirmatory factor analysis and measurement model with Structural Equation Modelling-AMOS version 21was utilized (Abuckle, 2005).

3. RESULT AND DISCUSSION

Descriptive Analysis

It can be seen from the findings that fascination sub-construct (M = 4.558, SD = 0.886) exhibited the highest overall mean. This is followed by the being away sub-construct, with the second highest overall mean (M = 4.510, SD = 0.972). The sub-construct with the third highest overall mean was coherence (M = 4.472, SD = 0.916). This is followed by the overall mean for compatibility (M = 4.261, SD = 0.892). The item with the most significant relation to perceived restorativeness was "The setting is fascinating" (M = 4.680, SD = 1.042). This item fell under the fascination sub-construct. Meanwhile, the item with the least significant relation to perceived restorativeness was "I have a sense of belonging here" (M = 4.000, SD = 1.349) in the compatibility sub-scale.

Measurement model: Confirmatory Factor Analysis (CFA)

In examining the validity and reliability of the measurement model with SEM-AMOS analysis, a two-stage approach was used. Assessment of measurement model was conducted through confirmatory factor analysis (CFA), with analysis on maximum likelihood estimation method. In this analysis, investigation specifically on the goodness-of-fit indices, along with the construct validity and reliability was performed. In this approach, whether the expectations model were fulfilled by the loading of measured (indicator) variables on factors and the number of factors was taken into account (Kline, 2004). Separate analysis was performed on each of the constructs in a separate measurement model. Apart from that, for the measurement of each underlying factor, the evaluation of uni-dimensionality was employed, which was done through examination of the goodness-of-fit indices statistical result.

The measurement of CFA model was conducted in accordance to the perceived restorativeness construct. This construct comprises of four (4) sub-constructs, specifically being away, fascination, coherence, and compatibility. The measurement of 26 items in total and each sub-construct was conducted using different overall amount of instruments. Based on the results, it was shown that due to lower factor loading, one item under being away sub-construct, specifically PR4ba, was removed from the overall five items. Next, under fascination sub-construct, eight items not being removed. Even so, it was found that one item, specifically PR14coh, had to be eventually removed from the coherence sub-construct due to lower factor loading. Finally, it was also found that removal of

item PR18com, PR23com, and PR26com was performed from nine items under the compatibility sub-construct due to lower factor loading. This was due to the identification of the aforementioned items as having poor measure of the latent construct. To illustrate this, as for inter items with correlation value above 0.7, removal from subsequent model development for parsimony would be done on factor loadings with values lower than 0.3 (Kline, 2005).

After item removal was performed, the values of the modification indices (MI) of the measurement model's fit was produced, which were 2 (177) = 497.109, p = 0.00, 2/DF = 2.809, GFI = 0.888, CFI = 0.958; IFI = 0.958, TLI = 0.950, RMSEA = 0.068. Upon further data investigation, the value of institutional factor composite (CR) was found to range from 0.883 to 0.949. Meanwhile, the range of the value for AVE was found to be from 0.699 to 0.716. In the results, all factor loadings for perceived restorativeness construct are shown to be higher than 0.5, as presented in Table 1. Therefore, the value of the internal consistency (alpha) for all constructs was higher than 0.7, the cut off value for study sample (DeVellis, 2011; Nunnally & Bernstein, 1994). For that reason, the reliability of the constructs within the sample study was sufficient (Bakar et al., 2017; Hair et al., 2010).

Table 1: Items loading factor in final fit of the measurement model for Perceived Restorativeness Scale (PRS)

Construct	Item	Loading Factor		Cronbach's Alpha	CR	AVE
		Initial	Modified			
Being away	PR5ba	0.838	0.803	0.895	0.904	0.703
	PR4ba	0.789	del**			
	PR3ba	0.881	0.873			
	PR2ba	0.827	0.856			
	PR1ba	0.760	0.817			
Fascination	PR13fas	0.869	0.872	0.950	0.949	0.699
	PR12fas	0.866	0.876			
	PR11fas	0.872	0.880			
	PR10fas	0.882	0.882			
	PR9fas	0.833	0.820			
	PR8fas	0.798	0.779			
	PR7fas	0.764	0.741			
	PR6fas	0.841	0.829			
Coherence	PR17coh	0.808	0.830	0.883	0.883	0.716
	PR16coh	0.857	0.889			
	PR15coh	0.813	0.817			
	PR14coh	0.731	del**			
Compatibility	PR26com	0.771	del**	0.927	0.927	0.681
	PR25com	0.826	0.788			
	PR24com	0.671	0.614			
	PR23com	0.727	del**			
	PR22com	0.871	0.899			
	PR21com	0.856	0.886			
	PR20com	0.854	0.866			
	PR19com	0.852	0.860			
	PR18com	0.822	del**			

**del – higher in residual variance, *del – lower in factor loading

In assessing the comparison between each construct in terms of the root of AVE against the correlation between the models, discriminant validity was carried out. Hair et al., (2010) highlight that provided the exceeding AVE's square root beyond the correlation among the constructs, construct will have sufficient discriminant validity. Following that, the result of AVE's square root for each sub-construct is displayed in Table 2 below. Based on this table, the value of the square root is higher than the value of each correlation between subscales. Therefore, the amount of discriminant validity for all subscales is adequate.

Table 2: Correlation of latent variables and discriminant validity of Perceived Restorativeness Scale (PRS)

Constructs	ba.	fas.	coh.	com.
Being away	**0.838**			
Fascination	0.835	**0.836**		
Coherence	0.751	0.778	**0.846**	
Compatibility	0.738	0.766	0.786	**0.825**

Note: ba. – being away, fas. – fascination, coh. – coherence, com. - compatibility

Squared Roots of AVE (on the diagonal)

Correlation coefficient (on the off-diagonal)

Measurement model analysis: Second 2-order

The data examination in this study was followed by the final analysis. This analysis took place after the validity and reliability required for the respective instruments to acquire the model fitness. The final measurement was conducted through examination on the second-order factor from the latent variable (Hair et al., 2010). A fit model is positive when it fulfils the following requirements: a high chi-square (2) value, the range of 1 to 5 for the normal chi-square, Incremental fit index (ILI), Adjusted goodness of fir index (AGFI), comparative fit index (CFI), the goodness of fit index (GFI), and the values of Tucker-Lewis (TLI) being higher than 0.9, while the values of root mean square error of approximation (RMSEA) being not higher than 0.08 (Hair et al., 2010). Therefore, it could be seen from the finding that the model's fitness in the data in an acceptable threshold level was indicated by the second order 2 (179) = 510.815, p = 0.00, 2/DF = 2.854, GFI = 0.888, CFI = 0.957, TLI = 0.949, RMSEA = 0.067. Moreover, the values of the modification indices (MI) of the goodness-of-fit indices displayed went beyond the cut-off value at a significant degree, as shown in Figure 1.

Calculation of the measurement models was performed for each of PRS constructs, namely being away, fascination, coherent and compatibility, towards exposure to nature. With this process, measurement error, where significant indicators of each construct are maintained, would be decreased. Therefore, identification can be made on this measurement error indicator in the full measurement model (Byrne, 2013). With the summary of the results above, the positive fitness of PRS as a data in the sample selected for the undergraduates for this study could be confirmed. For that reason, PRS can be used upon exposure to nature as a measurement method for the acceptance of restorativeness in the area of this study. In general, a good fit of sample for the pooled study was displayed from the covariance process between measurement models, along with the removal items in the sub-constructs. Following this step was the evaluation of convergent validity, discriminant validity and reliability in order to assess whether the psychometric properties were met and sufficient.
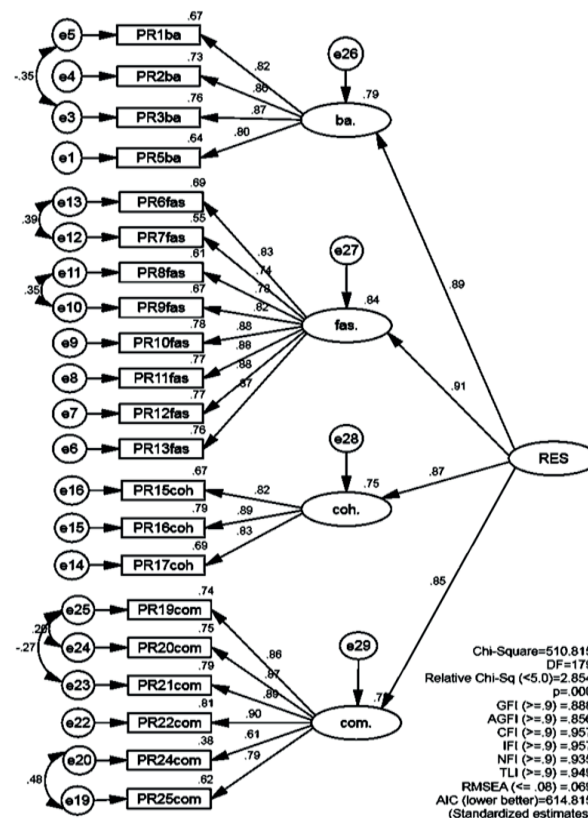

Figure 1: Modified measurement model of Perceived Restorativeness Scale (PRS)

4.   DISCUSSION

This study aims to provide the PRS instruments with validation (Hartig et al., 1997) on undergraduate university students as the sample, particularly on the exposure to nature for stress relief. With the PRS, an alternative is available for researchers in the future to use for restoration upon exposure to nature. Furthermore, the evaluation of stress relief upon exposure to nature based on respondents' point of view is displayed in this study's result. Based on the result, support was provided to the original 4 sub-constructs of PRS.

Based on the results of CFA, the data's fitness in the model was indicated. This provides support to PRS, where exposure to nature as stress relief is evaluated. It was also indicated in CFA's modification indices that removal from the measurement model needed to be performed on many indicators. Examples of those indicators were the following indicators of particular sub-constructs, namely PR26com, PR23com, PR18com, PR14coh, and PR4ba. The influencing factor of this removal is the high covariance between measurement errors. This is followed by the high regression weights between these error constructs. This indicates a refinement process, where examination is conducted on. Eventually, it has been proven that it is acceptable as an instrument, in terms of accessing to the perceived restorativeness towards environment in regards to natural environment setting. Besides, for access to any respective model, the measure of goodness-of-fit as fit indices is necessary, as proposed in this study (Kline, 2011; Hair, 2010).

Similar studies from the past (Eko, 2015; Pasini et al, 2014; Hartig et al., 2003), empirical and theoretical support are provided in this study in order to validate PRS as an appropriate framework. The purpose of this is to obtain further comprehension on student's acceptance of stress relief methods for improved psychological well-being and academic performance.

5.   IMPLICATIONS OF THE STUDY

Several implications for practice, methodology, and theory have been discovered in this study. On the theoretical perspective, it is illustrated in this study that despite the proper functioning of the measure, there has been further decrease of natural resources, plant, and vegetation as a result of urbanization. Moreover, a number of studies where those three factors are focused on are included into this study, and the importance of those factors in mental health acceptance is emphasized.

In the methodological point of view, the purpose of CFA is to investigate the association between the sub-constructs of PRS instruments. Therefore, this study has provided positive outcomes to the trend of research on the exposure to nature. Therefore, the use of the second generation of multivariate, where its techniques are distinguished from the techniques of the first-generation such as regression, discriminant analysis, and factor analysis, will be emphasized (Gefen et al., 2000).

In the practical perspective, it has been indicated from the results that students had the consciousness and precaution in the role of nature for stress management (Ward Thompson et al., 2016; Berto, 2014; Fan et al., 2011). With this finding, the quality of life particularly in terms of emotional disturbance will be enhanced for the improvement of both components of attention, as highlighted in the Theory of Attention Restorative Theory (Kaplan & Kaplan, 1986). Generally, with the PRS instruments, researchers are capable of assessment and comprehension on how much response would be given by users to restoration. Besides, these instruments contribute to assessment and evaluation on how far alternative instruments are provided by users in measuring students' perceived restorativeness on nature in order to relieving stress or other emotional disturbances such as depression and anxiety for improved psychological wellbeing (Ahmad et al., 2018; McEachan et al., 2016; Bratman et al., 2015a; Song et al., 2015; Beyer et al., 2014)

As a result, this study aims for a better comprehension or respondents' point of view regarding restoration in acknowledging nature as a means of improving psychological well-being and academic performance (Surat et al., 2018; Wu et al., 2014; Matsuoka, 2010; Taylor & Kuo, 2006). Furthermore, further implications are provided by this study to educational stakeholders for comprehension and more alternatives to contemporary techniques to be provided in the effort of relieving stress.

6.   CONCLUSION

In order to acquire greater generalizability of the PRS, future study is necessary for further validation on the instrument. Besides, the instrument should be used in the proposed model in various settings, on different respondents with different social and cultural backgrounds. Through investigation in various backgrounds and settings, the comparison against other identical measures from the point of view of restoration towards exposure to nature will be justified. Besides, more rectified indicator to the information associated with psychometrics can be produced with this justification. Subsequently, various dimensions and further comprehension on the factors behind respondents' reaction and different perceptions regarding nature can be obtained.

Structural Equation Modelling (SEM) was used in this study in investigating a series of associations between the dependent (endogenous) and independent (exogenous) variables (Ho, 2006). Therefore, with SEM, estimation of multiple dependence relationships is allowed. This is where latent variable in model is incorporated and definition

of model is made in order to illustrate the association between the constructs (Hair et al., 2010). Additionally, SEM will assist in the investigation on the causal relationship through series of structural equations. It will also facilitate the clarification of the theory study's concepts (Byrne, 2013) through examination on the structural and measurement model (Schumacker & Lomax, 2010).

Subsequently, modification was conducted on the model through the procedures in accordance to the constructs selected from the designed objectives. For this reason, confirmatory factor analysis (CFA) was used. This is an approach where whether the loading of measured (indicator) variables on factors and the number of factors fulfil the expectations is taken into account (Kline, 2004). Moreover, separate analyses were performed on the constructs in a separate measurement model. The evaluation of uni-dimensionality was employed for measurement of each underlying factor through examination on the statistical results of the goodness-of-fit indices.

Future studies should be performed in order to obtain greater generalizability of the PRS. This would provide further validation of the instrument. Besides, the use of the instrument will be performed in the proposed model across various settings, and different respondents with different social and cultural backgrounds. Through studies conducted in various backgrounds and settings, the comparison against other similar measures in the point of view of restoration towards exposure to nature will be justified. With this, more rectified indicator to information associated with psychometric will be provided. Consequently, different dimensions and further understanding on the factors of respondents' reaction and different perceptions of nature will be acquired.

ACKNOWLEDGMENT

BIBLIOGRAPHIC REFERENCES

Ahmad, N., Roslan, S., Othman, S., Shukor, S. F. A., & Bakar, A. Y. A. (2018). The validity and reliability of psychometric profile for depression, anxiety and stress scale (DASS21) instrument among Malaysian undergraduate students. International Journal of Academic Research in Business & Social Sciences, 8(6), 812-827.

Bakar, A. Y. A., & Ishak, N. M. (2014). Depression, anxiety, stress, and adjustments among Malaysian gifted learners: Implication towards school counseling provision. International Education Studies, 7(13), 6-13.

Bakar, A. Y. A., & Zakaria, Z. (2018). Counselling Services for Gifted Students in Malaysia: A Qualitative Exploration. International Journal of Engineering & Technology (UAE), 7(2.10), 66-69.

Bakar, A. Y. A., Salleh, A. M., & Karim, D. N. F. M. (2017). Pengujian dan Penilaian Psikologi dalam Kaunseling. Bangi: UKM Press.

Benfield, J. A., Rainbolt, G. N., Bell, P. A., & Donovan, G. H. (2015). Classrooms with nature views: Evidence of differing student perceptions and behaviors. Environment and Behavior, 47(2), 140-157.

Berman, M. G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. Psychological Science, 19(12), 1207-1212.

Berto, R. (2014). The role of nature in coping with psycho-physiological stress: a literature review on restorativeness. Behavioral Sciences, 4(4), 394-409.

Beyer, K. M., Kaltenbach, A., Szabo, A., Bogar, S., Nieto, F. J., & Malecki, K. M. (2014). Exposure to neighborhood green space and mental health: evidence from the survey of the health of Wisconsin. International journal of environmental research and public health, 11(3), 3453-3472.

Biddle, S. J., Fox, K., & Boutcher, S. (Eds.). (2003). Physical activity and psychological well-being. Routledge.

Bratman, G. N., Daily, G. C., Levy, B. J., & Gross, J. J. (2015). The benefits of nature experience: Improved affect and cognition. Landscape and Urban Planning, 138, 41-50.

Byrd, D. R., & McKinney, K. J. (2012). Individual, interpersonal, and institutional level factors associated with the mental health of college students. Journal of American College Health, 60(3), 185-193.

Byrne, B. M. (2013). Structural equation modelling with EQS: Basic concepts, applications, and programming. Routledge.

De Vellis, R. F. (2012). Scale Development: Theory and Applications (3rd ed). Thousand Oaks, CA: Sage.

Eichas, K., Montgomery, M. J., Meca, A., & Kurtines, W. M. (2017). Empowering Marginalized Youth: A Self-Transformative Intervention for Promoting Positive Youth Development. Child Development.

Eko, M. (2015). A portfolio of academic, therapeutic practice and research work: including an investigation of spending time in nature: restorative effects of mood amongst depressed individuals (Tesis Doktor Falsafah, University of Surrey).

Elias, H., Ping, W. S., & Abdullah, M. C. (2011). Stress and academic achievement among undergraduate students in Universiti Putra Malaysia. Procedia-Social and Behavioral Sciences, 29, 646-655.

Fan, Y., Das, K. V., & Chen, Q. (2011). Neighborhood green, social support, physical activity, and stress: Assessing the cumulative impact. Health & place, 17(6), 1202-1211.

Fava, G. A., Cosci, F., Guidi, J., & Tomba, E. (2017). Well-being therapy in depression: New insignhts into the role of psychological well-being in the clinical process. Depression and anxiety.

Felsten, G. (2009). Where to take a study break on the college campus: An attention restoration theory perspective. Journal of Environmental Psychology, 29(1), 160-167.

Fuad, M. D. F., Lye, M. S., Ibrahim, N., Ismail, S. I. F., & Kar, P. C. (2015). Prevalence and risk factors of Stress, Anxiety and Depression among Preclinical Medical students in Universiti Putra Malaysia in 2014. International Journal of Collaborative Research on Internal Medicine & Public Health.

Gatersleben, B., & Andrews, M. (2013). When walking in nature is not restorative: The role of prospect and refuge. Health & Place, 20, 91-101.

Gefen, D., Straub, D., & Boudreau, M. C. (2000). Structural equation modeling and regression: Guidelines for research practice. Communications of the association for information systems, 4, 1, 7.

Hair, J. F., Black, W. C., & Babin, B. J. (2010). RE Anderson Multivariate data analysis: A global perspective.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). Multivariate data analysis (Vol. 6). Upper Saddle River. NJ: Pearson Prentice Hall.

Hartig, T., Kaiser, F. G., & Bowler, P. A. (2001). Psychological restoration in nature as a positive motivation for ecological behavior. Environment and Behavior, 33(4), 590-607.

Hartig, T., Korpela, K., Evans, G. W., & Gärling, T. (1997). A measure of restorative quality in environments. Scandinavian Housing and Planning Research, 14(4), 175-194.

Ho, R. (2006). Handbook of univariate and multivariate data analysis and interpretation with SPSS. CRC Press.

Holmes-Smith, P. (2011). Advanced structural equation modelling using AMOS. In Workshop material provided at the ACSPRI.

Hug, S. M., Hansmann, R., Monn, C., Krütli, P., & Seeland, K. (2008). Restorative effects of physical activity in forests and indoor settings. International Journal of Fitness, 4(2).

Huguelet, P., Mohr, S. M., Olié, E., Vidal, S., Hasler, R., Prada, P., Bancila, M., Courtet, P., Guillaume, S., & Perroud, N. (2016). Spiritual meaning in life and values in patients with severe mental disorders. The Journal of nervous and mental disease, 204(6), 409-414.

Josefsson, T., Lindwall, M., & Broberg, A. G. (2014). The effects of a short-term mindfulness based intervention on self-reported mindfulness, decentering, executive attention, psychological health, and coping style: examining unique mindfulness effects and mediators. Mindfulness, 5(1), 18-35.

Kaplan, R. (1985). The analysis of perception via preference: a strategy for studying how the environment is experienced. Landscape Planning, 12(2), 161-176.

Kaplan, R. (2001). The nature of the view from home: Psychological benefits. Environment and Behavior, 33(4), 507-542.

Kaplan, R., & Kaplan, S. (1989). The experience of nature: A psychological perspective. CUP Archive.

Kaplan, S. (1992). The restorative environment: Nature and human experience. In Role of Horticulture in Human Well-being and Social Development: A National Symposium. Timber Press, Arlington, Virginia (pp. 134-142).

Karmanov, D., & Hamel, R. (2008). Assessing the restorative potential of contemporary urban environment(s): Beyond the nature versus urban dichotomy. Landscape and Urban Planning, 86(2), 115-125.

Kline, R. B. (2004). Principles and practice of structural equation modeling, New York: Guildford.

Kline, R. B. (2005). Principles and Practice of Structural Equation Modelling (2nd Edition ed.). New York: The Guilford Press.

Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling. na.

Lakey, B., & Orehek, E. (2011). Relational regulation theory: a new approach to explain the link between perceived social support and mental health. Psychological Review, 118(3), 482.

Matsuoka, R. H. (2010). Student performance and high school landscapes: Examining the links. Landscape and Urban Planning, 97(4), 273-282.

McEachan, R., Taylor, N., Harrison, R., Lawton, R., Gardner, P., & Conner, M. (2016). Meta-analysis of the reasoned action approach (RAA) to understanding health be- haviors. Annals of Behavioral Medicine, 50(4), 592–612.

Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2011). Happiness is in our nature: Exploring nature relatedness as a contributor to subjective well-being. Journal of Happiness Studies, 12(2), 303-322.

Nunnally, J. C., & Bernstein, I. H. (1994). Psychological Theory. New York, NY: MacGraw-Hill.

Rani R, Tiwari S. C., & Srivastava N. (2012). Yoga Nidra as a complementary treatment of anxiety and depressive symptoms in patients with menstrual disorder. International Journal of Yoga. 5(1): 52–56.

Regehr, C., Glancy, D., & Pitts, A. (2013). Interventions to reduce stress in university students: A review and meta-analysis. Journal of affective disorders, 148(1), 1-11.

Rosenbaum, M. S., Sweeney, J. C., & Windhorst, C. (2009). The Restorative Qualities of an Activity-Based, Third Place Café.

Sandstrom, G. M., & Dunn, E. W. (2014). Social interactions and well-being: The surprising power of weak ties. Personality and Social Psychology Bulletin, 40(7), 910-922.

Schumacker, R. L., & Lomax, R.G. (2010). A beginner's guide to structural equation modeling. (3rd ed.), Routledge, New York.

Song, Y., & Lindquist, R. (2015). Effects of mindfulness-based stress reduction on depression, anxiety, stress and mindfulness in Korean nursing students. Nurse Education Today, 35(1), 86-90.

Surat, S., Khalipah, N. N. M., Ramli, S., Baharudin, S., & Bakar, A. Y. A. (2018). Identifying coping mechanisms of exam anxiety as innovative technique to prepare Malaysian secondary school students for examination. International Journal of Engineering & Technology (UAE), 7(4.21), 58-64.

Ulrich, R. (1984). View through a window may influence recovery. Science, 224(4647), 224-225.

Ussher, M. H., Owen, C. G., Cook, D. G., & Whincup, P. H. (2007). The relationship between physical activity, sedentary behaviour and psychological wellbeing among adolescents. Social psychiatry and psychiatric epidemiology, 42(10), 851- 856.

Ward Thompson, C., Aspinall, P., Roe, J., Robertson, L., & Miller, D. (2016). Mitigating stress and supporting health in deprived urban communities: the importance of green space and the social environment. International journal of environmental research and public health, 13(4), 440.

WHO Commission on Social Determinants of Health, & World Health Organization. (2008). Closing the gap in a generation: health equity through action on the social determinants of health: Commission on Social Determinants of Health final report. World Health Organization.

World Health Organization (2013). WHO Definition of Health. WHO, Geneva. http://www.who.int/about/definition/en/print.html

Integrating internal and external marketing function for a services management marketing model in Iran

Integrando la función de marketing interno y externo para un modelo de marketing de gestión de servicios en Irán

Sanaz Nafisa[1]
Higher Education Institute of Rabe-Rashid - Iran
sanaznafisa@yahoo.com

Ramezanali Shayanrad[2]
European Regional Academy - Armenia
shayanrad57@hotmail.com

Mohammad Hosseinifard[3]
Furtwangen University - Germany
hosseinifard.m@gmail.com

Homa Molavi[4]
Ferdowsi University of Mashhad - Iran
molavihoma@yahoo.com

Mohammad Rezaie Narimisa[5]
Ministry of Petroleum - Iran
mrn43000@gmail.com

ABSTRACT

The present study seeks to investigate the effect of internal and external market orientation on financial and nonfinancial performance. It is applicable from objective aspect and descriptive-field from methodological aspect. The data was collected through documentary study and field study including questionnaire. All managers, deputies and experts of firms related to Mashhad Province equal to 2505 were the statistical population of the study during the time period 2018. The sample size was estimated equal to 135 by means of random sampling method. Results of regression test indicated the positive effect of internal and external market orientation on financial and non-financial performance of firms related to Mashhad Province. According to the results, information production, information dissemination and how to respond to internal information have a positive and significant effect on financial and non-financial performance. Similarly, information production, information dissemination and how to respond to external information have a positive and significant effect on financial and non-financial performance.

Keywords Financial Performance, Non-financial Performance, Market Orientation, Information Production, Information Dissemination

RESUMEN

El presente estudio busca investigar el efecto de la orientación del mercado interno y externo sobre el desempeño financiero y no financiero. Es aplicable desde el aspecto objetivo y el campo descriptivo desde el aspecto metodológico. Los datos fueron recolectados a través de estudios documentales y estudios de campo incluyendo cuestionarios. Todos los gerentes, diputados y expertos de empresas relacionadas con la provincia de Mashhad igual a 2505 fueron la población estadística del estudio durante el período 2018. El tamaño de la muestra se estimó igual a 135 mediante un método de muestreo aleatorio. Los resultados de la prueba de regresión indicaron el efecto positivo de la orientación del mercado interno y externo sobre el desempeño financiero y no financiero de las empresas relacionadas con la provincia de Mashhad. Según los resultados, la producción de información, la difusión de información y la forma de responder a la información interna tienen un efecto positivo y significativo en el desempeño financiero y no financiero. Del mismo modo, la producción de información, la difusión de información y cómo responder a la información externa tienen un efecto positivo y significativo en el desempeño financiero y no financiero.

Palabras clave: Desempeño financiero, Desempeño no financiero, Orientación al mercado, Producción de información, Difusión de información

1 M.Acc, Faculty of Accounting and Management department, Higher Education Institute of Rabe-Rashid, Tabriz, Iran
2 Ph.D. Student of Management, International Marking, Faculty of Management and Economics, European Regional Academy, Yerevan, Armenia
3 Corresponding author. M.S. International Business Management (Full-time MBA), MBA department, Furtwangen University, Germany
4 Faculty of Economics and Management, Ferdowsi University of Mashhad, Mashhad, Iran
5 Ministry of Petroleum, National Iranian Oil Refining & Distribution Company, Oil Refining Industries Development Company, Tehran, Iran

Introduction

Market orientation entered the marketing literature since the 1980's. It is a concept that roots in marketing theory for the concept of marketing philosophy and has seriously been studied by (Ahmed , PK, Rafiq, M., and Saad, N. M, 2003). They introduced market orientation as the beating heart of modern management and marketing. According to them, market orientation is an organizational culture that provides the essential behaviors in order to create higher value for customers with the highest level of efficiency and effectiveness. It leads to superior performance and competitive advantage for businesses. From the viewpoint of modern managers, marketing includes customer growth, i.e. paying attention to satisfaction and quality from customer's viewpoint and customer loyalty and effective relationship with the customer. As a result, firms try to have loyal customers. Paying no attention to the customer destroys any business. Therefore, market orientation is the prerequisite for successful operations of a business. Firms can create more value for consumers by paying attention to market orientation and innovation and enhance customer loyalty. This enables the firm to achieve competitive advantage in comparison with other firms and thus, obtains a better performance than its competitors. Market orientation is to create intelligence across the firm in relation with the current and future needs of customers among various sectors of a firm and general responding to that intelligence. It is both considerable inside and outside the firm as well as in domestic and international markets of a country (Ballantyne, D., 2000). However, it seems that focusing on external customer is not efficient to achieve organizational purposes and other objectives. If employees do not have customer oriented attitudes and behaviors and if internal systems and processes are not focused on customer purposes, marketing methods that are exclusively used for external customers are probably facing with failures (Berry, LL, 1981),. Hence, a balanced viewpoint should be considered especially by taking into account the relative importance of dimensions of internal and external market orientation in performance. The primary purpose of this study is to investigate the effect of each dimension of external market orientation on firm's performance regarding public sector administration from an integrated viewpoint. Most studies are mainly focused on total measurement of (internal/external) market orientation and have shown less attention to the effect of each component of market orientation on organizational performance. Second, this study seeks to investigate the effect of these components on both dimensions of financial and non-financial performance, because one-dimensional exploration of performance cannot give accurate results to beneficiaries.

Thus, the major research question is proposed in this way: Are the components of internal and external market orientation able to influence financial and nonfinancial performance of firms? Due to the advancement and transitions of the information and communications technology major changes have occurred in recent decades in markets and have made companies and firms think about strategies to enhance their capability and maintain their competitive ability. One of the critical success. factors in the competitive world and maintenance of firms' survival is the capability for successful marketing of products and services. Marketing can be helpful in directing the purposes, strategies, and programs of firms and provides the possibility to achieve superior performance and a higher market share. Businesses have to enhance their marketing capabilities in order to achieve superiority against their competitors and attract and keep their customers. In other words, it can be stated that innovation has been determined as the condition for durability in any market through intensification of the competitive environment with the prerequisite of accepting the principle of competition. It has been led to the importance of market orientation instead of product-orientation. At the beginning of the 21st century, quick and total global changes have transformed the environment of firms' activities so that the firms and their managers have to find new ways for compatibility with the global changes and be able to remain in the internal and external competitive arena (Berry, LL and Parasuraman, A., 1991). Dimensions of internal and external market orientation were considered in this study, because despite the numerous studies about the effect of market orientation on performance, the effect of individual dimensions of internal and external market orientation on performance has not been mentioned. Effects of implementing market-based behaviors in the framework of local public firms are explored in the present study. The balance between internal and external market orientation provides a unique opportunity for the firms in the public sector to achieve their mission and improve their performance. Analysis of the effect of dimensions of internal and external market orientation on organizational performance is investigated in this study. Internal market orientation perspective is studied in order to help employees understand the organization better, foster their services in the organization, and adapt themselves with the organizational methods and change for the better. In this way, employees are prepared to confront with external factors and environmental challenges and enhance the success of the firm (Cahill, DJ, 1996).

THEORETICAL FRAMEWORK

Each study needs a theoretical framework. It is a model based on which the researcher hypothesizes about the relations among the important factors in creating a problem. It should not necessarily be the researcher's remark; in most cases, combination of the researcher's logical beliefs with the related research studies about the research problem has a key role in creating a basis to investigate the issue under study. In brief, theoretical framework deals with the relationship among independent, intervening, moderating and dependent variables that are supposed to be effective on the response and solution of the research problem. Creating such theoretical framework for formulation and testing of hypotheses as well as completing the researcher's understanding of the research problem are very helpful (Rodrigues & Pinho, 2011). The theoretical framework of this study is displayed Fig. 1.
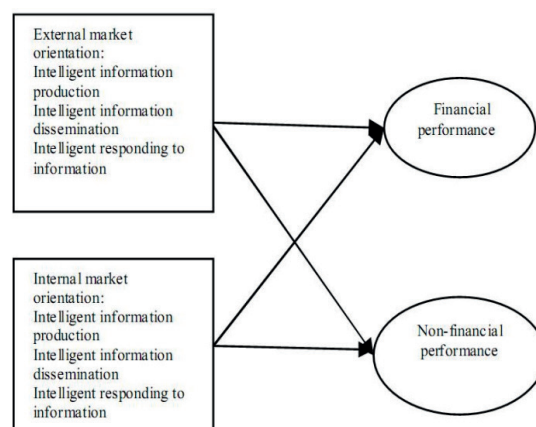
Fig. 1. Conceptual framework of the study (Rodrigues & Pinho, 2011)

Several studies have been conducted about internal and external market orientation and their consequences. Among these studies, the below cases can at least be mentioned. In an article entitled "the effect of internal and external market orientation on public firms' performance in Portugal" (Rodrigues and Pinho. 2011) showed that external information distribution and respond to information are strongly effective on non-financial performance and external information production and respond to information have a positive effect on financial performance. But with regard to internal market orientation, the results do not show a lower effect on performance. Subramanian [6] explored the relationship between market orientation and business performance in 159 intensive care units in the US. The results of his study showed a positive relationship between market orientation and business performance in intensive care units. (Dennis, JC, 1995) investigated the relationship between market orientation and service performance in 329 tourism industries in Greece and Lithonia. According to the results, there was a direct relationship between customer orientation and service performance and indirect relationship between competitor-orientation, cross-sectoral coordination and service performance. In a paper entitled "Is market-orientation a resource for achieving competitive advantage in firms?" (Drucker , P. ,2011)collected data during nine years of activity of 261 firms in the time period 1997-2005.

The results of their paper disclosed that the firms which emphasized and performed market orientated activities had a better performance and competitive advantage than other firms. (Gronroos, C., 2000) investigated the relationship between market orientation, role of entrepreneurship and influence of the secondary unit of marketing with business performance in 600 medium and large manufacturing enterprises in Australia. The results showed that there was a slight relationship between market orientation and role of entrepreneurship with business performance. (Greene, WE, Walls, GD & Scbrest, LJ, 1994) presented an article entitled "the role of market orientation in the relationship between internal marketing and bank performance. According to the results, internal marketing had a positive effect on market orientation and in turn, market orientation had a positive effect on performance. Likewise, internal marketing had a positive effect on performance through the intermediary variable of market orientation indirectly. But no relationship was observed between internal marketing and performance directly. Moreover, each component of internal marketing had a positive effect on both components of market orientation. In an article entitled "exploring the effect of internal marketing on market orientation in service organizations", (Gronroos, C., 2000) performed a field study in Bank Meli in Mashhad City by emphasizing the intermediary role of organizational citizenship behaviors and organizational commitment. According to the findings, there was a positive relationship between internal marketing and market orientation in Bank Meli. Also, there was a positive relationship between internal marketing and organizational commitment in Bank Meli as well as between internal marketing and organizational citizenship behaviors. In addition, there was a positive relationship between organizational commitment and market orientation and between organizational citizenship behaviors and market orientation in the above bank. (Gummesson, E., 1991) carried out a study entitled "evaluation of the effect of market orientation, innovation and customer loyalty on business performance (case study: Pol clothing group)". Data analysis and testing of hypotheses indicated that increased level of innovation in Pol clothing group is the result of increased level of market orientation and this led to a better innovation performance in the firm. Increased loyalty of customers is resulted in the growth of innovative performance of the firm and finally the level of business performance is enhanced.

METHODOLOGY

This study is descriptive-field-correlational in which documentary study and field study were used to collect the information related to theoretical principles and theoretical background of the research topic. All managers, deputies and experts of the firms related to Mashhad Province equal to 2505 were the statistical population of the study in 2018. In order to determine the sample size, a preliminary study was conducted on 30 persons because variance of the statistical population was inaccessible. Then the sample size was determined equal to 129 through Cochran formula. The required data was collected through documentary study and questionnaire. (Rodrigues and Pinho's standard questionnaire, 2011) was employed and the Likert scale was utilized to extract the opinions. Descriptive statistics methods were used to analyze descriptive data. Kolmogorov-Smirnov test, variance analysis

and regression and Friedman test were employed for data analysis by means of SPSS-20 software. In this section, hypotheses were tested using Pearson correlation test and regression analysis. The results are shown in Tables 1 and 2. Analyses were done through SPSS-20 software. Internal and external market orientation has a direct and positive effect on financial and non-financial performance. This hypothesis was tested through simple regression test. The results are shown in Tables 1 and 2. The significance level related to F test is less than 0.05; thus this hypothesis is accepted and it can be stated that internal and external market orientation has a direct and positive effect on financial and non-financial performance.

Table 1. Regression results about financial and non-financial performance in terms of internal and external market orientation

Model		Constant	Internal and external market orientation
Raw coefficients	B	2.35	0.421
Standard coefficients	Standard error	0.395	0.104
	Beta	0.392	0.118
T		6.078	4.098
Significance level		0.000	0.000

Table 2. Indexes of the regression model of financial and nonfinancial performance in terms of internal and external market orientation

Significance level	0.000
F	16.75
Adjusted coefficient of determination	0.108
Coefficient of determination	0.166
The square root of coefficient of	0.340

Adjusted coefficient of determination of this model is equal to 0.109. Hence, 10.9 percent of changes of financial and non-financial performance can be explained by internal and external market orientation. The below equation can be presented to predict the changes of financial and non-financial performance based on internal and external market orientation: (1) Financial and non-financial performance= 2.394 + (0.426) internal and external market orientation According to above equation number (1), 0.426 units are added to financial and non-financial performance in lieu of one unit increase in internal and external market orientation. Given the adjusted coefficient of determination, degree of effectiveness of internal and external market orientation on financial and nonfinancial performance is 10.9%.

CONCLUSION

The purpose of this study was to investigate the effect of internal and external market orientation on financial and non-financial performance in firms related to Mashhad Province. It is applicable from objective aspect and descriptive-field from methodological aspect. All managers, deputies and experts of firms related to Mashhad Province, equal to 2505, were the statistical population of the study. The sample size was determined equal to 135 by means of Cochran formula. Results of regression test between the independent variables (internal and external market orientation) and the dependent variable (financial and non-financial performance) show that there is a positive and significant correlation between the two variables. The significance level is less than 0.05. Given the adjusted coefficient of determination, the effect of internal and external market orientation on financial and nonfinancial performance is 10.9 percent (low-moderate) and beta coefficient is equal to 0.426. It means that 0.426 units are added to financial and non-financial performance of firms related to Mashhad Province in lieu of one unit increase in internal and external market orientation. Therefore, the major hypothesis regarding that internal and external market orientation has a significant effect on financial and non-financial performance is confirmed.

BIBLIOGRAPHIC REFERENCES

Ahmed, P. K., Rafiq, M., and Saad, N. M, (2003), "Internal marketing and the Mediating role of organizational competencies", European Journal of Marketing; Vol. 37, No. 9, pp. 1221-1241

Akroush, M., Abu-Elsamen, A., Samawi, G., & Odetallah, A. (2013). Internal marketing and service quality in restaurants.

Marketing Intelligence & Planning, Vol. 31, No. 4, pp. 304-336.

Alavi , M., and Leidner, DE "Review: Knowledge Management and Knowledge Man-agement Systems: Conceptual Foundations and Research Issues," MIS Quarter-ly (25: 1), 2 001, pp. 107-136

Bahia , K., and Nantel, J., (the 2,000th) "A Reliable and Valid Measurement Scale for the Perceived Service Quality of Banks", The International Journal of Bank Mar-keting ; 18/2 [2000] 84-91.

Bak. CA. Vogt LH. George, WR & Greentrce, IR (1994). Management by team: An inno-vative tool for running a service organization through internal marketing. Jour-nal of Services Marketing, 2,8 (l). 37-47. Ballantyne, D. (2003). A relationship-mediated theory of internal marketing. European Journal of Marketing, 37 (9), 1242-1,260.

Ballantyne, D., (2000), "Reframing Internal Marketing for Relationship Marketing", in Proceedings of International Marketing in AMA Educators' Conference: Marke-ting in a Global Economy, Buenos Aires, Argentina, June 28-Juiy I, pp. 1-12.

Berry, LL and Parasuraman, A., (1991), "Service marketing, competing through quality". New York, The Free Press

Berry, LL, (1981) The employee as a customer. Journal of Retail Banking, Vol.3, No.1, pp. 33-40.

Brown, T . J., Mowen JC; Donavan, DT, and Licata, JW, (2002), the customer orientati-on of service workers: Personality Trait effects on self and supervisor perfor-mance ratings, Journal of Marketing Research ; 39, 110-119;

Cahill, DJ (1996), Internal marketing: Your company's next stage of growth, New York; The Haworth Press. Chow, CW, Deng, JF, & Ho, JL (Two thousand and seven) "The Openness of knowledge sharing within organizations: a comparative study of the Uni-ted States and the People's Republic of China". Journal of Mana-gement Accounting Research, (12), pp. 65-95.

Chow, CW, Deng, JF, & Ho, JL (2000). "The openness of knowledge sharing within organizati-ons: a comparative study of the United States and the People's Republic of China". Journal of Management Accounting Research, (12), 2000, pp. 65-95.

Christopher, MG, Payne, A. and Ballantyne, DF (1991), Relationship Marketing: Brin-ging Quality, Customer Service and Marketing Together, Butterworth Heinemann. CIM, Oxford and Stoneham, MA

Davenport, T., & Prusak, L. (2000). Working knowledge: How organizations manage what they know . Boston: Harvard Business School Press.

Dennis, JC (1995), The Managerial Implications of the Learning Organization: A New Tool for Internal Marketing,Journal of Services Marketing, 9, 43-51.

Drucker , P. (2011), "Post-Capital Society ", Harper & Collins, New York, NY ; In [154]

Finn, D . W., Baker, J., Marshall, GW, and Anderson, R., (1999). "Thanks Quality Mana-gement and Internal Customers: Measuring Internal Service Quality," Journal of Mar-keting Theory and Practice , Vol. 4. No. 3, pp. 36-51.

Forcadell , FJ, Guadamillas, F. (two thousand and two), " A Case Study on the Imple-mentation of A Knowledge Management Strategy Oriented to Innovation, Kno-wledge and Process Management, Published online in Wiley InterScience: Www. interscience.wiley.com, Vol . 9 No. 3, pp. 162-171.

Foreman, SK & AH Money (1995), Internal Marketing: Concepts, Measurement, and Application, Journal of Marketing Management , Vol.11, pp. 755-768

Ghoshal , S. and Bartlett, CA (1999), "The Individualized Corporation". William Heinemann; In [53] Grant, RM (1996). Toward a knowledge-based theory of the firm . Strategic Management Journal , Vol. 17. PP. 109-22.

Greene, WE, Walls, GD & Scbrest, LJ (1994). Internal marketing: The key to external marketing success,Journal of Services Marketing, 8 (4), 5-13

Gronroos, C. (2000), "service management and marketing: a customer relationship management approach", second edition, John Wiley.

Gummesson, E. (1991) Marketing-orientation revisited: the Crucial role of the part-time Marketer. European Journal of Marketing, Vol. 25, pp.60-75.

Gummesson, E., (1987), "Using internal marketing to create a new culture: the case of Ericsson quality", Journal of Business and Industrial Marketing , Vol.2, Pp.325-351

Gupta, Jantinder NDand Sharma, Sushil and Hsu, Jeffrey, "An Overview of KM", IDEA GROUP PUBLISHING , Chapter one, 2007, pp. 1-28 2004 Guptara, P. (the 2 thou-sandth). "Why Knowledge Management Fails: How to Avoid the com-mon pitfalls" Melcrum Publishing Ltd. , Available at: www.melcrum.com

Hashemi, H. R., Alizadeh, A. A., Oyarhossein, M. A., Shavalipour, A., Makkiabadi, M., & Habibi, M. (2019). Influence of imperfection on amplitude and resonance frequency of a reinforcement compositionally graded nanostructure. Waves in Random and Com-plex Media, 1-27.

Makki M, Izadi AI, Jalili B. Numerical Analysis of a Multi-Stage Evacuation Desalination in Tehran city. Water and Energy International. 2019;61(12):53-7